

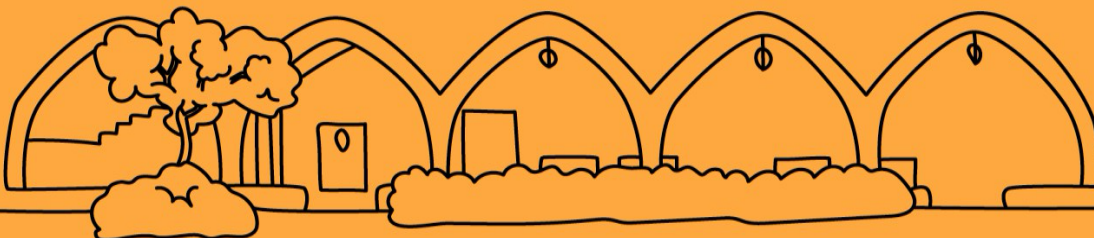
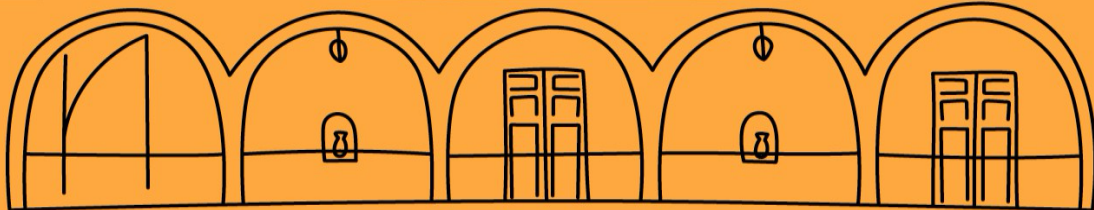
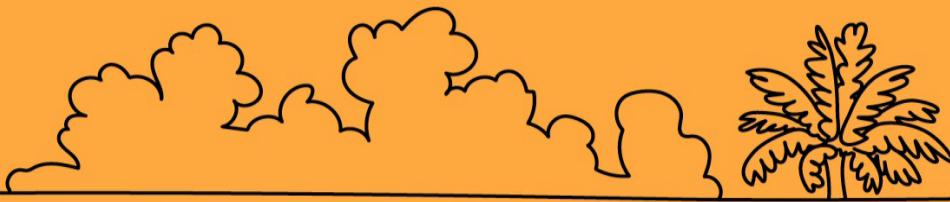
# ARUCAD

## EPS STUDENT

# HANDBOOK

### 2025-2026

### ACADEMIC YEAR





**ARUCAD**  
Arkin Yaratici Sanatlar  
ve Tasarım Üniversitesi

### **Disclaimer**

The aim of this document is to provide ARUCAD English language learners and other stakeholder with brief information concerning the English language teaching and learning processes and procedures at the English Preparatory School. From time to time, the policies and the operations of ARUCAD and English Preparatory School may change. To be sure of having up-to-date information, each member should confer with the EPS Director or instructors. The contents of the English Preparatory School Student Handbook are copyrighted by ARUCAD English Preparatory School (EPS) with all rights reserved. Reproduction or use of this document, in whole or in part, without permission is prohibited.

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## FOREWORD FROM THE DIRECTOR

Dear EPS Students,

I would like to welcome you all to the English Preparatory School and extend my best wishes to you for the Academic Year 2025-2026.

Congratulations on your choice. Needless to say, you made an excellent choice as ARUCAD is the first and only English-medium Creative Arts University in Northern Cyprus that provides you with the opportunity to obtain not only an Art qualification but also develop English language knowledge and skills to integrate successfully into academic context and your future career. More specifically, there is a bidirectional relation between Arts and English language. Art is universal and international in essence and English is the language for international communication. Art studies facilitates students' English language learning which is most likely to help our students access further information about Art Studies. This will certainly assist our students to attain better outcomes in their field of studies and their future careers.

The main aim of the English Preparatory School English language courses which are an integral part of the education at ARUCAD is to equip our students with the necessary English language knowledge and skills, and study skills to help them integrate into the academic community successfully and to excel in their academic studies at the Faculty. In addition, we aim to help our students to develop 21<sup>st</sup> Century skills such as critical thinking, creativity, problem-solution, as well as cooperative and collaborative skills to support their future career development.

We, EPS at ARUCAD, aim to provide high quality language education by referring to current international standards in English language teaching in each step of our English language teaching and learning processes. To this end, all English language teaching and learning programs have been mapped to Common European Framework of Reference for Languages and English language proficiency levels are determined in line with A1, A2, B1 and B2 CEFR Levels. Last but not least, all the English language courses are delivered with state of art and effective foreign language teaching and learning methods and techniques by well-qualified English language instructors, almost all speaking English as their native language.

Our valued students, we would like to remind you that it is you, as an individual, who would take the main responsibility of your learning to achieve success. To this end, you are advised to attend the classes regularly, study systematically, use every opportunity to practice English and extend your English language learning beyond the classroom by making use of the advanced technology and internet. Please feel free to obtain support from your teachers to further improve your English language learning. The English language, which you will be acquiring at ARUCAD will most likely to be a great asset for you in achieving success both at Faculty and your future profession. Overall, please put utmost effort to take the full advantage of the learning opportunities English Preparatory School offers you.

I wish you all the best of luck with your academic endeavors.

With my sincere respect and love

İnanç Uçaröz

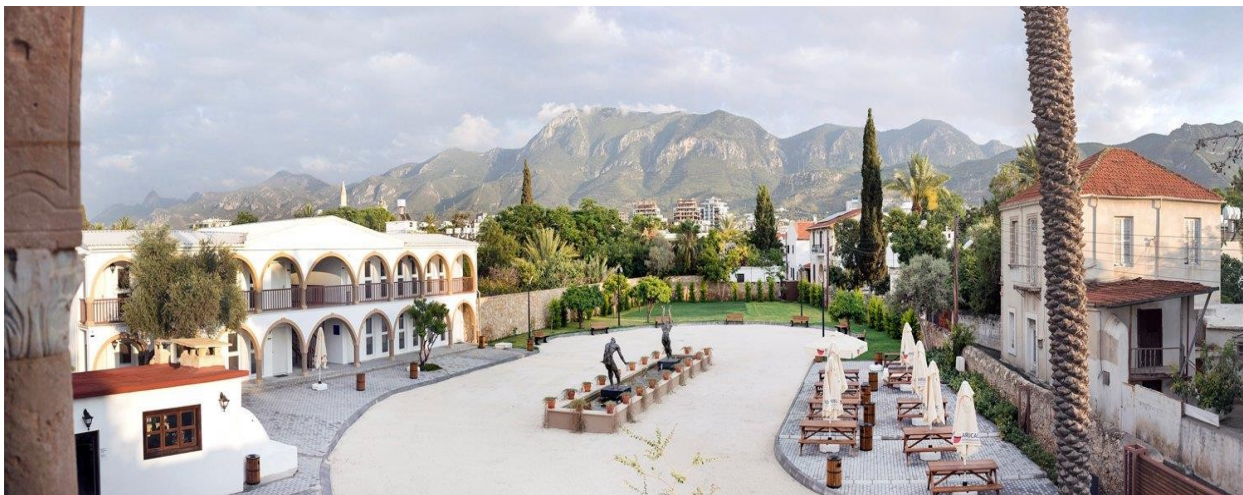
Director

English Preparatory School

## 1.0 HISTORY

Arkin University of Creative Arts and Design (ARUCAD) is a private, non-profit higher education institution which was established in 2017 in the center of the ancient port city of Kyrenia, Northern Cyprus. ARUCAD provides education in the fields of Art, Design and Communication and started offering courses in the Academic Year 2018-2019. Since then, ARUCAD has continually been improving its quality standards and aiming to obtain new memberships of international accreditation organizations to help its students to be a part of the global Art, Design and Communication network.

English Preparatory School was established and started offering English language courses in 2018 along with the establishment of ARUCAD. The student intake to the English Preparatory School has increased each academic year over the three-year period and currently, over 100 students are registered for English language courses at EPS. In line with ARUCAD's vision, EPS aims to continuously develop to achieve a high quality English language education which meets the international foreign language teaching standards to help ARUCAD students to succeed in their academic studies, professions and social lives. Overall, EPS, as one of its important units of ARUCAD has a diverse cultural learning environment where students can share their own cultures in a friendly academic environment and develop multicultural understanding to integrate into the global world successfully.



## **2.0 OVERVIEW**

Arkin University of Creative Arts and Design is an English medium university and English Preparatory School is a unit within ARUCAD which is directly attached to the Rectorate. The English Language proficiency requirement for students to be able to directly commence their academic studies at the Faculty is CEFR B1 for undergraduate and CEFR B2 for master's and Ph. D students. EPS was established with the aim of providing English language courses for newly admitted ARUCAD students who are not at the required English language proficiency levels to successfully pursue their academic studies at the Faculty. EPS offers English language courses to these students at four different levels of English; Prep A1, Prep A2, Prep B1 and Prep B2 levels to enhance their English language knowledge and skills to the required English language levels in order to enable them to succeed in their academic studies at the Faculty. Students can complete their studies at each level in minimum one semester. The exit levels for undergraduate students is CEFR B1 whereas CEFR B2 for master's and Ph. D students is required. The duration of standard education at EPS is minimum one year and maximum 2 years.

## **3.0 MISSION STATEMENT**

The mission of the EPS at ARUCAD is to support ARUCAD students with diverse cultural and linguistic backgrounds to attain proficiency in English language to excel in their interdisciplinary academic studies by adhering to the following basic principles:

- High quality English language education which is aligned to international foreign language teaching standards
- Provision of a cooperative and collaborative, and supportive environment
- Promoting student autonomy
- Professional Development
- Respect
- Integrity

## **4.0 VISION STATEMENT**

To excel in English language education by sustaining a continuous development for a high quality of English language education to live up to the international standards as well as developing as a well-respected and well-recognized institute locally and worldwide.

## **5.0 VALUES**

The core values at EPS are as follows:

- Transparency
- Trust
- Equality and respect to diversity
- Commitment to professionalism
- Respect for ethical values
- Team-work, cooperation and mutual understanding
- Opportunities for professional development
- Creativity

## 6.0 GENERAL AIMS

- Our principle aim is to bring students' English language knowledge, skills and competencies to a level which will enable them to succeed academically, professionally and socially.
- It is our mission to prepare our students for success in the global environment. Our aim is to promote the benefits of plurilingualism and multi-culturalism in language teaching and learning.

## 7.0 LEARNING OUTCOMES IN RELATION TO GENERAL AIMS

- To implement, monitor and evaluate established and new approaches in the classroom.
- To get students actively engaged into their learning by using state-of-the-art technology and self-assessment.
- To increase student investment in the learning processes both in and out of the classroom.
- To design course content and ensure that course delivery caters for all learning styles, students' interests and needs.
- To keep the level of the language being taught relevant to the student's levels and needs.

## 8.0 OBJECTIVES

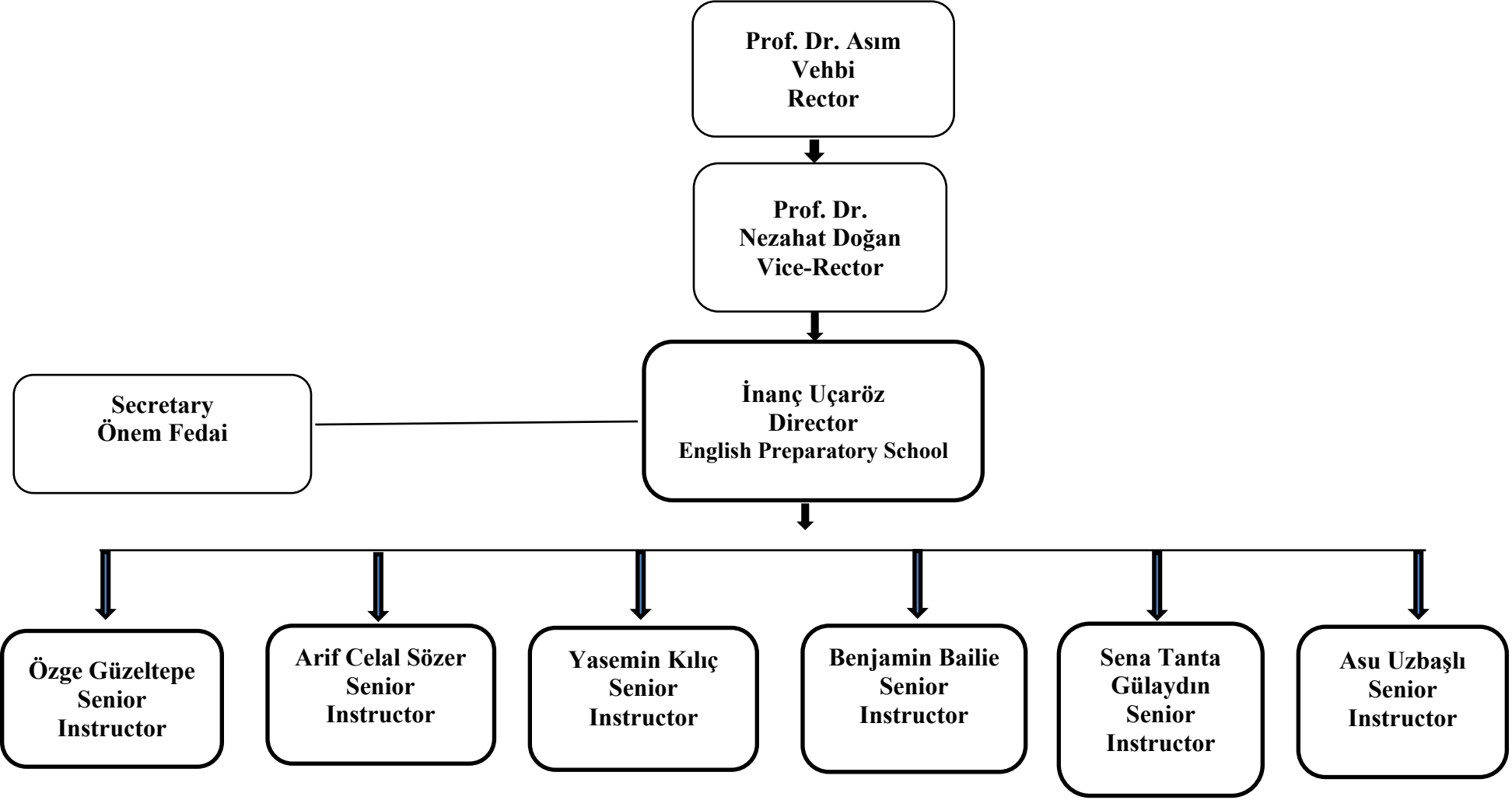
EPS adheres to a set of objectives to accomplish its mission, and these are as follows:

- To support ARUCAD students to continuously develop their English language proficiency level equivalent to the Common European Framework Reference for Languages (CEFR),
- To integrate a set of effective pedagogical methods and techniques to facilitate students' English language learning and study skills,
- To facilitate the EPS staff's continuous professional development,
- To integrate the state-of-the-art technology into English language instruction to facilitate ARUCAD students' English language learning,
- To inculcate the basic values of integrity, cooperation, teamwork and respect for diversity.



**9.0 EPS ORGANIZATIONAL CHART**

**2025-2026 Academic Year**



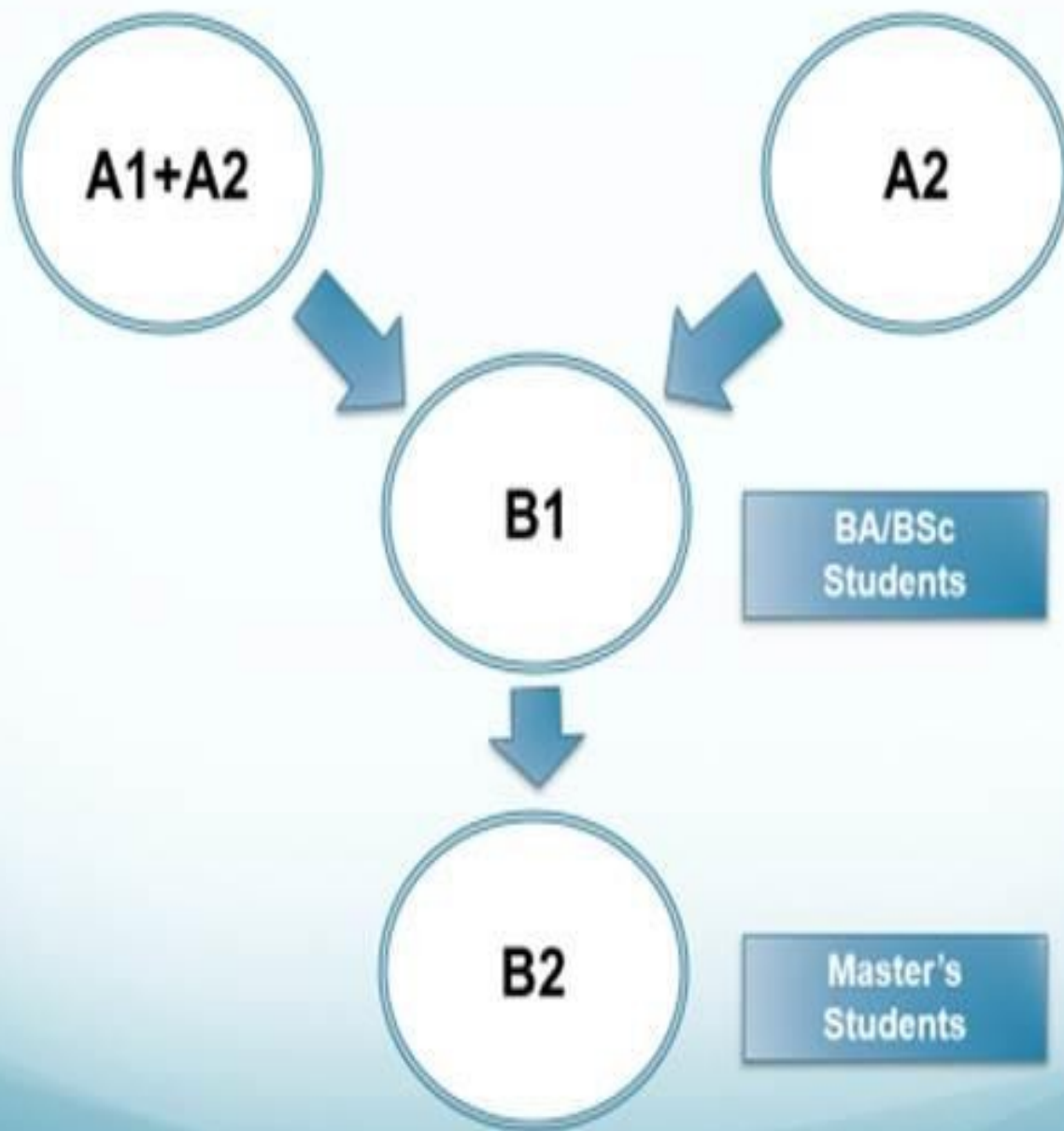
## **10.0 OVERVIEW OF EPS PROGRAM**

### **10.1 English Language Proficiency Levels**

The medium of instruction at ARUCAD is English language. English Preparatory School offers intensive English language courses which aim to equip newly admitted ARUCAD students with CEFR B1/CEFR B2 English language proficiency levels to enable them to successfully pursue their academic studies at their chosen Faculties. To this end, EPS offers a high quality English language program which is well aligned to the Common European Framework of Reference for Languages (CEFR). A great importance is attached to support ARUCAD students in developing effective oral and written communication skills through an integrated skill curriculum, which fosters active and independent learning. All the educational processes and materials including English language proficiency levels, curriculum, syllabus, assessment and course materials are closely aligned with the CEFR and Pearson's Global Scale of English since both of these international foreign language teaching frameworks are deemed as reliable, accurate and well-recognized standards which promote high quality, and effective English language teaching and learning.

The intensive English language course at the English Preparatory School is designed to help students to achieve a CEFR B1 level of proficiency in the English language for undergraduate students and CEFR B2 level English language proficiency for graduate students. Accordingly, EPS offers four levels of intensive English language instruction, Prep A1, Prep A2, Prep B1, and Prep B2, correlated with the Common European Framework of Reference for Languages (CEFR).

Newly admitted ARUCAD students can start their English language learning journey at Prep A1 level and finish at either Prep B1 or Prep B2 level. Each level, except for Prep A1+Prep A2 courses, can be completed in one semester. It is possible to complete a combination of Prep A1 and Prep A2 courses in one semester but this is not possible for other levels. It should be noted that, many factors such as students' motivation, attendance and participation to courses, their reasons or purpose for learning the English language and the amount of time spent on individual study have impacts on students' English language learning and achievements. Furthermore, the total number of hours different learners need to develop English language proficiency at different levels greatly depends on a range of other factors such as student's age and motivation, background, amount of prior study and the extent of exposure to the language outside the classroom. Learning a language is like climbing a mountain: the ascent gets harder the higher you climb: It does not take the same time to reach each level.



## CEFR Learning outcomes for each English language proficiency level:

### **B2 Level**

- Can understand the main ideas of complex texts on both concrete and abstract topics, including technical suggestions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### **B1 Level**

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on familiar topics or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

### **A2 Level**

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e. g very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas in areas of immediate need.

### **A1 Level**

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Please see <https://arucad.edu.tr/en/undergraduate-academic-calendar/> for 2025-2026 Spring Semester Academic Calendar.

## 10.2 Assessment and Evaluation at the English Preparatory School

Assessment and evaluation practices are an integral part of the teaching and learning processes at EPS. Assessment methods and techniques implemented at EPS primarily aim to support students' learning (assessment for learning) as well as measuring students' learning (assessment of learning). For example, EPS students are assessed by a number of ongoing assignments (formative assessment) such as midterms, essay writing, presentations, projects etc. over the course of the semester to help them further improve their English language learning whereas a number of summative exams such as final exams and English proficiency exam are given at the end of students' studies, which evaluate whether the students have developed required English language proficiency to commence their academic studies at the faculty. These two different types of assessment and evaluation methods and techniques, namely formative and summative assessment aim to provide EPS learners with equal opportunities to be successful in their English language learning journeys and obviously, academic studies.

Needless to say, we, at EPS, primarily aim to develop our students' ability to effectively communicate in speech and writing in English language academically, professionally and socially. To this end, we focus on teaching and assessing our students' learning in **four language skill areas, namely listening, reading, writing, and speaking equally**. More specifically, all our exams include listening, reading, writing and speaking components and each skill area is being equally weighted. With respect to types of exams, we assess our students by **“Portfolio assessment (30%)”, “Mid-term Exam (30%)” and “Final Exam (40%)”**. **Prep B1/B2 students who successfully complete their B1 studies are required to take an English Proficiency Test at the end of their Prep B1/B2 levels.**

With respect to portfolio assessment, it includes the students' assignments pursued throughout the semester. For example, essay writing, presentations, projects, students' attendance and participation to classes, online tasks and activities etc. Students sit mid-term exams after 7-8 weeks of instruction and final exams after 16 weeks of instruction. There are no classes on exam days. The durations of the written English language examinations are usually between 90 and 120 minutes. The place, time and format of the exams are announced in advance to the students in classes, on notice boards as well as on Microsoft Teams.

Please find below detailed information regarding the assessment processes, their content and weights in Tables 1, 2, 3, and 4 below. Please check EPS Student Handbook and Article 12 about EPS examinations and success in English Preparatory School Establishment, Operation and Working Principles By-law (hyperlinks are given)

**Table 1: An overview of the EPS Formative and Summative Assessment–Prep A1 and Prep A2**

<b>Method</b>	<b>Format</b>	<b>Weightage</b>
<b>Mid-Term Exams</b>	Overall the exam is divided into 5 components: listening, reading, language usage, writing and speaking.	30 %
<b>Final Exams</b>	Overall the exam is divided into 5 components: listening, reading, language usage, writing and speaking.	40 %
<b>A1 Portfolio</b>	The portfolio consists of attendance, participation and online self-study activities (10 %), projects (a video of a role-play, a film review, writing a composition) (15 %) and presentation (5 %) and self -reflection questions.	30 %
<b>A2 Portfolio</b>	The portfolio consists of attendance, participation and online self-study activities (10 %), projects (a video of interview, write a biography on a blog, writing a composition) (15 %) and presentation (5 %).	
<b>Total</b>		100 %

**Table 2: An Overview for EPS Formative and Summative Assessment – Prep B1 & Prep B2**

<b>Method</b>	<b>Format</b>	<b>Weightage</b>
<b>Mid-Term Exams</b>	Overall the exam is divided into 5 sections: listening, reading, language, writing and speaking.	30 %
<b>Final Exams</b>	Overall the exam is divided into 5 sections: listening, reading, language usage, writing and speaking.	40 %
<b>Portfolio</b>	The portfolio consists of attendance, participation and online self-study activities (10 %), writing an essay (5 %) and project-based presentations and presentation (15 %).	30 %
<b>Total</b>		100 %

All students at different English language proficiency levels are given a mid-term examination in seven or eight weeks' time following the commencement of their semester studies and a final examination after 16 weeks of instruction. In addition, students are required to submit the assignments included in the portfolio assessment section in consideration with the deadlines shown on the weekly schemes of work which can be found on Microsoft Teams. A student's end of semester final grade is the total of 30 % of the student's midterm exam grade, 40 % of the student's final exam grade and 30 % of the student's portfolio assessment grade.

Prep B1 and Prep B2 students are also given an English Proficiency Exam at the end of their Prep B1 and Prep B2 studies in order to be eligible to commence their academic studies at the faculty. The English Proficiency Exam is administered at the end of each semester and the beginning of the Fall semester. Students, who are unable to obtain a pass grade from this exam, will repeat their studies at EPS. **Prep B1 and Prep B2 final proficiency exam grade is the combination of 60 % of the total score they obtain from the English Proficiency Examination and 40 % of their end of semester final grade (30 % of Portfolio assessment, 30 % of Midterm Examination, and 40% of Final Exam).**

### **10.3 Taking an Exam**

Students attending any exams are required to bring a photo ID to the exam center. Students without a photo ID will not be allowed to take any exam. If students miss an exam due to a health problem, they may take a make-up exam provided that they submit a valid excuse by filling out a Make-Up Exam Application Form within three days. Students who miss a make-up exam cannot take another make-up exam. Students may review their exam papers after the exam, provided that they notify their teacher within two days of the exam date. After two days, they will not be allowed to view their exam papers.

#### **Exam Rules:**

- Students who are going to attend any of the examinations in EPS must bring their photo IDs to the exam center. Those who do not will not be accepted to the exam room.
- Since optical forms can be used in some exams, students should bring a pencil and eraser to the exam center. Asking for an eraser or a pencil from a friend in the classroom during the exam is not allowed.
- Students should check their names on the notice board in the EPS building or on the Proliz for their exam rooms and hours. For this reason, students should arrive to the exam center at least 30 minutes before an exam starts.
  - During the exams, use of any electronic equipment (mobile phone, MP3 player, etc.) is not allowed and should be turned off during the exam. Any attempt to use such devices (e.g. mobile phone) for any reason can be perceived as an attempt at cheating. Bags, coats, and other personal belongings must be left in designated areas.
- Food and drinks are not allowed in the exam room, except for water.
- Students cannot leave the exam room for at least 30 minutes after the exam starts.
- Talking during an exam or asking questions is not allowed and can be perceived as an attempt at cheating.
- Students who arrive late (15 minutes) will not be admitted to the exam. However, they are allowed to enter the exam room after the listening section.
- Students must follow the invigilator's instructions at all times.

## 10.4 English Proficiency Exam

The EPS English Proficiency Exam which Prep B1 and Prep B2 students are required to sit at the end of Prep B1 and B2 aims to assess whether students' have developed the required English language proficiency to pursue their academic learning in their chosen faculty successfully. Only the students who **complete their Prep B1 and Prep B2 level studies are eligible to take the English Proficiency Examination.** The date, place and time for the exam is announced on the Students' Notice Board and EPS website.

The exam consists of five components; namely, listening, reading, writing, speaking and language usage sections with equal weightage. B1 end of semester scores (40%) are combined with the result of the proficiency exam (60 %) to achieve a total score out of 100.

**English Proficiency Exam final grades (the combination of the 60 % of the English Proficiency Exam and 40 % of the Prep B1/B2 end of semester grade) which the students are required to obtain in order to be able to pass to faculty are as follows:**

- **Minimum 60 points for undergraduate students**
- **Minimum 80 points for Master's/Ph. D Degree Program students**

**Table 3: An overview of the EPS English Proficiency Examination**

<b>PROFICIENCY EXAM CEFR B1/B2</b>		
<b>Listening reception and mediation</b>	20 points	Standardized listening texts to assess the listening skill
<b>Reading Reception</b>	20 points	Standardized reading texts to assess students' reading and understanding skills
<b>Written Production and Interaction</b>	20 points	Essay writing to assess the writing skills
<b>Spoken Production and Interaction</b>	20 points	Speaking activities needed to assess the skills to engage in conversation different context (academic, social etc.)
<b>Language Usage</b>	20 points	Vocabulary, Grammar and functional language is assessed



## 10.5 TEACHING RESOURCES

Textbooks to be used throughout the academic year are determined according to the levels of the students. After the payment to the student accounts office each student can collect a set of textbooks from the Director's office.

Please see Appendix A for the list of EPS textbooks. All other materials and worksheets will be uploaded on the Teams to the related folder. The students may also use the following links to do revision and extra practice before their exams.

### Additional Resources for Students

These general ESOL websites offer many types of activities (grammar, listening, pronunciation, vocabulary, reading, etc.) for language learners of all levels.

**Activities for ESL Students:** Thousands of quizzes, exercises and puzzles for English language learners of all levels. Provided by the *Internet TESL Journal*.  
<http://a4esl.org>

**ManyThings.org:** Find quizzes, word games, word puzzles, proverbs, slang expressions, vocabulary study, pronunciation practice, listening practice and many other activities for learners of all levels. Check the *Daily Page* for links to new activities each day.  
<http://www.manythings.org>

**BBC Learning English:** Activities using videos, music, news vocabulary and more. Listening, pronunciation, grammar, and vocabulary practice. Includes a special section for Business English.  
*Note:* This is a British English site.  
<http://www.bbc.co.uk/worldservice/learningenglish>

**eng Vid :** Free English video lessons on many topics, including grammar, pronunciation, vocabulary, writing, business English, and more. Some lessons include quizzes.  
<http://www.engvid.com>

### Social Networking

**Cambly:** Cambly is an online English teaching and learning platform that connects language learners with native English speaking tutors. They've been around for a long time and are one of the most well-known and well-respected names in the ESL industry. <https://www.cambly.com/english?lang=en>

**Italki:** italki is an online language learning platform which connects language learners and teachers

through video chat. The site allows students to find online teachers for 1-on-1 tutoring.  
<https://www.italki.com/>

### Dictionaries

**Merriam-Webster Learner's Dictionary:** An online American English dictionary for English language learners. Find definitions and example sentences and hear the correct pronunciation of a word. Try some of the vocabulary and pronunciation exercises.  
<http://www.learnersdictionary.com>

**The Internet Picture Dictionary:** Look up a word or browse by category (animals, colors, kitchen, etc.) in this basic picture dictionary. Use the activities list to play spelling games and review words.  
<http://www.pdictionary.com>

**Cambridge Dictionaries Online:** Search the *Learner's*, *Advanced Learner's*, *American English*, *Idioms*, and *Phrasal Verbs Dictionaries* from Cambridge University Press. The *Advanced Learner's Dictionary* includes audio pronunciations in American and British English. <http://dictionary.cambridge.org>

**Longman Dictionary of Contemporary English Online:** Find definitions and sample sentences. Follow the word of the day and browse word families to increase your vocabulary.  
<http://www.ldoceonline.com>

**eflnet:** Interactive grammar exercises covering beginner to advanced levels.

[www.eflnet.com](http://www.eflnet.com)

**Englishpage.com:** Free grammar lessons and Pronunciation Practice

**Perfect Pronunciation Exercises:** Practice sounds, syllable stress, and sentence intonation with the exercises on the *Merriam-Webster Learner's Dictionary* website.

<http://www.learnersdictionary.com/pronex/pronex.htm>

## Reading

**ESL Reading:** Simplified ghost stories, "strange" news stories, and other reading materials with exercises, written in British English. Most stories are intermediate to upper-intermediate level.

[www.eslreading.org](http://www.eslreading.org)

**Literacy Net Story Archives:** Read news stories adapted for new readers and English language learners. There are stories and reading and vocabulary exercises on many topics, but no new stories have been added since 2005.

<http://literacynet.org/cnnsf/archives.html>

## Vocabulary

**Free Rice:** This addictive site tests your vocabulary knowledge. They also donate free rice to third-world countries!

<https://freerice.com/categories/english-vocabulary>

**Vocabulary.com:** This bumper website has lots of uses, from a dictionary and countless vocabulary questions. <https://www.vocabulary.com>

interactive exercises. Lots of practice with verb tenses and prepositions. <http://www.englishpage.com>

**The Online Writing Lab (OWL) at Purdue University:** Click on General Writing to find general information on the writing process and academic writing samples. See the OWL Exercises for practice with grammar, punctuation, and sentence structure.

<http://owl.english.purdue.edu/owl>

**Eslbee.com:** This advanced composition site for non-native speakers of English offers model essays, practice

organizing ideas, and grammar exercises.

<http://www.eslbee.com>

## Listening Practice

**Randall's ESL Cyber Listening Lab:** Listening practice and quizzes for all levels of English language learners. Listen to everyday conversations or practice listening for academic purposes / TOEFL with lectures and interviews.

<http://www.esl-lab.com>

**Real English:** Short video lessons using interviews with real people filmed on the streets of New York, Miami Beach, and Seattle. There are lessons for English learners at different levels. Exercises let you record your voice and compare your English to the native speakers in the videos or to the teacher.

<http://www.real-english.com>

**ESL Bits:** Listen to audiobooks, news stories, short stories, songs and radio dramas. Choose between faster or slower listening speeds and read along with the texts of the stories and songs. For intermediate and advanced learners.

<http://esl-bits.net>

**FluentU:** FluentU is a language-learning platform that uses real-world videos and interactive subtitles to create an immersive learning experience.

... FluentU offers videos in nine different languages and is available for iOS, Android, and on the web.

<https://www.fluentu.com/schools/>

## 10.6 Attendance

- 70% attendance is obligatory at the English Preparatory School.
- The instructors record attendance every class hour, and those who do not attend are marked absent for the hour they are not present in class. The instructor enters the attendance records on Proliz Automation system on a regular basis.
- Every student is responsible for monitoring his/her own attendance record and cross-checking them with the official records posted on Proliz. Failing to follow the e-mail account and/or claiming not to receive messages is not an excuse and the responsibility belongs entirely to the student.

### **Some important points about attendance:**

- Applications for permission for absence for sports and social activities approved by the University should be made with the required documents at the Student Admissions Office.
- Students may attend debates, conferences, meetings and other activities on campus during class hours within their unexcused absence limit.
- Those who exceed the absenteeism limits (NG Status) are not entitled to take exams
- Those who exceed the absenteeism limit do not have the right to take the English Proficiency Exam at the end of the semester.

## 10.7 School and Classroom Rules

- Students should always bring their course materials (course books, pen, etc.) to their class;
- Students should attend their classes on time; latecomers will be marked as absent.
- Students should complete their homework and in-class activities on time;
- Students are not allowed to use mobile phones, read newspapers or any other material, eat snacks, etc., in the classroom;
- Students should maintain respectful relationships with their classmates and teachers.
- Students must follow the teacher's instructions at all times.
- Students should not damage school building and furniture.

### 10.8 Teacher Office Hours

At the EPS, every classroom is instructed by minimum three teachers. One of the teachers is assigned as the class teacher. A class teacher is responsible for supporting their students outside the teaching hours as well. Students are expected to get an appointment to see their teachers during the office hours. All of the class teachers provide individual support to their students during their office hours. They offer all types of support and counselling to their students.

### 10.9 Feedback and Support

Teachers are responsible for providing their learners with feedback regarding the results of all types of exam in relation to their students’ strengths and areas to improve. Teachers closely follow students’ progress and provide support when needed and they keep a record of the support given to students and their progress. Thus, the teachers can shape their lessons according to the feedback they get from their students’ assessment processes. The students’ **‘portfolio work’ provides ongoing feedback about students’ English language learning.** Students regularly get feedback on their portfolio work about how they should improve themselves and at the end of the courses they have a portfolio which is totally composed of their own work. The aim is to give the students full responsibility of their own work. The following document is used to record each student’s progress.

### 10.10 INDIVIDUAL TRACKING

This system is used to monitor students’ progress throughout the academic year. It includes student information, levels, and results from midterm and final exams, as well as performance in different language skills and overall use of English.

To make progress easy to understand, a colour-coding system is used:

- **Green** indicates strong performance
- **Blue** indicates satisfactory progress
- **Red** highlights areas that need improvement

This helps both teachers and students clearly see strengths and areas to focus on.

Based on these results, tutorial support is provided when needed. Tutorials may be organised in small groups or individually and focus on specific skills such as speaking, writing, listening, or grammar.

This approach ensures that students receive continuous support, regular feedback, and opportunities to improve throughout their learning process.

Number	Student Number	Student Name	Level	Speaking Production		Reading Reception		Written Production		Listening Reception		USE OF ENGLISH	
				Midterm	Final	Midterm	Final	Midterm	Final	Midterm	Final	Midterm	Final
1	250303017	x	A1.2	16.5	17.5	12	16	14.5	13.12	15	14	13.5	13.5
2	250303021	x	A1.2	15.6	18	6	10	14	16.25	19	14	16	10.5
3	250303025	x	A1.2	12.8	15.6	10	8	6.26	12.5	14	10	11.5	6.5
4	250303026	x	A1.2	8.1	15.6	8	6		0.42	14	4	8	10.5
5	250304013	x	A1.2	13.4	16.7	14	10	7.5	18.75	14	18	16.5	16

## 11.0 EDUCATION AND TRAINING HOURS

### 11.1 Total hours of English Language Teaching and Learning

The number of hours needed to achieve different English proficiency levels as proposed by ALTE and total English language teaching and learning hours approximately allocated at EPS at each level are indicated below:

**Table 1: Total hours of English language teaching and learning**

	The number of teaching hours required to attain a CEFR proficiency level according to The Association of Language Testers of Europe (ALTE)	The number of teaching hours allocated in each course level at EPS
A1+A2	Approximately 270-300 hours	370 hours
A2	Approximately 180-200 hours	370 hours
B1	Approximately 350-400 hours	370 hours
B2	Approximately 500-600 hours	Approximately 370 guided teaching hours and 130 hours extra project work hours, individual work, and online learning.

The number of students in each class is approximately twenty-five/thirty and state of the art technology is actively integrated into English language courses to promote students' learning and autonomy. EPS offers minimum 24 hour English language instruction per week at each proficiency level and duration of each lesson is 50 minutes. Students are required to **attend 70 % of** the English classes. Those students who fail to meet the attendance requirement cannot sit the Final and English proficiency exam and repeat his/her English language course.

English language courses are conducted face-to-face teaching and learning. In case of necessity, online English language courses are delivered via Microsoft Teams online teaching and learning platforms. Microsoft Teams Students' Guideline can be accessed on the school website.

## 12.0 GENERAL EXAMINATIONS

### 12.1 Exemption Criteria and ARUCAD's English Language Placement Examination (ELPE)

ARUCAD is a Creative Arts Tertiary institution where the medium of instruction is English language. The newly admitted ARUCAD students are required to have acquired adequate English language proficiency to be able to pursue their studies at faculty level successfully. More specifically, the required English language proficiency to be admitted to undergraduate studies is CEFR B1, and CEFR B2 for master's and Ph. D students.

The new ARUCAD students who are unable to confirm their English language proficiency levels with an internationally accepted English language certificate as indicated in Chart A have to take ARUCAD’s English Language Placement Examination (ELPE) after they complete their registration process. The main aim of ARUCAD’s ELPE is to identify newly admitted ARUCAD students’ English language proficiency levels and place them into the appropriate English language courses. Students who are able to achieve the required pass grades from ARUCAD’s English Placement Exam as well as students with a valid English language certificate (see Table 1) are exempted from the English Preparatory School’s English language program and they are directly admitted to the Faculty. On the other hand, students who are unable to achieve a pass grade from the English Language Placement Exam are placed in the appropriate English language course in line with the grades they obtain from the exam.

**Table 1: ARUCAD’s English Preparatory School Exemption Criteria**

<b>Name of the Test</b>	<b>Minimum Grades Required for Undergraduate Studies</b>	<b>Minimum Grades Required for MA/MSc Studies</b>	<b>Validity of the Exam Results</b>
	<b>B1 CEFR</b>	<b>B2 CEFR</b>	
<b>ELPE</b> <b>( ARUCAD’s English Language Placement Examination)</b>	60/100	80/100	N/A
<b>KPDS /ÜDS / YDS / YÖKDİL</b> <b>(Kamu Personeli Yabancı Dil Bilgisi Seviye Tespit Sınavı , Üniversitelerarası Kurul Yabancı Dil Sınavı ve Yabancı Dil Bilgisi Seviye Tespit Sınavı /Yükseköğretim Kurumları Yabancı Dil Sınavı )</b>	50	70	5 Years
<b>IELTS</b> <b>(International English Language Testing System)</b>	Minimum 5.0	Minimum 6.00	2 Years
<b>TOEFL IBT</b> <b>(Internet-based Test of English as a Foreign Language)</b>	Minimum 60	Minimum 70	2 Years

<b>TOEFL CBT</b> <b>(Computer-based Test of English as a Foreign Language)</b>	Minimum 170	Minimum 197	2 Years
<b>TOEFL PBT</b> <b>(Paper-based Test of English as a Foreign Language)</b>	Minimum 497	Minimum 530	2 Years
<b>English Language GCE/IGCSE</b> <b>(General Certificate of Education/ International General Certificate of Secondary Education)</b>	Minimum C	Minimum B	Valid indefinitely
<b>FCE</b> <b>(First Certificate in English)</b>	Minimum C	Minimum B	Valid indefinitely
<b>CPE/CAE</b> <b>(Certificate of Proficiency in English/ Certificate of Proficiency in English)</b>	Minimum C	Minimum B	Valid indefinitely
<b>SAT</b> <b>(The SAT Reasoning Test)</b>	Reading & Writing: Minimum 420	Reading and Writing: Minimum 440	5 Years
<b>PTE</b> <b>(Pearson Test of English)</b>	Minimum 45	Minimum 71	2 Years
<b>English Language WAEC/WASSCE</b> <b>(West African Examinations Council)</b>	<b>Minimum C6</b>	<b>Minimum C5</b>	2 Years
<b>NECO</b> <b>(National Examination Council of Nigeria)</b> <b>NECOSSCE</b> <b>SSCE</b>	<b>Minimum C6</b>	<b>Minimum C5</b>	2 Years

<b>ZIMSEC</b> <b>(Zimbabwe School Examinations Council)</b>	<b>Minimum C6</b>	<b>Minimum C5</b>	2 Years
<b>City and Guilds International English Exam</b>	<b>Minimum B1 First Class Pass</b>	<b>Minimum B2 Pass</b>	2 Years
<b>NSC</b> <b>(National Senior Certificate South Africa)</b>	<b>Minimum 50% or 4</b>	<b>Minimum 60% or 5</b>	2 Years
<b>KNEC</b> <b>(Kenya National Examination Council)</b>	<b>Minimum C</b>	<b>Minimum C+</b>	2 Years
<b>NECTA</b> <b>(CSEE) (The National Examination Council of Tanzania)</b>	<b>Minimum C</b>	<b>Minimum B</b>	2 Years
<b>ECZ</b> <b>(Examination Council of Zambia)</b>	<b>Minimum 6</b>	<b>Minimum 5</b>	2 Years

## 12.2 Rules and Regulations for exemption from ARUCAD's English Language Placement Examination

The newly admitted ARUCAD students are requested to take the following rules and regulations into consideration with regards to ARUCAD's English Language Placement Examination (ELPE) and the exemption from the English Preparatory School English language program: (English Preparatory School Establishment, Operation and Working Principles By-law, article 11, items 4-10)

(4) The main aim of ARUCAD's ELPE is to identify newly admitted ARUCAD students' English language proficiency levels and place them into the appropriate proficiency levels at the English Preparatory School.

(5) ARUCAD's English Language Placement Examination is administered twice every academic year. New students who registered to ARUCAD are eligible to take the English Language Placement Examination at the beginning of the Fall and Spring Semesters. Needless to say, each student can take the test **only once**.

(6) Students who are able to achieve the required pass grades from ARUCAD's English Placement Exam as well as students with a valid English language certificate (see Table 1) are exempted from the English Preparatory School's program and they are directly admitted to the Faculty.

(7) ARUCAD's new students who are able to provide proof of successful completion of their English Preparatory School English language education at another university with a valid document (B1 for undergraduate studies and B2 for master's/Ph. D studies) will be exempted from the English Preparatory School studies.

(8) MA and Graduate Students are subject to provisions in Article 3 of "ARUCAD Rules and Regulations for Graduate Studies" concerning the English language requirements and exemption from the English Preparatory School English language program.

(9) It should be noted that ARUCAD's new students with a valid English language certificate, and students who have achieved a pass grade from the English Language Placement Exam, are still eligible to study at the English Preparatory School English language program with their consent to further improve their English language proficiency. Those students are placed in Prep B1 or Prep B2 English language courses.

(10) English Preparatory School students are placed in Prep A1, Prep A2 (basic user) and Prep B1, and Prep B2 (independent user) level courses in accordance with the grades they achieve from English Preparatory School, English Language Placement Test as indicated in Table 2. Normally the duration of each of English language proficiency level is one academic semester except for A1+A2 which can be completed in one semester and every semester, if necessary, all of these English language proficiency levels are available for education. A student has to follow the program which is determined in line with his/her performance on the written and/or oral English Language Placement Examination.

**Table 2: English Language Placement Exam Results and Students' Classification**

<b>Prep A1/A2 Level</b>	<b>Prep A2</b>	<b>B1(Bachelor Degree Students)</b>	<b>B2 (MA/Ph. D students)</b>	<b>Faculty</b>
0-20	21-40	41-59	60-79	60+ (BA Students) 80+ (MA/Ph. D students)

### **13.0 EXTRA CURRICULAR ACTIVITIES**

#### **13.1 Student Affairs Unit**

There is a Student Affairs Unit (SAU) that is intensively occupied with students' social, cultural and intellectual needs. The unit aims to assist students to improve their intellectuality in language learning with the provided enjoyable activities. SAU is also responsible for new students' orientation activities, and induction of new students to the school.

#### **13.2 Clubs**













Social activities, clubs, events, societies and excursions at our university provide our students with various value-added benefits and invaluable gains. These benefits and gains are as follows:

- ✚ To be included in a multicultural environment and to benefit from diversity.
- ✚ Developing interpersonal and intercultural relations.
- ✚ Developing leadership skills and adapting to the team by taking part in organizations.
- ✚ Discovering and learning about the local culture.
- ✚ Representing and promoting their own country and culture.
- ✚ Making new friends and having a rich and full university experience.
- ✚ Learning to see the place they belong to through different eyes.
- ✚ Learning to evaluate social relations in the context of culture, space and society.

In addition to the academic identities of the universities, the social activities offered to the students and the opportunities to participate in these activities are also very important. To this end, our University has 5 student clubs. In these clubs, students with similar interests and abilities can come together, have a social sharing together, and at the same time produce with the same enthusiasm in an environment where they meet with a common goal.

Student clubs, which play an important role in ARUCAD's social life, grow, become stronger and more productive every year with the participation of students. Our students can take part in any club they wish, contribute to activities with different responsibilities, and also start new clubs with their friends with whom they have common ideas and shared interests. Therefore, all ARUCAD students are strongly encouraged to actively participate in our extracurricular, social activities.

Our currently available student clubs at ARUCAD are as follows;

-  Blender Modelling & Design Club
-  Boulderering Club
-  Cinema Club
-  Comic Book and Anime Club
-  Drama Club
-  Cinema Club
-  Dance Club
-  Fashion Club
-  Graffiti Club
-  Music Club
-  Nature Sports Club
-  New Media Club
-  Quality Club
-  Photography Club



**\*For detailed information about clubs and societies, [sports@arucad.edu.tr](mailto:sports@arucad.edu.tr) / 1006**

### **13.3 Equal Opportunities**

The University is dedicated to provide all of its students with equal opportunities in all respects. This means that all the staff and students at the EPS should be respected and treated as an equal, regardless of race, religion, country of origin, sexuality, gender, social background or disability. All the students and staff are asked to respect this ethos.

### **13.4 Courtesy and Politeness**

It is important that everyone treats each other with courtesy and respect at all times. Students exhibiting aggressive or threatening behavior or having raised voices or shouting in classrooms, offices or on campus will not be tolerated. Our members of staff are here to help, but they can only do their best. Whilst we are aware of the frustrations that can arise when things are not as expected or wanted, we will provide full support to our teachers and administrative staff and take appropriate action if discourteous behavior does occur.

### **13.5 Health or Personal Problems**

If you experience health or personal problems, you may contact your class teacher or the EPS Director. They will treat all information confidentially and provide advice, if necessary, about other support services available at the university.

### **13.6 ARUCAD Psychological Counseling And Guidance Centre (PDRM)**

ARUCAD Psychological Counseling and Advising Center was established with the main aims of helping students get to know themselves better, solve their problems, solve their emotional, social, academic or career/job choice problems, make realistic and effective decisions, adapt to university life and thus use their full potential. The unit provides individual and group counseling services to all students studying at the University. It provides support services for newly arrived students on issues such as difficulties in getting used to and adapting to country-city-university life, ensuring personal discipline and how they can be successful in courses, as well as providing guidance on how to cope with personal and interpersonal problems that are frequently encountered by students. The second aim of The Psychological Counseling and Advising Center is to ensure that students do not feel alone due to the problems they experience. The unit contributes to the personal development of students by organizing short-term courses, seminars, conferences and training programs that they will optionally attend during their university education cycle. Interviews at the Center are on a voluntary basis and confidentiality and work with an appointment system. You can visit

the PDRM office, call +90 (392) 650 65 55-1125, or email [pdr@arucad.edu.tr](mailto:pdr@arucad.edu.tr).

## **14.0 ARUCAD STUDENT GUIDE FOR DISCRIMINATION, BULLYING AND HARASSMENT**

ARUCAD is committed to a safe and secure environment for all its staff and students which is free from discrimination, bullying and harassment. This is secured by ARUCAD Anti-discrimination, Equality and Inclusion Policy. It is a violation of this policy for a student to be discriminated, harassed, or bullied by other individuals within ARUCAD community.

### **14.1 What is discrimination?**

Discrimination occurs when one person is treated less favorably than another in the same or similar circumstances because of a specific attribute, such as sex, color, religious belief, race, marital status, ethnic or national origin, family status, ethical belief, sexual orientation, political opinion, age, employment status, or disability, which is specifically listed in Human Rights legislation.

### **14.2 What is bullying?**

Bullying is defined as repeated, unwanted behavior, a pattern of behavior rather than random incidents of meanness or hurtful behavior or any pattern of irrational behavior directed at an individual or a group of people that causes bodily or psychological harm. Cyberbullying is one example.

Cyberbullying is when someone uses internet communication to bully, harass, or terrify someone else, usually by sending frightening, embarrassing, or threatening communications.

### 14.3 What is harassment?

Harassment can basically be defined as serious, unwanted behavior, such as threats or physical actions or any unwelcome or inappropriate behavior that is unpleasant, degrading, or intimidating to another person that is either repeated or of such a kind that it has a negative impact on the individual, their performance, or their work and study environment. Sexual, ethnic, and gender-based harassment are all included.

Harassment based on gender stereotypes, sexual orientation, or gender identity is known as gender based harassment. Verbal, physical, visual, or digital activities that degrade, denigrate, or threaten another person are examples of this type of behavior. It is frequently about making someone feel unwelcome, uncomfortable, inferior, or vulnerable; it does not always imply sexual interest or intent.

Racial harassment is defined as the use of verbal, visual material, or physical behavior to show anger toward, or to bring into conflict with, another person because of their race.

### 14.4 What to do if you think discrimination, harassment or bullying happens to you?

If we do not know about your experience, we cannot make sure that behavior stops and is not repeated. Please try to deal with the problem in one or more of the following methods:

#### **A) Talk to the person engaging into the behavior if you feel comfortable to do so.**

Let the person know that his/her actions are making you uncomfortable or offensive, and that you would like them to stop. That is, if self-resolution feels safe and you can tell the person or write the person you are unhappy with her behavior. In certain circumstances, the individual is unaware that their actions are inappropriate or offensive. However, not everyone is comfortable having these types of conversations, so don't stress if you don't want to.

#### **B) Contact ARUCAD University Health and Counselling Service**

Contact ARUCAD Health and Counselling Service via [simge.kocar@arucad.edu.tr](mailto:simge.kocar@arucad.edu.tr) and receive guidance and coaching on how to deal with the individual engaging in the unwanted behavior. The staff at the counselling service will support as they are well-informed about these issues and as a result guiding you about how to proceed.

#### **C) Write a complaint letter and an Incident Report**

File a complaint with an incident report and submit it to ARUCAD Rectorate.

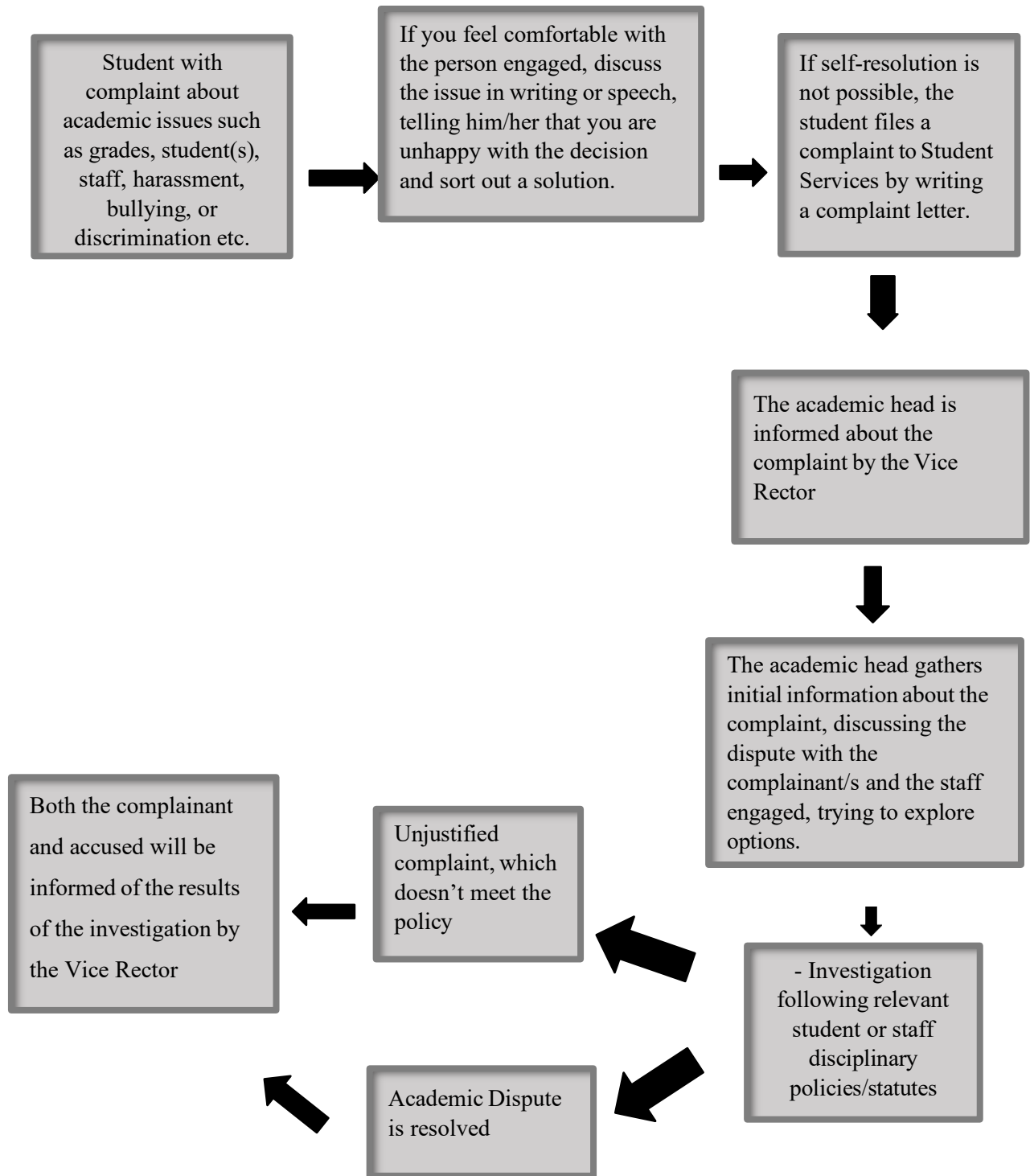
#### **Resources**

<https://arucad.edu.tr/en/contact-us/>

### 15.0 ARUCAD English Preparatory School Students' Complaint Procedures

In case you experience any unexpected danger or threat to safety, please inform ARUCAD Security Service on 03926506555 extensions: 1088 and/or call police on 155.

Please select the process which is the most appropriate for you as shown on the flow chart.



## Appendices

### Appendix A: 2025-2026 EPS Textbooks (by Pearson Publishing Company)

A1	<ul style="list-style-type: none"><li>• <b>Speakout 3<sup>rd</sup> Edition A1 Students' Books and eBook with Online Practice</b></li><li>• <b>Speakout 3<sup>rd</sup> Edition A2 Students' Books and eBook with Online Practice</b></li><li>• <b>NorthStar 1 Fourth Edition Listening &amp; Speaking</b></li><li>• <b>NorthStar 1 Fourth Edition Reading &amp; Writing</b></li></ul>
A2	<ul style="list-style-type: none"><li>• <b>Speakout 3<sup>rd</sup> Edition A2 Students' Books and eBook with Online Practice</b></li><li>• <b>NorthStar 1 Fourth Edition Listening &amp; Speaking</b></li><li>• <b>NorthStar 1 Fourth Edition Reading &amp; Writing</b></li></ul>
B1	<ul style="list-style-type: none"><li>• <b>Speakout 3<sup>rd</sup> Edition B 1 Students' Books and eBook with Online Practice</b></li><li>• <b>NorthStar 3 Fourth Edition Listening &amp; Speaking</b></li><li>• <b>NorthStar 3 Fourth Edition Reading &amp; Writing</b></li></ul>
B2	<ul style="list-style-type: none"><li>• <b>Speakout 3<sup>rd</sup> Edition Students' Books and eBook with Online Practice (B2)</b></li><li>• <b>Speakout 3<sup>rd</sup> Edition Workbook (Intermediate)</b></li><li>• <b>Contemporary Topics Level 1 Student's Book</b></li><li>• <b>English for Academic Purpose (EAP Pack)</b></li></ul>



**Arkin University**  
of Creative Arts and Design

# CAMPUS MAP

## 1 RODIN

- RO OFF01 Rectorate
- RO OFF02 Craft, Created by ARUCAD
- RO OFF03 Dean, Faculty of Music and Performing Arts
- RO LPC01 RO PC Lab 1
- RO LPC02 RO PC Lab 2
- RO PR001 Prayers Room
- RO SP001 Painting Studio 1
- RO OFF04 Vice Rector (International & Social Affairs)
- RO OFF05 Vice Rector (Academic Affairs)
- RO OFF06 Senate Meeting Room
- RO OFF07 Dean, Faculty of Communication
- RO OFF08 Vice Rector (Research and Development), Dean, Faculty of Design
- RO OFF09 Dean, Faculty of Arts

## 2 FALLING MAN

- FM LMC01 FM MAC Lab 1
- FM SPD01 Printmaking Studio 1
- FM OFF01 Head of Visual Communication Design Dept.
- FM OFF02 Head of Industrial Design Dept.
- FM OFF03 Head of Ceramics Dept.
- FM OFF04 Head of New Media and Communication Dept.
- FM LPC01 FM PC Lab 1
- FM CLA01 FM Classroom 1

## 3 TITAN

- TI OFF01 Registrar Office
- TI OFF02 Administration and Registration Office
- TI OFF03 IT System Room
- TI OFF04 Staff Rest Room
- TI OFF05 Storage Room
- TI OFF06 Head of Urban Design and Landscape Architecture Dept.
- TI OFF07 Academic Staff Office
- TI LMC01 TI MAC Lab 1
- TI OFF08 General Secretary
- TI OFF09 Secretary
- TI OFF10 IT Office
- TI OFF11 Head of Architecture Dept.
- TI OFF12 Administrative Coordinator
- TI OFF13 Head of Digital Game Design Dept.
- TI OFF14 Head of Plastic Arts Department Dept.
- TI OFF15 Head of Archeology, Head of Acting Dept.
- TI OFF16 Head of Sound Arts & Design Dept.
- TI OFF17 Human Resources Office
- TI OFF18 Academic Staff Office
- TI OFF19 Accounting Office
- TI OFF20 Academic Staff Office

## 4 EVE

- EV LPC01 EV PC Lab 1
- EV CLA01 EV Classroom 1
- EV LPC02 EV PC Lab 2
- EV CLA02 EV Classroom 2
- EV OFF01 Academic Staff Office
- EV OFF02 Academic Staff Office
- EV OFF03 Academic Staff Office
- EV OFF04 Director of English Preparatory School
- EV CLA03 EV Classroom 3

## 5 DANIEDE

- DA CLAB1 DA Classroom 1
- DA OFF01 Head of Interior Architecture & Environmental Design Dept.
- DA OFF02 Head of Film Design & Directing Dept.
- DA OFF03 Head of Photography Dept.
- DA OFF04 Head of Textile & Fashion Design Dept.
- DA SSO01 Sound Studio 1
- DA CLAB2 DA Classroom 2
- DA OFF05 Equipment Loan Center
- DA SPH01 Photography Studio 1
- DA OFF06 Academic Staff Office
- DA LMC01 MAC Lab 1
- DA SPA01 Photography & Video Studio 1
- DA SMR01 Make Up & Changing Room
- DA OFF07 IT Service Room
- DA OFF08 Control Room
- DA SF01 Film Studio
- DA OFF09 Digital Marketing Coordinator
- DA OFF10 Academic Staff Office
- DA OFF11 Career and Alumni Coordinator
- DA OFF12 Admin Office

## 6 ETHERNAL SPRING

- ES SDP01 Digital Print Making 1
- ES OFF01 Facilities Coordinator
- ES OFF02 Academic Staff Office
- ES OFF03 Academic Staff Office
- ES OFF04 Academic Staff Office
- ES OFF05 Academic Staff Office

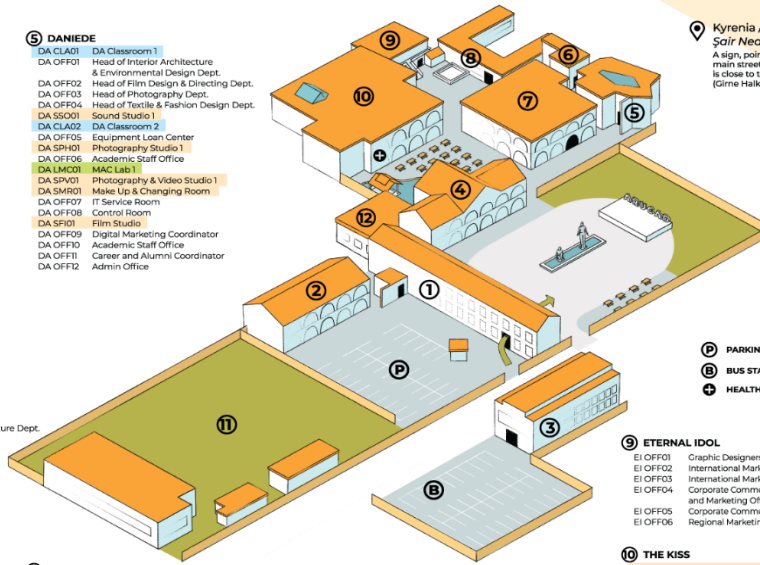
## 7 MEDITATION

- ME OFF01 Library
- ME OFF02 Printers
- ME LDN01 Digital Library
- ME CON01 Conference Hall
- ME COFF01 Book Coffee Inc.

## 8 MINOTAUR

- MI OFF01 Security
- MI OFF02 Psychological Counselling & Advising Center
- MI OFF03 Campus Coordinator
- MI ARCO1 Archive 1
- MI SIN01 MI Interdisciplinary Studio 1
- MI ARCO2 Archive 2
- MI OFF04 Art & Culture Affairs Office
- MI SIN02 MI Interdisciplinary Studio 2
- MI ARCO3 Archive 3
- MI OFF05 Purchase & Inventory Office

**Kyrenia / Girne**  
**Şair Nedim Street No:11**  
A sign, pointing from the main street to ARUCAD, is close to the city library (Girne Halk Kütüphanesi)



- P PARKING
- B BUS STATION
- H HEALTHCARE

## 9 ETHERNAL IDOL

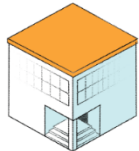
- EI OFF01 Graphic Designers Office
- EI OFF02 International Marketing Office
- EI OFF03 International Marketing Coordinator
- EI OFF04 Corporate Communication and Marketing Office
- EI OFF05 Corporate Communication Coordinator
- EI OFF06 Regional Marketing Coordinator

## 10 THE KISS

- TK SPE01 Performance Studio 1
- TK SCA01 ARUCAD Gallery
- TK CLA01 TK Classroom 1
- TK SIN01 TK Interdisciplinary Studio 1
- TK CLA02 TK Classroom 2
- TK CLA03 TK Classroom 3
- TK SAR01 TK Art Studio 1
- TK CLA04 TK Classroom 4
- TK CLA05 TK Classroom 5
- TK OFF01 Health Centre

## 11 THE GARDEN

## 12 CARPENTRY STUDIO



## 13 IRIS (ATELIER BUILDING)

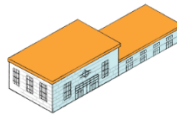
- IR OFF01 Academic Staff Office
- IR SCS01 Ceramic Studio 1
- IR LCE01 Ceramic Labs 1
- IR SSC01 KIn Studio 1
- IR OFF02 Academic Staff Office
- IR SCL01 Glass Blowing Studio 1
- IR SCL02 Cold Working Studio 1
- IR SGL01 KIn Casting & Fusing Studio 1
- IR OFF03 IT Service Room
- IR SDE01 IR Design Studio 1
- IR SGL04 Frame Working Studio
- IR SDE02 IR Design Studio 2
- IR SDE03 IR Design Studio 3
- IR STE01 Textile Design Studio 1
- IR ARCO1 Archive



## 14 AGE OF BRONZE

- AB SSC01 Sculpture Studio 1
- AB SIN01 AB Interdisciplinary Studio 1
- AB SIN02 AB Interdisciplinary Studio 2
- AB STE01 Textile Design Studio 1
- AB SAR01 AB Art Studio 1
- AB SAR02 AB Art Studio 2
- AB SIN03 AB Interdisciplinary Studio 3
- AB SIN04 AB Interdisciplinary Studio 4

**Kyrenia / Girne**  
**İskenderun Street and Semih Sancar Street intersection**



## 15 NICOSIA BANDABULIYA CAMPUS

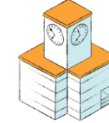
- Blackbox Stage
- Bandabuliyalı Cafe
- Common Space
- BA SSO 01 Sound Studio 1
- BA SIN 01 Interdisciplinary Studio 1
- BA SIN 02 Interdisciplinary Studio 2
- BA SIN 03 Interdisciplinary Studio 3
- BA SPE 01 Performance Studio 1
- BA SPE 02 Performance Studio 2
- BA SPE 03 Performance Studio 3
- BA SPE 04 Performance Studio 4
- Academic Staff Offices

**Nicosia / Lefkoşa**  
**Uray Street No:14**



## 16 ARUCAD DORMITORY

**Kyrenia / Girne**  
**Şht. Nahit Hasan Street No:3**



## 17 THE ARKIN RODIN GALLERY

**Kyrenia/Girne**  
**İskenderun Street and Semih Sancar Street intersection**

## 18 ART SPACE

**Nicosia / Lefkoşa**  
**İskenderun Street and Semih Sancar Street intersection**

## 19 ART ROOMS

**Kyrenia/Girne**  
**İskenderun Street and Semih Sancar Street intersection**

Transportation services at our university provide regular and free shuttle rides departing from the **Main Campus to Bandabuliyalı Campus** (Lefkoşa/Nicosia), **Workshop Buildings** (Iris and Age of Bronze), **Alsançak** and **Çatalköy**.

Service hours are rearranged at the beginning of each academic term, taking into account class hours and social activities.  
[arucad.edu.tr/en/transportation/](http://arucad.edu.tr/en/transportation/)



### Pedestrian Priority

The ARUCAD campus is a car-free environment. All internal circulation is organized with pedestrian priority, ensuring a safe and accessible campus experience.

### Pedestrian Access / Accessibility

The campus is located in the city centre, allowing easy access to nearby museums, cultural sites, and social spaces on foot. This central location supports both sustainable mobility and close interaction with the cultural fabric of the city.