



ÜSKÜDAR UNIVERSITY
FOREIGN LANGUAGES DEPARTMENT
PREPARATORY SCHOOL

2026-2027

**ACADEMIC YEAR
STUDENT HANDBOOK**

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Message from the Rector

Dear Students,

I salute you all from my heart. I believe that your choice to be a student at Üsküdar University is an expression of your confidence in us. I want you to be sure that we are fully conscious to fulfill the responsibility that this trust has placed in us. We take the mission of giving you an education above world standards seriously, and we are excited and honoured to be able to achieve this ideal. Our efforts are developed on the basis of the “successful person, the successful society; happy person, happy society” principle. With the awareness of equipping, you with features of a global citizen, we are here to offer you a first class education with the power we receive from you. Our strategic goal is to become one of the top 500 universities in the world and to exceed world standards.

Our aim is to train well- equipped and high-minded students who have a healthy thinking ability, who have awareness of the major issues in Turkey and around the world, who have awareness of professional ethics, and who are ready to improve themselves and the society. In our university, we offer education with more than 250 academicians and clinicians, 6 faculties, 1 Vocational School of Health Services, 40 departments, 59 programmes, 5 institutes, 4 libraries, 40 research and application centers and 70 laboratories. Üsküdar University aims to educate you in academic and clinically professional standards and started operating in 2012-2013 academic year with your faith and trust. In 1998 we took the “Memory Centers of America” Representation in Turkey and started our journey in “Health Technology”, in 2011 we established Üsküdar University as a foundation university. I wish you a pleasant learning experience in your higher education journey.

Prof. Nevzat TARHAN

President



Message from the Director of ÜUFLD

Dear Students,

Welcome to Üsküdar University Foreign Languages Department Preparatory School. We strongly believe that the future will depend on well-educated, sophisticated people. Our aim is to educate these people who will create a better future for all of us. Our greatest goal is to help you implement your critical, Creative thinking and problem-solving skills with advanced language competencies as autonomous learners. We give utmost importance to diversity, ethics, collaboration and life-long learning and we believe in the power of globalization as English has become an obligation to succeed. Our preparatory school is your first step to achieving your goals with the guidance of dynamic and specialized academic staff in the field of ELT. We hope that you will have a happy, healthy and successful academic year.

Dilek BATUR

Director of ÜUFLD





ÜSKÜDAR UNIVERSITY

Üsküdar University being the first and the sole thematic university in the field of Behavioural Sciences and Health is located in Istanbul, the only city that connects two continents. Üsküdar is located on the Anatolian side of İstanbul in the face of the historical peninsula at the starting point of the July 15th Martyrs' Bridge that connects Asia and



Europe. Üsküdar University named after this beautiful town is situated at the centre of the world. Üsküdar also is in one of İstanbul's most privileged locations with easy sea, land, and underground transportation facilities. Our university's campuses on the Üsküdar and Altunizade line are inter-connected through a "smart campus" application.

<https://uskudar.edu.tr/en/mobile-application>

Our university, is located on 45.000m2 that includes Main, Çarşı and South Campuses and Female Student Guesthouse in Nakkaştepe. Our university with campuses located at the intersection of the transportation network in Üsküdar, is at a central location of İstanbul as it is close to the public transport network such as Marmaray, Metrobus, public buses and sea transport. So, our students have easy access to our university from anywhere in İstanbul.



Out of school hours, our students may enjoy the district by visiting coastal cafes with a beautiful sea view and weather. Üsküdar cafeterias, with indoor and outdoor areas, are comfortably designed so that students can socialize with one another.

Students can see the shuttle schedule via the link below:

<https://sks.uskudar.edu.tr/en/student-service>

Üsküdar University;

- respects all human values,
- is committed to following international and national laws, universal and scientific values,
- is open to changes and novelty,
- has environmental sensitivity,
- is focused on training students with the highest standards,
- approaches to regional development from a pioneering, exemplary, value adding and participatory point of view,
- embraces all students regardless of their religion, language, race, nationality, gender, color,
- adopts self-criticism, liberalism, pluralism and participation of democratic values,
- maintains the basic values of society, keeps social benefit in the forefront and is sensitive to social problems,
- has the principles of equality, reliability and rationality; ethical values, self-criticism and scientific bounds are in the forefront,
- follows a knowledge seeking, collecting, transmitting, conserving, researching, producing, sharing and excellence achieving method,
- keeps transparency and accountability in the activities in the forefront,

- gives utmost importance to international relations and tries to be the science center for Turkish citizens living abroad,
- aims towards enhancing civilization, without losing its core values, and supports the European Union accession process,
- aims to ensure job satisfaction of academic and administrative staff.

ÜSKÜDAR UNIVERSITY AIM

Our aim is to be unique in the field of Behavioural Sciences and Health,

- to contribute to the academic world by producing knowledge above world standards,
- to develop projects in line with this, to create resource for the entire production process,
- to perform numerous collaborations and to train qualified people.

ÜSKÜDAR UNIVERSITY VISION

- To produce science and service utilizing qualified staff working with common purposes in various disciplines such as Mind-Body Health and Diseases, Medicine, Genetics, Social Sciences and Bioengineering, Basic Sciences, Spiritual Sciences, Family Counseling.
- To improve and maintain the mental health of our country's people and our society by displaying a holistic approach in the fields of history, culture, social sciences and health.
- To develop high-quality education, training, research and application programmes using the latest methods and supported by the use of human-oriented technology.
- To be a pioneer, exemplary, universal university that adds value to regional development.
- To give world-class education in Turkey.

ÜSKÜDAR UNIVERSITY MISSION

- To be a university that provides education and research opportunities which contribute to socio-economic and cultural structure of our country in the fields of science, health, history and tourism at international level.
- To be a pioneering and exemplary university that contributes to urban and regional development utilising our country's natural, cultural, economic and social resources.
- To provide high quality education, research, and application programmes using contemporary technology.
- To develop high quality academic programmes that meet the needs of our country and by using resources in the most efficient way, to produce solutions to health problems and perform scientific activities.
- To be a national, international, contemporary, participatory, researching and science producing university based on Turkey's natural and cultural resources, and touristic, agricultural, social and economic assets.



ÜUFLD PREPARATORY PROGRAMME

OUR MISSION

Üsküdar University Preparatory Programme is mainly for students whose level in English language was not sufficient for them to follow their faculty studies. Therefore, the programme aims at improving the students' competency and skills in English language at academic level in order to prepare them for their faculty studies.

OUR VISION

Our vision is to contribute to the academic life of the students by using the latest educational materials, presenting the highest quality in education and we aim to teach the students how to successfully use the four skills of reading, writing, listening and speaking. Our Programme aims at developing the students' linguistic accuracy and range in English language as well as introducing a critical approach to using the four skills in an academic environment. The students will be equipped with the survival skills they need not only for their under-graduate studies, but also after they graduate, and become active agents in academic, professional and social environments.

OUR VALUES

We employ a learner-centred approach to develop our students' academic, linguistic and critical thinking skills. To this end, we make sure all our classes are based on the principles of;

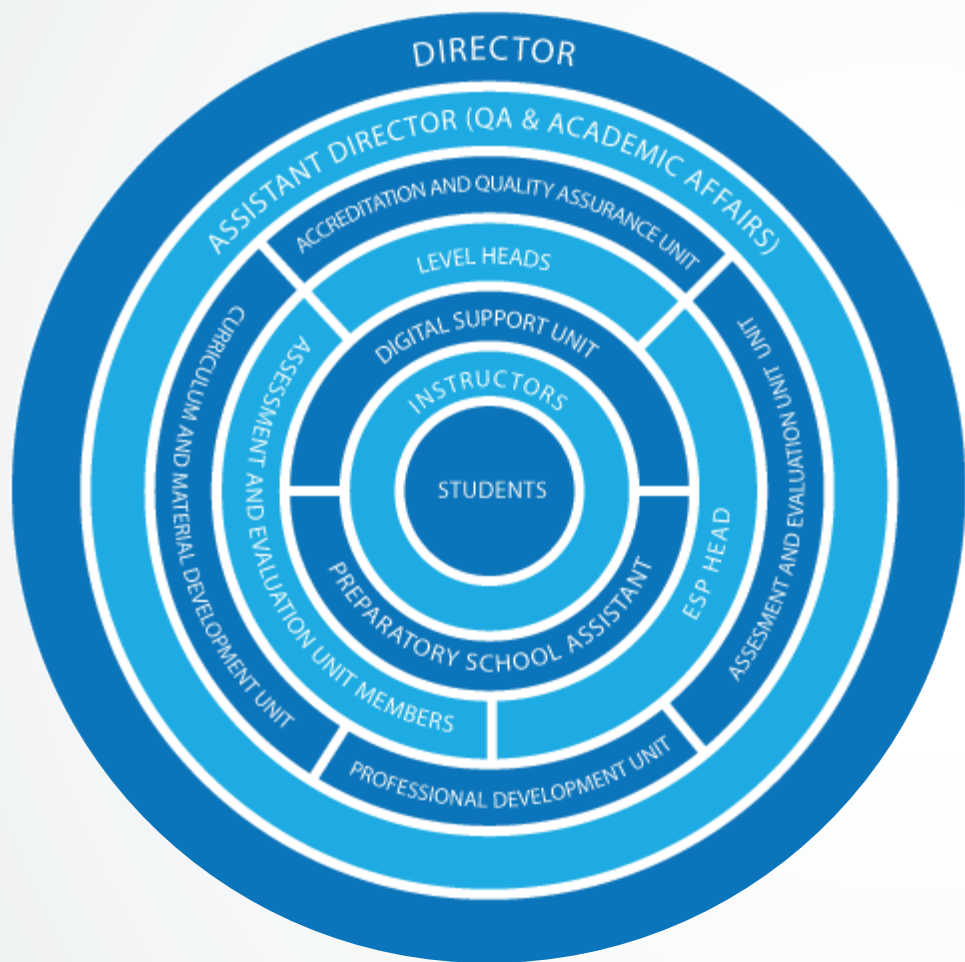
- learner autonomy,
- life-long education,
- academic honesty,
- critical thinking,
- democratic learning environment,
- learner-centered constructivist methodology,
- instructor as facilitator.
- sustainability.

OUR GOALS

Being aware of English is a global language, we become an English-medium university. The objectives of our preparatory school are;

- to improve the ability of the students in reading, writing, listening and speaking in English
- to ensure that they reach to the required level of academic English to study in their faculty departments
- to help improve students' proficiency level so that they can work effectively and equip them with sufficient study skills for academic studies with the support of language laboratories, the self-access center, the learning center, the writing center and the speaking club
- to raise awareness about different cultures and respect and share ideas with them
- to create an effective learning environment with high-technology equipment

ORGANIZATIONAL STRUCTURE





ÜÜFLD PREPARATORY SCHOOL PROGRAM AND EXEMPTION

Üsküdar University offers one of the best and highest quality preparatory programs to our students, with its expert and experienced academic staff. Our aim in English language education, which is an integral part of any quality education with its professional, academic and social functions, is to enable students to have access to the latest developments in their own fields of study. If the students succeed in getting 60 points (or higher) out of 100 from the English Proficiency Exam of the Preparatory School, they are exempt from taking classes in the Preparatory School and may attend their faculty. The one exception is for students attending the department of Translation and Interpretation, when they must get 70 points, and over, out of 100 to go to their faculty department.

If students have taken other English exams, which are listed below, and achieved the minimum scores shown, they may also go straight to their faculties without attending the Preparatory School.

EXAMS	SCORES
TOEFL (Internet Based / IBT)	84
Pearson PTE (Academic)	71
CPE (Cambridge C2 Proficiency)	Passing Grade
CAE (Cambridge C1 Advanced)	B
Cambridge Lingua skill General	160-166
Oxford Test of English	121-125
Oxford Test of English Advanced	121-125
YDS-KPDS	70
e-TEP	58

Therefore students who have demonstrated adequate qualification levels in the exams, according to the standards of Üsküdar University Foreign Languages Department Preparatory School and the Higher Education Council (YÖK), gain the right to pursue their studies in their faculty majors. The students who fail the Proficiency Exam must take a Placement Exam to be placed in our Preparatory School classes according to their English level. We provide education in the four skills: reading, writing, listening and speaking, as well as the 'Use of English' which covers grammar and vocabulary. In addition there are English for Specific Purposes (ESP) classes taught at the B1 and B2 level.

Reading: At the end of the academic year or at the end of the students' program on a specific level, students will be able to read and understand authentic texts in various genres with their receptive reading skills that have acquired throughout the program.

Writing: at the end of the academic year or at the end of the students' program on a specific level, students will be able to write 350-400 word academic essays in various types, such as cause-effect, compare-contrast, classification, advantage-disadvantage, opinion, and argumentative essays.

Listening and Speaking: At the end of the academic year or at the end of the students' program on a specific level, students will be able to understand the essence of spoken text, learn about note taking techniques, summarize and paraphrase what they listen to, and understand the general function and key points of the lesson. With speaking skill, students are expected to interact with English in a variety of subjects and genres and present this language clearly and fluently and with correct vocabulary. In addition, students will be able to give academic presentations about a topic related to their field of studies.

Use of English: With the help of the main course books, e-books, and materials, our aim is to build a bridge between the students and the real world in an integrated way. The targeted grammar topics which are presented through authentic reading and listening texts using natural and appropriate linguistic context, are tailored to the level of students. The priorities of the course books are largely the content, the task, and the theme of the units rather than grammatical points. In addition, with the support of the case studies in the books and the integration and interaction between the courses, we aim to make our students reach the B2 Upper Intermediate Level according to the Common European Framework of References (CEFR).

We offer a C 1 level language program for students who want to further their studies in the English language even if they have passed the Proficiency Exam. At this level, we offer an advanced English program with advanced academic writing, advanced presentation skills and preparation for the TOEFL Exam. Additionally, we employ Problem- Based Learning and encourage the students to research and write academic reports. The process includes the stages from gathering data from a variety of sources to producing a well-researched academic report with a bibliography page following the formal academic register and rules. (MLA, APA)

ESP: We also provide an ESP-English for Specific Purposes program which engages students' needs in English at a faculty level. The lexical approach follows the principle that the lexis is the most important part of the language within the context, which helps teach the subject matter relevant to each departments' majors. Therefore, students acquire both the language skills and relevant knowledge in their fields at the same time. The ESP program is subject related, occurs in a specialist domain, and is part of a system of subject knowledge. ESP programs are offered to the students who reach B1 level, in addition to their regular English classes, to familiarize them with the faculty- related vocabulary/ concepts/ arguments in their chosen field of study. The goal of the ESP program is to promote learner autonomy while at the same time providing various types of support to meet the learners' specific, identified needs and objectives.



MODULES

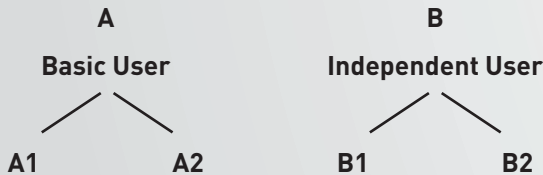
Why Modular System?

The modular system has a flexible structure that responds quickly to changes. Each module consists of the teaching processes which operate within a systematic framework. The logic behind the Module allows the student to progress at his/her own pace and to be notified of his/her success instantly. This system allows the students who need relatively more time to learn and offers the opportunity for fast progress for high achievers. The aim of the modular system is to ensure that students reach their target language skills at the end of the module and increase the quality of our language education by closely monitoring the language development of the students in a shorter period of time.

The Modules

English Language education at our school is given on a modular basis. An academic year in the Preparatory Programme consists of 4 modules of 8 weeks. The first two modules and the last two modules are combined modules and there is a summer school for the ones who fail. According to the results of the Placement Tests, our students are placed at their appropriate level: (A1), (A2), (B1) and (B2) levels at the beginning of the fall semester. The combined modules Fall/Spring semesters consist of 16 weeks and the summer module consists of 7 weeks. The students whose levels are determined by the Level Placement Test are grouped according to their levels and they may start their education in the preparatory school in the fall semester of each year. The students who succeed in the fall semester module and who also meet the module absenteeism requirement are entitled to advance to the next module.

The Placement Test is performed to determine which levels the students will be placed into. The levels and equivalences that are determined according to CEFR are as follows:



The students who are placed at A1 Level:

- can recognise familiar words and very basic phrases concerning themselves and their family
- can read and understand familiar names, words and very simple sentences
- can communicate in a basic way and understand someone who speaks slowly and clearly.
- can express themselves in writing by drafting short sentences (for example, filling in personal information forms, postcards, etc.).

The students who have reached A2 Level:

- can understand highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment)
- can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, and educational background
- can read very short, simple texts and find specific, predictable information in simple everyday material.
- can write short letters and paragraphs.

The students who have reached B1 Level:

- can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- can produce simple connected text on topics, which are familiar, or of personal interest. can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
- can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.
- can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
- can write cause-effect, advantage-disadvantage, compare contrast essays

The students who have reached B2 Level:

- can understand the main ideas of texts about concrete and abstract topics.
- Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
- Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.
- Can express news and views effectively in writing, and relate to those of others.
- Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
- can write cause-effect, advantage-disadvantage, compare-contrast, argumentative, opinion and problem solution essays regarding the department they are going to study.



The equivalents of academic levels are explained below;

A1 Level-BIRMINGHAM (Beginner to Elementary = 10-29 GSE)

A2 Level-EXETER (Elementary to Pre-Intermediate = 30 to 42 GSE)

The first level is the A1 level, which is the Beginner to Elementary level, and according to the Global Scale of English (GSE) , starts at 10 and finishes at 29. It is named "Birmingham" from the association of 'B' for 'Beginner'. 'Exeter' students are A2 level students who start the preparatory program as 'Elementary' level students, 30 to 42 on the GSE scale. Both A1 and A2 level students start their preparatory program as Basic Users. The duration of their education is 2 semesters of 4 modules taking them up to a finishing level of B1+ to B2 or 59-75 GSE. As A1 level students start with less ability they must study for slightly longer each week than A2 students.

Each module has its grade calculated individually and a weighted average is used to calculate the passing grade. At the end of Module 4, the module averages are calculated. 60% of the final grade comes from the weighted averages of the course work and In Module Assessment (IMA) and End of Module Assessment (EMA) exams. The remaining 40% of the final score comes from the Proficiency Exam which is taken at the end of the four modules. Those students who get higher than 60 points are regarded as successful, and they can study their faculty majors in their own departments. However, after the second module, if any Birmingham or Exeter students' overall grades are below 60 out of 100, those students will repeat the same level. These unsuccessful students join "Richmond" which is the 'Repeat' class for A1 and A2 level with a Pre-intermediate program after the second module. Richmond, beginning with the letter 'R' shows that the students are repeating the level.

If Birmingham and Exeter students fail at the end of the 4th module they can continue with the 7-weeks Summer School Program which finishes at a B2 level. This Summer School Program has a fee and participation is not compulsory. If the Summer School is not opened, the Summer School Proficiency Exam is not held. If there is a Summer School, there will be a Summer School Proficiency Exam. Those students who fail the Summer School Proficiency Exam have a second chance and may enter the Proficiency Exam, which will be held in September, with the newly enrolled students. The students who get 60 and above points in the Proficiency Exam are considered successful and they will go to their faculty departments. The unsuccessful students have to study in the Preparatory School program again.

B1 Level- PADDINGTON (Pre-Intermediate to Intermediate/ 43-58 GSE)

B1 level students are named 'Paddington' in order to show that these students start their Preparatory program as 'Pre-Intermediate', 43 GSE learners. During their first module, the Paddington students will cover the Pre-Intermediate level program and after their second module they will have covered the Intermediate (Islington) level program. So, the duration of their education and training is 1 semester or 2 modules. Their course hours are less than students taking the A1 and A2 levels.

Again to calculate the passing grade the modules are calculated as a weighted average to create 60% of the final grade. The final 40 % comes from the Proficiency Exam which students take at the end of the second module if their overall grades from their IMA and EMA exams is over 60%. Those students who get higher than 60 points from the final calculated grade are regarded as successful, and they earn their right to study in their faculties. If the Paddington students' overall average is under 60% they can not take the Proficiency exam and must repeat the course and join the successful Exeter students.

Any Paddington and Islington students who pass the Proficiency Exam have two choices, they can either go to their faculty departments to study their majors or they can decide to study more at the Preparatory School in order to reach the C1 level of English.

Unsuccessful Paddington students who fall behind can take the Proficiency Exam at the end of the 4th module. The unsuccessful students who cannot pass according to the Proficiency Exam results, can study in the 7-weeks Summer School Program. The Summer School Program has a fee and participation is not compulsory. If the Summer School is not opened, the Summer School Proficiency Exam will not be held. Unsuccessful students who have or have not attended the Summer School may take the Proficiency Exam at the end of the Summer School. Students who have failed in this exam must also enter the Proficiency Exam which will be held in September with the newly enrolled students. Students who get 60 and above points in the Proficiency Exam are considered successful and they will go to their faculty departments. Students who are unsuccessful in this exam must study in the Preparatory Classes again. They will join 'Rochester' which is a class run in the 3rd and 4th modules for B1 and B2 students who failed the Proficiency Exam after the 2nd module.

B2 Level-ISLINGTON (Intermediate + / Upper Intermediate / 59-75)

According to the CEFR, B1+ and/or B2 students (GSE 59-75) , are Intermediate to Upper Intermediate students who enter into the Preparatory School program as Intermediate + students. In order to show that their starting point is B1+ or Intermediate +, the course is named "Islington", "I" for Intermediate. The duration of education is 1 semester or 2 modules. The course hours are less than A1, A2, and B1 levels. Each module grade is calculated within itself and used to produce a weighted average. 60% of the grade that will be calculated by considering the IMA and EMA exams. The other 40% comes from the Proficiency Exam. The students who get higher than 60 points are regarded as successful and they have earned their right to study at their faculties. 



Islington level students may take the Proficiency Exam after the second module if their overall grade is 60 and over, out of 100. The unsuccessful students must continue in the Preparatory School with the Paddington group who are the unsuccessful B1 level students. On the other hand, the successful B2 students who want to reach their C1 level can stay in the Preparatory School to study more. In this case, the group is renamed “Cardiff” to show that they are studying their C1 level. These successful students are free to go to their departments without taking another Proficiency Exam, as they have previously taken it and have been successful. B2 Level-Islington students take part in ESP classes and must produce a presentation based upon their faculties.

Any Paddington (B1) or Islington (B2) student who scores more than 85% on their overall grades in two modules (Modules 1 and 2) may go directly to their faculty without taking the Proficiency Exam. In addition, any Birmingham (A1) or Exeter (A2) students who score over 85% in their overall grades may go up to the next level (A1 to A2 or A2 to B1). After the proficiency exam, successful Paddington and Islington students can study in C1 level. All students who are studying for the C1 can get C1 certificates. However, those C1 students should participate their classes, presentations, projects, debates, do their portfolio work and research reports, have quizzes and they should get an overall passing grade – 60 and over- to get the C1 certificate. C1 level is named Cardiff. Cardiff students take part in project-oriented studies as well as preparation classes covering the TOEFL format of examinations.

For Translation and Interpretation Department, the passing grade is 70 points and over.

Repeat Levels – RICHMOND-EXETER-PADDINGTON

- The repeat level for A1-Birmingham students is “Richmond”.
- The repeat level for A2-Exeter students is “Birmingham”.
- The repeat level for B1-Paddington students is “Exeter”.
- The repeat level for B2-Islington students is “Rochester”.
- After the second and fourth modules the pass-fail grades will appear in the system, and the unsuccessful students will fall behind one level or in other words they repeat the same level without continuing with the other successful students. After the fourth module, if there are enough students registered for the Summer School, the Summer School program will begin. At the end of a seven-week Summer School program, the students will have a Proficiency Exam. Summer School is not compulsory, but students are recommended to take the course or study privately and take the Proficiency Exam after Summer School or the Proficiency Exam in September when the new students arrive.
- The students who score 60 and above in the Proficiency Exam are considered successful and they can attend their faculty departments. Students who fail this exam as well have to study in the Preparatory School program again.
- For Translation and Interpretation Department, the passing grade is 70 points and over.
- Modules are designed in connection with one another. Students do not fail or pass between modules 1 and 2 and modules 3 and 4. The students are determined to be repeat students only after the second and the fourth modules.

LEVELS – SUCCESS AND FAILURE

Level name	Starting Level	Module 1	Module 2	Module 3	Module 4
Birmingham	Beginner-A1	A1	A2	B1	B2 Proficiency Exam
Exeter	Elementary – A2	A2	B1	B1+	B2 Proficiency Exam
Paddington	Pre-intermediate B1	B1	B2 Proficiency Exam	Successful students can study in C1 Level or they can go to their faculty departments	The students who chose to study in C1, continue in C1 Level and successful students can get C1 certificates
Islington	Intermediate B2	B2	B2+ Proficiency Exam	Successful students can study in C1 Level or they can go to their faculty departments	The students who chose to study in C1, continue in C1 Level and successful students can get C1 certificates

REPEAT CLASSES – FAILED STUDENTS		
Level name	MODULE III +MODULE IV	AFTER MODULE IV
Birmingham	A2 REPEAT CLASS-RICHMOND	Summer school B1+/B2
Exeter	B1 REPEAT CLASS WITH BIRMINGHAM	Summer school B1+/B2
Paddington	B1+ REPEAT CLASS WITH EXETER	Summer school B1+/B2
Islington	B2 REPEAT CLASS - ROCHESTER	Summer school B1+/B2
Cardiff C1	B2+ (ALREADY PASSED STS)	B2+ - NO CERTIFICATE FOR C1



COURSE CONTENTS

Our program concentrates on the development of language skills. Students are provided with lessons which concentrate upon writing, listening, note-taking, speaking, and reading skills. The Preparatory School course contents have been prepared in order for the students to use these skills in both integrated and separate ways.

During the courses, the students will learn the general factors of the target language including grammar and vocabulary. Their learning is supported through the use of textbooks, worksheets, activities, case studies, and dialogues. Students develop targeted reading-comprehension skills, reading techniques and vocabulary through reading scientific texts, narratives, literary texts, articles, documentaries, and newspaper reports that are determined by their module levels. In addition, students develop their writing skills in the Preparatory School through class activities, assignments, writing portfolios and additional studies.

Students' listening-understanding and speaking skills are also developed using interactive tools such as textbooks, songs and pictures, note-taking skills, writing summaries, and paraphrasing. These studies are reinforced by presentations and classroom discussions. Outside the classroom students can also improve their language skills by using online activities and extracurricular activities, such as the speaking club, the writing centre, and the learning centre. Each class is assigned an advisory teacher who is there to support the students in their studies and other matters.

To sum up, the primary goal of the Preparatory School is to improve our students' English level to the point where they will be able to follow their program in their faculties. In each school year there are four modules and one Summer School course in the Preparatory School. Students who did not pass their initial Proficiency Exam take the Placement Exam to determine their English level and they are grouped into Birmingham (A1), Exeter (A2), Paddington (B1), and Islington (B2) as previously mentioned to start the Preparatory School program.

COURSE BOOKS

The books and online materials to be used in each module during the academic year are listed level based in the BOOK LIST section at <https://hazirlik.uskudar.edu.tr>. The books which are going to be covered in the courses are available to buy online on the <https://hazirlik.uskudar.edu.tr> web page. Students should go to the previously mentioned web page, click on the online books tab, choose Üsküdar University, write their class codes and buy their books online. All books are introduced to our students according to their levels during the Student Orientation programs. All books are available for buying at the stands set up on the ground floor of Block C of the Preparatory School at Merkez Campus.

Students are required to use the original books as photocopied books are a major copyright violation, and therefore illegal. Additionally, the interactive book codes that students will use throughout the year for their online homework assignments are not available in pirated books. The program of the Preparatory School is supported by internet platforms in order to enable students to allow them more opportunities to practice. The online homework is an important part of the learning experience, and the instructors will

monitor and evaluate the students' progress. The online component goes towards the students' final scores.

SUPPORT UNITS

INTERACTIVE SMART BOARDS

The Smart boards are complementary tools to the curriculum. The instructors have the course books loaded into the Smart boards and employ the interactive elements to engage the students in the learning process. Students are encouraged to develop their skills in researching and critical thinking through the internet, by watching video podcasts, using the online books' smart board activities, and listening to some related lectures. Students are encouraged to use the targeted grammar and vocabulary to develop their language skills through using a wide range of activities with the help of these interactive Smart boards. The students will also be required to give their own presentations using the Smart boards at the end of Module 2 or Module 4 depending on the classes.

LEARNING CENTER

Learning Center is another tool of the program. The aim of the learning centers is to revise some of the units, topics or structures for students to understand better and improve their skills. In order to achieve this goal, students are provided with additional study hours that help them to complete their lack of information and improve their skills. Learning Center includes reading, use of English and listening skills. Throughout the Learning Center hours, which consist of the instructors' office hours, the students can receive 45 minutes of training and focus on any topic, individually or in groups with the instructors. With the help of these additional hours, students become more confident on topics which they could miss or have difficulty with, and they can get better results in the upcoming quizzes, in module or end of module assessments. Our vision is based on the compensation of the general and specific deficiencies in knowledge through contemporary English teaching skills and techniques that will result in successful and better outcomes. Our goal can be explained in two ways which are connected to each other on a cause-effect basis. The first goal is to ensure that our students are able to detect information deficiencies throughout the learning process and be aware of the difficulties they may encounter, and the second is to help them focus on these gaps, encourage their development with these extra hours, and help them to be more successful.

WRITING CENTER

Writing Center instructors work on writing techniques with students by doing individual or group work at every stage of the writing process. Individual sessions last for twenty-five minutes and the target of the session is determined by the student. By taking an active role in choosing the direction of the session, students can determine their own specific questions and concerns, as well as the writing skills they want to practice or learn. Through interaction and student-centered dialogue, students broaden their critical thinking and problem-solving skills, develop their knowledge base, and enhance personal awareness. They can study, practice and learn more about the paragraph and essay types.



As a result, students do not only improve specific texts they work on, but they also become stronger and more independent authors. The writing center days and hours are different in each level and all students can get the information about all of the centers from the posters posted on the boards of the preparatory school on each floor according to their level with the appointment list prepared for the centers.

SPEAKING CLUB

The Speaking club offers English practice and speaking sessions for all of the students from Preparatory School who want to improve their speaking skills. Speaking sessions are held weekly both in the morning and in the afternoon after the regular class hours. Every session lasts for 45 minutes. They are carried out by Native English speakers and the topics are mostly on music, cinema, travel, shopping, and technology or about the area of interest of the students or students' recommendations. Students who want to improve their daily social conversation skills can benefit greatly from attending club activities.

The aims of the Speaking Club are:

- To develop and equip students with the necessary skills to help them express themselves fluently in English.
- To help students appreciate different cultural perspectives and to participate in the national and international Community by accessing all kinds of information.
- To present a platform for English speaking and public speaking methods, techniques and strategies and presentations to students.
- To provide authentic and up-to-date discussion materials to help students prepare for their academic and professional life.

BUDDY SYSTEM

The main purpose of the Buddy Learning System in English language learning classes is to provide peer support where more proficient students help less proficient learners improve their language skills. This system fosters collaboration, enhances speaking, grammar, and reading abilities through interaction, and builds confidence by creating a supportive learning environment. It also encourages practical communication practice in a less formal setting.



For more information please go to Preparatory School Webpage and click on the Buddy System:

<https://hazirlik.uskudar.edu.tr/buddy-learning-system>

LEARNER TRAINING POLICY

ÜUFLD aims to ensure that our students are given opportunities, guidance and training in terms of study skills and techniques to develop themselves as autonomous learners. Except the standard class hours, there are four Learning Center hours in which the students can study with their reading, use of English and listening teachers. There are four Writing Center hours for the writing skill in each level. There are also two Speaking Club activities for the students who want to learn more about the daily language in English. ÜUFLD also gives importance in raising students' awareness about the importance of knowing a foreign language for their academic needs. Students are given surveys about

that matter and the results are discussed with them while brainstorming what else can be done to help them.

STUDENT WELFARE

According to “Student Rights, Responsibility and Behaviour Directive”, our students’ data is protected under the law numbered 6698 (KVKK) and the details of the data protection within the University is stated in the “Student Information Statement About Protection of Personal Data”. The University ensures the equal access among all students regardless of their gender, nationality, religion, or any other background. The students have the right to take and attend lessons, report problems, and ask for solutions, get information in accordance with the rules and regulations of the university. Student welfare at Üsküdar University Preparatory School plays a central role in supporting students as they adapt to academic and social life in an English-medium environment. The program is designed not only to improve language proficiency but also to ensure students feel comfortable, motivated, and confident throughout their studies. With accessible instructors, academic advising, and counseling services, students are encouraged to seek help whenever needed. The school also promotes a positive and inclusive atmosphere through orientation programs, extracurricular activities, and peer interaction, helping students build friendships and a sense of belonging. The Buddy Learning System also supports them to create a comfort zone for learning. Overall, the focus on student welfare creates a balanced environment where learners can thrive both academically and personally.

The Equals Guarantee to Students

Equals-accredited Centres meet the highest standards in language education, and they undergo regular inspections to verify that: 1. All student recruitment materials accurately describe the language centre’s programmes and services 2. Contractual information provided to students is accurate and complete 3. Regulations regarding admissions, assessment, progression, discipline and completion are transparent 4. Teaching and educational standards are high and yield effective learning 5. The course of language study is structured and divided into levels of proficiency 6. Programmes are designed to be coherent, and have specified objectives, content and learning outcomes 7. The teaching and learning methods and techniques used are appropriate and effective for the students 8. Assessment is aligned with programmes’ objectives, and assessment criteria are transparent and communicated to students 9. Assessment procedures are valid and soundly administered, and reports provide a reliable statement of student achievements 10. Teaching staff are qualified and competent, experienced in teaching the target language and work under the supervision of appropriately qualified academic managers 11. Premises, facilities and learning platforms are suitable for the purpose 12. Resources used are relevant to the needs of students and to programmes’ objectives 13. Support and advice is provided for students including academic counselling, guidance towards successful completion of the course of language studies 14. Administration and auxiliary services provided by the language centre are efficient 15. There is an opportunity for students to give feedback on programmes and their delivery.

For more information: <https://www.equals.org/wp-content/uploads/Equals-Guarantee-to-Students.pdf>



OBJECTIVES OF EXTRACURRICULAR ACTIVITIES AND PROGRAMMES

PROGRAMME OBJECTİVE	Üsküdar University Preparatory School aims to provide a comprehensive educational experience by offering extracurricular activities to reinforce the academic curricula. Our Preparatory School offers a variety of extracurricular activities designed to improve language skills, increase cultural awareness, and support personal development. These activities aim to create a vibrant learning community and contribute to students' application of language skills in real-world settings.
CLUBS AND ACTIVITIES	
Speaking Club The Speaking Club provides a dynamic platform for students to improve their oral communication skills. The club meets weekly and carries out planned activities in an interactive environment.	The scheduled activities include: • Debates: Every week, students reinforce the global topics covered in their "Speaking and Listening" classes by presenting their ideas in a debate setting. They get the opportunity to practice new expressions, idioms, and vocabulary items they've recently learned. Additionally, they enhance 21st-century skills such as respecting diverse opinions and teamwork. • Cultural Participation: Students participate in university-wide events celebrating different countries and cultures (like the Culture I Embrace). These events not only improve their English proficiency but also enrich their understanding of intercultural empathy. • Educational Activities: These activities aim to foster a deeper appreciation for cultural diversity and help students form connections through shared experiences and knowledge. For example, last year's Somalia Day event offered students the chance to explore and celebrate Somali culture, enhancing their awareness of global cultures. • Guest Speakers: Professionals from various fields are invited to share their insights and experiences with the students. Participating in the Speaking Club not only improves students' speaking abilities but also enhances their teamwork and leadership skills.

Writing Center The Writing Center is a vibrant community offering creative and academic writing activities aimed at improving students' writing skills. The center gathers daily and weekly (regarding the level) to conduct planned activities.	Key activities include: • Writing Prompts: Students explore different types of academic writing and work together in teams within the center. • Peer Review Sessions: These sessions allow students to provide feedback to each other, helping them improve their editing skills and fostering collaboration and mutual support. • Product Exhibitions: Students present their previously written works to their instructors, receive feedback, and rewrite them using more advanced patterns and guidelines. This gives them the opportunity to showcase their work to a broader audience outside the classroom setting. The Writing Center provides a supportive environment where students can express themselves, receive constructive feedback, and develop unique writing styles. It also helps them build lasting friendships with other writers.
Learning Center The Learning Center focuses on addressing common difficulties faced by language learners, aiming to reinforce grammatical structures and improve reading comprehension through various techniques when analyzing passages and articles. The center meets weekly.	• Interactive Discussions: Various lessons are offered on different grammar topics and reading techniques. The center encourages students to take an active and participatory role. • Quizzes and Games: Students have the opportunity to reinforce grammar rules and reading techniques in enjoyable ways. • Collaborative Projects: Practical applications of grammar and vocabulary in writing and speaking. Participating in the Learning Center helps students build a solid foundation in English grammar and enhances their understanding of the articles they read, which is essential for effective communication.



Cultural Exchange Programs

The Cultural Exchange Programs allow students to connect with peers from different countries.

The programs include:

- **Language Exchange Sessions:** Providing opportunities for students to improve their speaking skills by pairing them with native English speakers.
- **Cultural Presentations:** Encouraging mutual understanding and respect by allowing students to share their cultures.
- **Collaborative Projects:** Joint initiatives that promote teamwork and intercultural cooperation.

The programs enrich students' educational experiences and broaden their global perspectives.

Conferences and Seminars

Throughout the academic year, we organize various workshops and seminars led by experienced educators, and industry professionals.

Topics may include:

- **Language Teaching Methods:** Best practices in language teaching.
- **Effective Communication Strategies:** Skills for professional and personal success.
- **Cultural Competence:** Understanding diverse cultural backgrounds in language teaching.

These events provide valuable insights and networking opportunities for students.

Competitions

Competitions provide a platform for individuals to find their voices and effectively convey their thoughts, allowing them to express themselves academically and socially. The aim is to promote participants' reading habits, enhance access to information, and encourage them to share their cultural richness. These activities support the learning and sharing process while increasing interaction within the community, helping individuals to develop themselves and gain new perspectives.

- **Voice of Tomorrow Writing Competition:** This competition evaluates the compositions of students who have shown the most improvement over six weeks by continuously writing with the academic writing types they have learned.
- **Best Academic Writing Competition:** Students who demonstrate rapid progress by consistently writing at the lowest level and utilizing feedback from their academic writing instructors to complete extra assignments are deemed worthy of awards. This approach motivates students who showcase not just quality but the ability to advance quickly toward further success. This competition is related to academic papers written over seven weeks. A jury selects the top three compositions, and these students receive certificates and have their work published on the university's website, aiding them in setting higher academic goals.
- **Pen Your Perspective Academic Writing Competition:** This competition is related to academic papers written over seven weeks. A jury selects the top three compositions, and these students receive certificates and have their work published on the university's website, aiding them in setting higher academic goals.
- **Avid Readers Competition:** The purpose of this competition is to instill reading habits in our students and to assist those who already read habitually in becoming individuals who can engage with various content that discusses and interprets the books they read. Students who read the most over seven weeks are rewarded with certificates.
- **Strongest Debate Group Competition:**
 - **Debate & Discussion Session:** These activities provide participants with the opportunity to use their English speaking skills in a natural setting while also enhancing their discussion and negotiation abilities and contributing to their awareness of social and cultural issues. Students are encouraged to develop their skills in listening to and respecting opposing viewpoints, as well as fostering empathy and understanding. The goal of the debate event is to help students become more conscious and effective individuals in academic and social contexts while creating an environment of active participation and interaction within the community.



CLASS ADVISORY SYSTEM

Each class has a Class Advisor instructor who provides support for student requests and problems. The Class Advisors are announced on our website at the beginning of the academic year and at the start of each module, and they are listed on the class schedule board for each class.

The responsibilities of the Class Advisors are as follows:

1. **Student Guidance:** Supporting students' academic and social development, listening to their problems, and offering solutions.
2. **Lesson Planning:** Planning and organizing lesson content and activities according to student needs, and referring students to extracurricular activities such as the Learning Center, Writing Center, and Speaking Club for additional learning reinforcement.
3. **Communication:** Establishing effective communication with students to encourage their participation in classes and activities.
4. **Performance Monitoring:** Monitoring students' academic performance and providing individual support when necessary.
5. **Assessment:** Evaluating students' progress through exams, assignments, portfolios, and projects, and providing feedback.
6. **Selection of Educational Materials:** Collaborating with the Materials Unit to select and create educational materials and resources that meet students' needs.
7. **Organizing Social Activities:** Planning events and activities to enhance students' social interactions.
8. **Advisory Services:** Providing guidance on academic planning and career goals.
9. **Complaint and Suggestion Management:** Listening to students' complaints and suggestions and conveying them to the appropriate authorities or finding solutions.
10. **Class Representative Selection:** Organizing class elections at the beginning of each academic year and in the third module to select a Class Representative and a Deputy Representative, ensuring their participation in all meetings.
11. **Exam Announcements:** Announcing all upcoming exams and projects to all students via STIX and WhatsApp, and informing them that this information is also available on the announcements section of our website.

These responsibilities help students improve their language skills and adapt to university life.

ASSESSMENT

Pop Quizzes

The dates and times of Pop Quizzes are announced to the students in each module. If the student does not take the quiz/quizzes, he/she will get a “0” grade. Medical report/s is/are not accepted for quizzes.

In Module Assessments-IMA

The “IMA” (In Module Assessment) is held on the 4th or 5th week of each module and includes all the program content, which has been covered until the exam. The dates and times of In Module Assessments are announced to the students in each module. They can also access to Üsküdar University webpage to check the academic calendar.

End of Module Assessments-EMA

The End of Module Assessment covers all the program content that has been seen until the 8th week of each module except for the speaking skill. The speaking exam is held after the IMA in the second and fourth module. The dates and times of End of Module Assessments are announced to the students in each module. They can also access to Üsküdar University webpage to check the exam dates in the academic calendar.

Timed Writing

Students write articles, academic paragraphs, or essays according to the program content and their levels within the given time limit.



Graded Process Writing

Students complete this assignment in two stages. They write articles, academic paragraphs or essays according to their program contents and levels, using their vocabulary notebook for the first draft. This first draft is read and corrected by the writing instructor and returned to the student. The student then should rewrite their essay using an English dictionary, as well as making grammar corrections and hand in their corrected essay. The grade is given for the second draft.

Assessment of the Speaking Skill

The assessment of the students' speaking skills is based on three sections.

1. Speaking Exams

Classroom speaking exams are held in each module for each level. In addition, in module 2, A1 and A2 level students are expected to speak by describing the pictures given by the instructors. In module 4, A1 and A2 level students are expected to make a 3 minute presentation about a topic given by the instructors. B1 and B2 level students are expected to make a 3 to 5 minutes topic based speech in their exams both in module 2 and module 4. On the 2nd and 4th modules, speaking exams are held immediately after the IMA exam (In-Module Exams).

2. Speaking/ Presentation Projects

Students are expected to prepare a project and present it to the class using PowerPoint or a similar program. In module 4, A1 and A2 level students are expected to make a 3-minute presentation about a topic suggested to them by their instructors. B1 and B2 students also do presentations during module 1 and two.

B1-B2 and C1 Level students are expected to participate in debates minimum twice in two modules. At the end of the debates, they are awarded with participation/letter of success certificate.

3. General Speaking Activities

All of the Preparatory School students are expected to speak English with their instructors both inside and outside the classrooms. The participation of the students in the classroom dialogues with the speaking activities during the lessons is reflected in the teacher evaluation grades given for their speaking skills.

Portfolio

The Portfolio consists of the writing of students' writing assignments. Product files include all the writing tasks in the course and the academic paragraphs and essays written during the course.

ENGLISH PREPARATORY SCHOOL EXAMS

The exams of the Preparatory School are held at the Altunizade Central Campus. Students can find out about the exam locations, times, and procedures for The Placement Exam (held right after registration to place students in appropriate classes), The Proficiency Exam (Exemption Exam held to skip the preparatory class and proceed to the department), and The Erasmus Exam (held for applications for international student exchange programs) on the Foreign Languages Preparatory School Coordinatorship's Website.

<https://hazirlik.uskudar.edu.tr>

Students must be placed in the exam room at least 15 minutes before the exam. To take the exam, students must have their student ID card. If they do not have the ID card yet, the university registration document is obtained from the student affairs office (A Block, ground floor). Students must also have an official ID card (national ID) or passport, a pencil, an eraser, and a pencil sharpener with them.

The schedule of exams held during the academic year is determined by the Preparatory School Assessment and Evaluation Unit. Information about the exams is given to lecturers by the Unit at weekly level meetings. Class advisor teachers share the information of the exams with students through the Üsküdar University Communication Platform (STIX), classroom bulletin boards, and verbal in-class reminders. EMA-End of Module Assessments' time can be seen on the academic calendar which is on our web site.

Exam Rules:

- There are no make-up exams for short-term exams (quizzes), speaking exams, projects, portfolios, presentations, end of module assessments, and exemption exams, and no medical reports are accepted.
- The personal information sections of the exam (name, surname; student number, signature) must be filled out legibly and correctly in pencil.
- No additional time will be given to students arriving late to the exam. Only students who report special conditions (such as muscle disorders, hand surgery, or visual-hearing impairments) are provided with the necessary support, including extra time.
- During the exam, headphones, AirDrop devices, smartwatches, mobile phones, and similar electronic devices must be handed over to the proctor before the exam starts. Candidates with more than one mobile phone must submit all their phones.
- Mobile phones must remain turned off during the exam to avoid disruptions.
- No food or drink, except water, is allowed in the exam room.
- For any reason, students are prohibited from talking to other students or exchanging stationery during the exam.
- Students are not allowed to talk to the invigilators or ask questions about the exam during the exam.



- It is prohibited to leave the room during the exam, including going to the restroom. In case of an emergency, students can raise their hand, and the invigilator will assist them.
- If a student violates any exam rule, an “incident report” will be filed by the invigilator, and the Assessment and Evaluation unit will be informed. Depending on the issue, necessary precautions will be taken, and in serious cases, administrative procedures will be initiated.
- Do not look at the exam booklet or questions until the invigilator says, “You may start the exam.” When the invigilator says, “The exam is over,” stop writing immediately and remain seated until your papers are collected.
- Cheating, attempting to cheat, and helping others cheat during the exam are strictly prohibited. If you violate this rule, your exam will be considered invalid and graded as “0: zero.” Cheating is subject to the university’s and YÖK’s (Higher Education Council) Disciplinary Regulations, and the Disciplinary Regulations will be enforced in such cases.
- At the end of the exam, it is your responsibility to submit both your question and answer sheets in full to the invigilator. Missing documents will result in your exam being invalidated.

Arriving Late to the Exam:

- In Reading, Writing, and Grammar exams, students arriving late are allowed to take the exam, an incident report is signed, and no additional time is given.
- In While Listening Exams and Listening and Note-taking exams, students arriving late will not be admitted, but they can participate in other parts of the exam excluding the listening exam parts.
- In Speaking and Presentation exams, if a student’s reason is found justifiable and the delay does not exceed 30 minutes, the Assessment and Evaluation Unit can allow the student to take the exam.

Objection to Exam Results:

Students wishing to object to their exam results must email Aslı Günay, the Administrative Assistant of the English Preparatory School (asli.gunay@uskudar.edu.tr), or submit a written petition in person at the university within 5 business days after the results are announced. Petitions will be evaluated within 3 days, and students wishing to see their exam papers will be invited to the Assessment and Evaluation Unit, where feedback will be provided by the unit members.

Plagiarism:

In the booklet prepared by TÜBA titled Ethics in Scientific Research and Its Issues (2002, p. 39), plagiarism is defined as misappropriation and described as follows: The terms “unfair use”, “passing off as one’s own”, “piracy”, and “theft” are used for plagiarism. Essentially, plagiarism refers to the publication of research data belonging to others as one’s own without proper citation of the source. A broader definition of plagiarism is the intentional copying or translation of someone else’s ideas, inventions, research results, or entire works or parts of them, such as books, without citing the source, and presenting them as one’s own.

During their studies at Üsküdar University’s Foreign Languages Coordinatorship Preparatory School, students are required to clearly and thoroughly cite the sources of any information they take directly or indirectly from other sources or individuals in their research, academic work, presentations, exams, and assignments. Any information used without citation, regardless of its purpose or method of use, is considered plagiarism, and the penalties for plagiarism will be applied.

Turnitin is used in the Foreign Languages Coordinatorship at Üsküdar University for plagiarism detection due to its comprehensive database, which includes academic articles, journals, and web content. It is effective in identifying both direct and paraphrased plagiarism and helps educators assess the originality of student’s work by providing detailed similarity reports, ensuring academic integrity.

If plagiarism is detected in a student’s research, academic work, presentations, exams, or assignments, a grade reduction will be applied. Depending on whether common terminology is used and whether proper citations are made, a similarity index of up to 20% may be acceptable; however, this does not mean that plagiarism is acceptable. Grade reduction is based on the score the student receives for their work.

- If a student’s paper is graded out of 25, 2.5 points will be deducted for every 10% plagiarism detected.
- If a student’s paper is graded out of 100, 10 points will be deducted for every 10% plagiarism detected.

For example, if a student’s paper contains 80% plagiarism, the plagiarized section will be carefully reviewed by the graders, and 20% may be deemed acceptable or unacceptable. If deemed acceptable, a plagiarism penalty of 60% will be applied to the student.

- If the student’s paper is graded out of 25, 15 points will be deducted, and the student will receive 10 points.
- If the student’s paper is graded out of 100, 60 points will be deducted, and the student will receive 40 points.
- If plagiarism is in the range of 90%-100%, the total grade will be 0, the student’s paper will be labeled as plagiarized, and it will be archived.

For more detailed information, please click the link:

<https://hazirlik.uskudar.edu.tr/rules-and-regulations>



Artificial Intelligence Guideliness:

The Generative AI policy of Üsküdar University establishes a comprehensive, human-centered framework for using AI responsibly across education, research, and administration. It defines generative AI as a supportive tool for learning, creativity, and efficiency, but emphasizes that it must never replace human judgment, originality, or decision-making. The policy prioritizes academic integrity, requiring transparency in disclosing AI use, proper citation, and maintaining individual intellectual contribution. It also stresses critical evaluation of AI outputs, fairness, respect for intellectual property, and strict protection of data privacy. Users remain fully accountable for any AI-assisted work, and human oversight is mandatory in all important processes. While AI is permitted for tasks like summarization, coding, and language editing, it is restricted

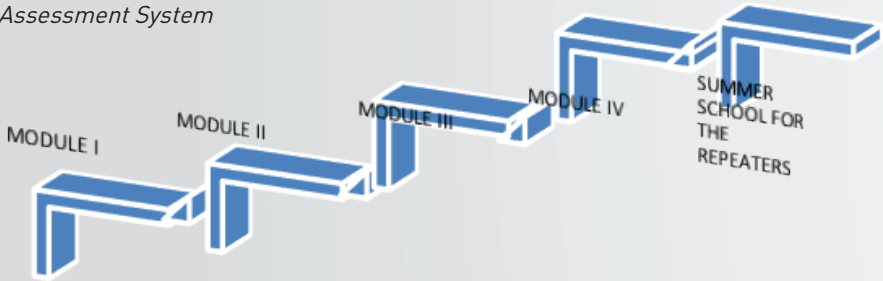


in core intellectual activities such as developing hypotheses or drawing conclusions. The guidelines apply to all university members and activities, align with Turkish legal regulations, and aim to promote ethical, secure, and informed use of AI while supporting innovation and societal benefit.

For more information, please visit:

<https://hazirlik.uskudar.edu.tr/ai-policy>

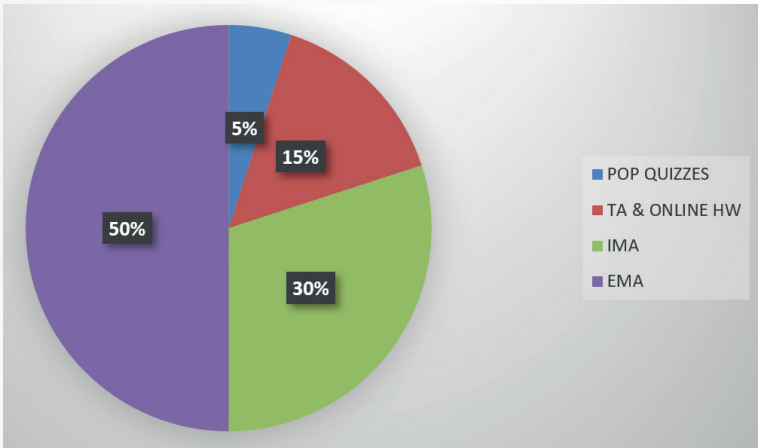
The Assessment System



- A successful Birmingham student begins as an A1 student in module 1, becomes an A2 in the second module, continues the program as a B1 student in module 3 and ends up with a B2 student in module 4.
- A successful Exeter student begins as an A2 student in module 1, becomes an A2+/B1 in the second module, continues the program as a B1/B1+ student in module 3 and ends up with a B2 student in module 4.
- A successful Paddington student begins as a B1 student in module 1, becomes a B2 in the second module. The successful Paddington students take the Proficiency Exam after the second module and if their overall grades are 60 and over, they can either go to their faculty departments or continue the Preparatory Program as "Cardiff" students which refers to C1 level. The unsuccessful students repeat the same level with Exeter students.
- A successful Islington student begins as a B2 student in module 1, becomes a B2+ in the second module. The successful Islington students take the Proficiency Exam after the

second module and if their overall grades are 60 and over, they can either go to their faculty departments or continue the Preparatory Program as “Cardiff” students which refers to C1 level. The unsuccessful students repeat the same level under the name of Paddington.

Module Passing Grade



Pop Quizzes (PQ 5%)

Pop Quizzes are the exams that measure about two to four units in a skill. The purpose of the pop quizzes is to make the students study more and, with the help of the immediate feedback after the quizzes, support the students’ learning. Each module has 2 pop quizzes such as Use of English, and Graded Process Writing.

In Module Assessment (IMA 30 %)

In Module Assessments are taken on the 4th week of each module. These assessments cover the 4-week program in the curriculum and control the progress of the students in each skill. Presentation skill is assessed in each module in the Teacher Assessment part and in the last module it is assessed in the IMA.

IN-MODULE ASSESSMENT: (MODULE I & III)

USE OF ENGLISH	25 %
READING	25 %
LISTENING	25 %
WRITING	25 %



IN-MODULE ASSESSMENT: (MODULE II)

USE OF ENGLISH	25 %
READING	25 %
LISTENING	15 %
SPEAKING	10 %
WRITING	25 %

IN-MODULE ASSESSMENT: (MODULE IV)

USE OF ENGLISH	15 %
READING	30 %
LISTENING & NOTE TAKING	10 %
SPEAKING	10 %
PRESENTATION	5 %
WRITING	30 %

Teacher Assessment & Online Homework – (TA & Online HW 15 %)

Teacher Assessment & Online Homework grades are given to the students at the end of each module before EMA. The grades are given in detail to enable the students to understand the TA & Online Homework criteria and to follow the instructors' instructions seriously for the next modules.

Each skill instructor is responsible for grading and explaining both the students and the administration the reasons for the given grades. For example, the teacher should be clear about why he / she gives the assignment and whether or not the assignment is made on time. After each teachers' grades are submitted, the grades are collected and divided into the number of teachers.

TA & Online HW - USE OF ENGLISH - READING SKILLS

PARTICIPATION	ONLINE ASSIGNMENTS	IN CLASS EXAMS
2 %	10 %	3 %

TA – WRITING SKILL

PARTICIPATION	PORTFOLIO
2 %	13 %

TA – LISTENING-SPEAKING SKILLS

PARTICIPATION	IN CLASS SPEAKING EXAMS / PRESENTATION
3 %	12 %

END OF MODULE ASSESSMENT – (EMA 50 %)

The EMA is held on the 8th week of each module. This type of assessment evaluates the development of the entire module. Each skill is assessed at EMA. Module passing grade is 60 and over.

USE OF ENGLISH	25 %
READING	25 %
LISTENING	25 %
WRITING	25 %

END OF YEAR GRADE

POP QUIZZES	5 %
TEACHER ASSESSMENT & ONLINE HW (TA & ONLINE HW)	15 %
IN MODULE ASSESSMENT (IMA)	30 %
END OF MODULE ASSESSMENT (EMA)	50 %
AVERAGE OF 4 MODULES OR 2 MODULES ACCORDING TO THEIR LEVELS AND WEIGHTS	60 %
PROFICIENCY EXAM	40 %



EXEMPTION

Students who request to be exempted from the Preparatory School program must pass the proficiency exam administered for the newly registered students in September or they are required to submit a certificate, with sufficient grades, from the international or national language exams written in the 3.5 "ÜUFLD Preparatory School Program and Exemption" section. If their scores are satisfactory, they will be eligible to start their education from the first class of the faculty with which they are affiliated. Students who want to enroll in our university through the lateral and vertical transition examination can continue their courses in their departments if they submit a certificate showing a successful grade from their university. These certificates should show that the students' success rate should be B2 and over according to CEFR.

ATTENDANCE AND TEACHER'S ASSESSMENT

In addition to the exams, the students are assessed according to their participation during the classes and their attendance. The Skills teachers and the Use of English teachers assessment is based on student attendance or absenteeism, participation in class, and homework or assignments completed. If a student does not attend 80% of the classes they will not be permitted to take the EMA examinations.

CLASS HOURS

The duration of the lessons are 45 minutes, there is a ten minute break between each lesson. Students will either attend morning classes or afternoon classes.

OFFICE HOURS

The students are expected to use the office hours that are determined by the instructors. They can consult their instructors when they need help with English or have questions. Appointments with the instructors can be arranged according to their schedules. Students also have the chance to get extra lessons at the Learning Center, Writing Center and the Speaking Club. Each level has different days and hours for the mentioned activities.

The Preparatory School students are subject to the Regulations of Disciplinary of Higher Education Institutions. There are general behaviors that are expected from the students to display during their preparatory education. As an educational institute, the students are expected to fulfill their responsibilities and behave responsively within the frame of set rules. Each student is responsible with knowing the disciplinary rules, principles and rules of Üsküdar University and follows them.

ATTENDANCE

Attendance to the lessons is the first requirement of learning. Attendance is recorded by instructors in all classes. Attendance status is announced via the student information system (obs) located at the preparatory school web site. Each student is responsible for keeping the track of his/her attendance status. Students are required to attend at least %80 of the classes. Any student who does not attend more than %20 of the classes cannot take the End of Module Assessment (EMA).

PREPARATORY SCHOOL RULES

MEDICAL REPORTS

Students are required to deliver the medical report that they get from an official medical center to the Preparatory School Administrative Affairs office within the 7 days of its expiration. Medical reports cannot be accepted as an excuse for absent records, project works, speaking exams, quizzes and in module exams. If the medical report dates cover the dates of the end of module exams, make up exams can be done. Students who do not take these exams are graded as "0" for these exams.

CLASSROOM, LEVEL OR TEACHER CHANGE

The Modular Education System is used in the Preparatory School and the classes and the teachers are changed at the end of each module according to the schedule set by the Preparatory School. It is not possible for a student to change classes during a module.

PUNCTUALITY

Being punctual is mandatory, and all students must be in the classroom before the beginning of the lesson. This is especially important during examinations and quizzes. Students who arrive late can not be allocated any extra time.

STUDENT MATERIALS

Students are expected to come to the class ready with their books, notebooks, pens, and pencils.

HOMEWORK, PROJECT, PRESENTATION

In order to support the students' education, the instructors will give homework, assign projects or ask the students to prepare presentations. Students are expected to complete their homework on time, and hand in any assignments when they are requested. This is especially important for written work that will be submitted as part of the Writing Portfolio. Online Homework is also time sensitive and should be completed before the given deadline. Presentations are usually given in the 6th or 7th week as requested by the Listening Skills teacher. Homework and assignments are announced via STIX and the class WhatsApp group.

IN-CLASS BEHAVIOR

Any acts that are liable to disrupt the learning environment inside the class, such as using mobile phones, eating and drinking without permission and chatting noisily about things which are not relevant to the lesson, are not permitted. The instructors have the right to request students to behave in a more professional way. Any rude, disrespectful, sexist or racist behavior will not be tolerated in the classroom.



ASSESSMENT PROCESS

Students must come to the exams on time; they will not be given any extra time if they arrive late. If a student arrives late during the listening part of an IMA or EMA exam they will not be admitted until the listening section of the exam has finished. They may then take the other sections of the exam.

RESPECT

All students must respect the rights of other students and the instructors and be tolerant of different races, creeds, beliefs, and ideals. It is essential for the students to behave in a manner which encourages open communication between fellow classmates and with the instructors. They are expected to voice their concerns or complaints within the frame of respect. All complaints should firstly be addressed to the class advisor and secondly to the Level Head. Finally if no solution has been reached the Director of the Preparatory School will be informed. Independent arbitration may be employed in the most severe cases.

ÜUFLD Preparatory School aims to be a modern, forward thinking educational establishment where all people are treated equally regardless of race, creed, colour, gender and religion. Any student found to be guilty of abusing anyone or denying them their rights of education and free speech will be reported and may be asked to leave the university.

CHEATING POLICY

There is no tolerance in regards to cheating in any exams including the exams, the presentations and the portfolios. The student receives a "0" (zero) for that particular assessment if it is proved that he/she is cheating. A make-up exam will not be given to those students who are caught cheating.

Before the exams, students are asked to place all of their books, worksheets and mobile phones on the teacher's desk. Students are always informed about bringing their student ID cards and they have to present the cards to the invigilator while signing the exam list, otherwise they cannot take the exam. The students have to sit in the seat assigned for him/her according to the exam attendance list. If the invigilator asks a student to change his/her place, the student should do as he or she is told to. If an invigilator or the Testing Unit member spot students with unauthorized material in their possession, including any information on a part of the body, clothing, on the wall or desk, another mobile phone they don't put on the teacher's desk, it will inevitably be assumed that cheating has taken place.

IN-CLASS DISCIPLINE PROCEDURE

Instructors share classroom rules with students during the first week.

First Stage: The emergence of a problematic behavior.	The instructor talks to the student individually outside the classroom and gives a verbal warning to the student.
Second Stage: Problematic behavior continues/ increases.	The instructor fills the Incident Report Form at the end of the lesson. The instructor and student sign the Incident Report Form. If the student refuses to sign the document, the instructor notes this at the end of the Incident Report Form. The instructor presents the form to the Level Head. The Level Head speaks with the student and warns the student of possible consequences if the behavior continues.
Third Stage: Problem behavior continues/ increases.	The instructor completes the Incident Report Form. The instructor and student sign the form. If the student refuses to sign the form, the instructor notes this at the end of the Incident Report Form. The instructor presents the form to the Level Head. The Level Head attaches all related documents. The information about the incident is given to the Director and the student is invited to her room to discuss the event. If necessary, the disciplinary process begins.*

**Depending on the nature of the problematic behavior, the disciplinary process may be initiated directly without following the previous steps.*

During the disciplinary investigation and punishment process, the provisions of the Higher Education Institutions Student Disciplinary Regulations prepared under the Higher Education Law No. 2547, are applied without any discrimination among students. If the problem persists, a disciplinary meeting may be held with the student, instructor, and possibly school administration to discuss corrective actions and further consequences. For more serious or repeated violations, a student may face suspension or expulsion from the classroom or school. In cases of extreme misconduct, expulsion or permanent suspension may be considered. The overall goal is to provide a positive and effective learning environment while providing students with opportunities to correct their behavior.

Higher Education Institutions Student Disciplinary Regulation can be accessed at <https://uskudar.edu.tr/assets/uploads/sayfa/18/file/uu-ogrenci-hak-sorumluluk-ve-davranis-ilkeleri-yonergesi1.pdf>.



ETHICAL RULES

Some classroom rules determined according to these principles are as follows:

1. Be polite and respectful in your words and actions.
2. Respect personal space and rights.
3. Respect personal and intellectual property.
4. Come to class on time.
5. Come to class prepared.
6. Follow your teachers' instructions.
7. Complete assigned homework regularly and on time.
8. Keep classrooms clean and tidy.
9. Turn off or silence your cell phones and other electronic devices and put them in your bag unless they are being used for educational purposes as part of the lesson.
10. Concern and respect religion, race and ethical rules in your academic work and behavior.

SUGGESTION AND COMPLAINT POLICY

As one of the stake holders is the students, the preparatory school aims to create a motivating and honest atmosphere at school and takes all student complaints into consideration. Complaints can be solved through conversation by the student advisor, class representative, and any teachers of that particular student/s, a Testing Unit Member, or the Administrative Assistant. For formal complaints, the student can go to the Assistant Director or the Director. The students with a complaint can also write to the CRM system of Üsküdar University. If the students are not satisfied with their exam results, they can ask for a re-evaluation of their exams by applying with a written document which they can take and fulfill in the Administrative Office within five days after the exam results are announced. The exams are re-evaluated by a committee different from the original graders organized by the Testing Office Unit Members.

STUDENT PATHWAY FOR SUGGESTIONS AND COMPLAINTS

Student has a complaint



Step 1: Class Representative



Step 2: Class Advisor



Step 3: Level Head (A1 / A2 / B1 / B2) / if it is about any assessment and evaluation issues – Assessment and Evaluation Unit Coordinator/Members



Step 4: Preparatory School Assistant



Step 5: Assistant Director



Step 6: Director (Foreign Languages Coordinator)



Step 7: Solution Center (cozum.uskudar.edu.tr)



Step 8: CRM System (Formal Written Complaint)

STUDENT SURVEY AND FEEDBACK CHANNEL

Student participates in surveys



Closed-ended questions (ratings, scales)



Open-ended section (write opinions / complaints / suggestions)



Responses reviewed by administration



Issues categorized:

→ Complaints → Directed into complaint process

→ Suggestions → Evaluated for improvement



Actions taken & improvements implemented



There is also a link which students can reach online to voice their suggestions and complaints:

<https://forms.gle/g3yGT6iiG3QdUgLM8>



SOLUTION CENTER PROCEDURES

<https://cozum.uskudar.edu.tr/>



The aim of our Solution Center is to work in a results-oriented manner with a reliable and easily accessible management approach for all requests, demands, and issues our students face regarding the university.

You can reach the Solution Center in person from the Central Campus and the Çarşı Campus Ground Floor SKS Directorate. Additionally, you can contact the Solution Center by calling 0216 400 22 22 (internal: 5088 and 2828), or through the application forms on the cozum.uskudar.edu.tr page, or by emailing cozummerkezi@uskudar.edu.tr. Issues consulted at the Solution Center are reported to the Preparatory School Administration. To ensure a smooth process and faster resolution, our students can follow the roadmap below.

What to Do Before Visiting the Solution Center?

- 1. Class Representatives:** In our Preparatory School classes, class representatives are elected to assist students in communicating about school-related matters. It is advisable to first discuss any issues with your class representative.
- 2. Class Advisors:** Each Preparatory School class has a Class Advisor teacher responsible for tracking students and course information. If you cannot reach a solution with your representative, you can communicate your issue to your advisor. Contact information for your advisor can be found on class boards and in announcements on our Preparatory School website.
- 3. Level Heads:** The Preparatory School has a Level Head System for each level (A1, A2, B1, and B2). You can discuss any unresolved issues with your Level Head after consulting with your class representative or advisor. Their contact information is available on class boards and in announcements on our Preparatory School website.
- 4. Preparatory School Assistant:** For any issues that cannot be resolved with your class representative, class advisor, or Level Head, you can contact the Preparatory School assistant. The assistant's office is located in Block C, Ground Floor, Room CBZ05. Email: asli.gunay@uskudar.edu.tr.
- 5. Assistant Director:** For unsolved issues you can contact Anita Afshinpour. Her office is located in Block C, Ground Floor, Room CBZ03. Email: anita.afshinpour@uskudar.edu.tr
- 6. Foreign Languages Director:** If your issues remain unresolved after following all these steps, you can direct your problem to the Foreign Languages Coordinator, Dilek Batur. The coordinator's office is located in Block C, Ground Floor, Room CBZ02. Email: dilek.batur@uskudar.edu.tr.

COMMUNICATION CHANNELS

1. STIX (Student Teacher Information Exchange): STIX is used for sharing all announcements including exam times, documents, or assignments between students and teachers. Students can log in using their st email addresses (xxx.xxx@st.uskudar.edu.tr) and OBS passwords (the password for your Üsküdar st email).
2. OBS (Student Information System): This is the official portal where students can track course information, exam grades, attendance, and access transcripts. You can log in at <http://obs.uskudar.edu.tr/> with your student number and password. Student exam grades are shared exclusively through OBS.
3. Email: Students can check their emails by logging in at <https://portal.office.com/> with their assigned username and password. Communication within the university is largely conducted via email, so it is crucial for students to regularly check their emails. Communication will only take place through your university email address. It is the students' responsibility to check announcements and news sent via email.
4. Class Boards: You can find updates on course schedules, curriculum, exam information, and more from the boards in each classroom, updated by Level Heads and Class Advisors.
5. Corridor Boards: Boards located in the corridors provide announcements about Learning Center, Writing Center, Speaking Club, Extracurricular Activities, including days, times, and the units responsible, as well as level announcements. Our Assessment and Evaluation Unit shares class and level information on these boards at the start of the academic year.
6. Our Website: On our website, you can access important information such as upcoming exams, important announcements, the academic calendar, the Preparatory School Regulation, examples of exemption exams, and frequently asked questions (in Turkish and English).

IMPORTANT EMAIL ADDRESSES

Assistant to the Foreign Languages Coordinator	asli.gunay@uskudar.edu.tr Central Campus, Block C, Ground Floor, Room CBZ05
Solution Center	https://cozum.uskudar.edu.tr/
Student Affairs	ogrencislerigrup@uskudar.edu.tr
Libraries	kutuphane@uskudar.edu.tr
Psychological Counseling Services	https://sks.uskudar.edu.tr/psikolojik-danismanlik-birimi pdb@uskudar.edu.tr Çarşı Campus, Floor 1, Room 111



IMPORTANT INFORMATION

- In-module Assessments (IMA) are held on the 4th week of each module.
- Each module has Pop Quizzes on the 3rd and 6th week. Doctor's reports are not accepted for absences.
- There is an 80% attendance requirement in each module. A student will not be allowed to take the EMA if they have over 20% absenteeism and will obtain a "0" (zero) in that exam.
- Students who fail according to the end of year passing grade, which is 60 for normal majors but 70 for Translation majors, may attend Summer School. All students who fail, whether they attend summer school or not, may take the Summer School Proficiency Exam if there is a Summer School. Students who are not successful in this exam may take the Proficiency Exam in September with the students who are newly enrolled.
- Students in Paddington (B1) and Islington (B2) with a 2-module average of 85 and above are considered successful and are not required to take the Proficiency Exam. They automatically gain the right to study in their faculty departments.
- Birmingham (A1) and Exeter (A2) students with a module average of 90 and above are considered successful and may move to a higher level. A successful A1 student can go to an A2 level class and a successful A2 student can go to a B1 level class.

TIMETABLES

ÜFLD Preparatory Programme has two shifts (morning and afternoon). Morning classes start at 08:30 and finish at 12:55 while afternoon classes start at 13.05 and finish at 17.30. Both shifts include up to 25 teaching hours per week; up to 5 hours a day.

The shifts of instructors and students can be changed with prior written and/or oral notice as seen necessary.

UFLD Preparatory Programme Timetable

	MORNING SESSIONS					AFTERNOON SESSIONS				
MONDAY	08.30	09.25	10.20	11.15	12.10	13.05	14.00	14.55	15.50	16.45
	-	-	-	-	-	-	-	-	-	-
	09.15	10.10	11.05	12.00	12.55	13.50	14.45	15.40	16.35	17.30
TUESDAY	08.30	09.25	10.20	11.15	12.10	13.05	14.00	14.55	15.50	16.45
	-	-	-	-	-	-	-	-	-	-
	09.15	10.10	11.05	12.00	12.55	13.50	14.45	15.40	16.35	17.30
WEDNESDAY	08.30	09.25	10.20	11.15	12.10	13.05	14.00	14.55	15.50	16.45
	-	-	-	-	-	-	-	-	-	-
	09.15	10.10	11.05	12.00	12.55	13.50	14.45	15.40	16.35	17.30
THURSDAY	08.30	09.25	10.20	11.15	12.10	13.05	14.00	14.55	15.50	16.45
	-	-	-	-	-	-	-	-	-	-
	09.15	10.10	11.05	12.00	12.55	13.50	14.45	15.40	16.35	17.30
FRIDAY	08.30	09.25	10.20	11.15	12.10	13.05	14.00	14.55	15.50	16.45
	-	-	-	-	-	-	-	-	-	-
	09.15	10.10	11.05	12.00	12.55	13.50	14.45	15.40	16.35	17.30



ACCREDITATION

The accreditation of University English Preparatory Schools provides many significant advantages:

- 1. Quality Assurance:** Accreditation processes allow for the review of curricula, teaching methods, and assessment systems. This enables schools to make necessary changes to enhance their educational quality. Accreditation demonstrates that the educational quality of the preparatory school aligns with international standards, increasing the consistency and quality of education offered to students.
- 2. Reliability:** Accredited schools become a more reliable option for students. They can trust that the education they receive meets international standards.
- 3. Career Opportunities:** Graduates from accredited programs are preferred by employers. Accreditation enhances the qualifications and competencies of graduates.
- 4. Setting Standards:** Accreditation establishes specific standards, promoting continuous improvement in areas such as student satisfaction, faculty qualifications, student support services, and infrastructure.
- 5. International Recognition and Collaborations:** Accreditation facilitates collaboration with international organizations. It provides students with opportunities for exchange programs and studying abroad while allowing institutions to engage in various projects with different stakeholders.
- 6. Student Experience:** Accredited schools offer better learning experiences by providing access to various resources and support services, making the language learning process more effective.
- 7. Sustainability :** Accreditation processes motivate schools to continuously improve, helping to maintain high and up-to-date educational quality.

Between 2019 and 2023, Üsküdar University Foreign Languages Coordinatorship Preparatory School had been a Pearson Assured Organization. The Preparatory School has been successfully accredited by Eqauals in 2024.

EAQUALS ACCREDITATION

Established in 1991, the Equals Accreditation Institution (Evaluation and Accreditation of Quality Language Services) is a leading organization recognized by the Council of Europe and the Higher Education Quality Council (YÖK) in Türkiye, promoting “Excellence in Language Services” worldwide. Equals collaborates with many pioneering organizations in education and training, providing consultancy on language teaching policies for the Council of Europe. Institutions that are members of the Equals Accreditation Institution operate in 35 countries worldwide and offer quality in education in 25 different languages.

With the goal of creating the most successful academic English program in Türkiye, Üsküdar University Foreign Languages Coordinatorship Preparatory School was accredited by the Equals Accreditation Institution, which establishes quality and standardization in foreign language education through 12 criteria, under the title “Excellence in Language Education.”

As a result of the inspection conducted by Equals expert inspectors on June 4-5, 2024, the accreditation of Üsküdar University’s Foreign Languages Coordinatorship Preparatory School was approved until September 30, 2028.

During the inspection, which assessed 12 areas, the Preparatory School was evaluated in Management and Administration, Quality Assurance, Staff and Communication, Student and Stakeholder Communication, Course Design and Supportive Systems, Teaching and Learning, Assessment and Certification, Academic Resources, Student Services, Staff Profile and Development, Staff Employment Conditions, and Learning Environment, and was rewarded with accreditation membership.

The Preparatory School achieved notable success in the areas of Management and Administration and Student and Stakeholder Communication, earning points of excellence.





ORIENTATION

Student orientation is held in the first week of the academic year and the Student Handbooks are distributed at the same time. During the Orientation Presentation the Director of the Foreign Languages Department Preparatory School will make an opening speech explaining the whole programme in detail and giving time for students to ask any questions. It is vitally important for all students to attend this meeting as the timetable, course books, as well as the marking and grading schemes are thoroughly explained. After the Director's welcome speech and explanations, other Academic staff from various units will introduce themselves. These units include the IT department and the Department of Student Affairs. Please note that there are two Orientation Presentations, one held in Turkish and the other in English/Arabic. Videos of previous Orientation Presentations are available on the Hazirlik website.

CERTIFICATES

Üsküdar University Preparatory School has been a Pearson Assured Organisation for years. In 2024, Üsküdar University Preparatory School became a member of EAQUALS. Eaquls guarantees that our preparatory school meets high standards in language education through rigorous external quality assurance. It ensures excellence in areas such as organization, teaching, course design, student support and communication between the stakeholders.

ÜUFLD ACADEMIC CALENDAR

Any changes in the calendar will be informed to the students beforehand giving them enough time to adapt to the changes made.

ÜSKÜDAR UNIVERSITY 2025-2026 ACADEMIC YEAR FOREIGN LANGUAGES DEPARTMENT PREPARATORY PROGRAMME	
FALL SEMESTER	
Placement Test	September 16th, 2025
Placement Test Results to be Announced on https://hazirlik.uskudar.edu.tr	September 17th, 2025
English Proficiency Exam (Written Session - for those who score 60 or above out of 100 on the Placement Test / 70 or above for the Department of English Translation and Interpreting)	September 18th, 2025
English Proficiency Exam (Speaking Session)	September 18th, 2025
Proficiency Exam Results to be Announced on https://hazirlik.uskudar.edu.tr	September 29th, 2025
Announcement of Class Placements by Level via https://hazirlik.uskudar.edu.tr	October 3rd, 2025
Start Date of Classes	October 6th, 2025
Orientation Week	October 6th, 2025
Prep Class Module 1 In Module Assessment IMA	October 27th, 2025
Republic Day (October 28th, 2025 Eve %)	October 29th, 2025
Prep Class Module 1 End of Module Assessment EMA	November 24th, 2025
Break Between Prep Class Modules 1 and 2	November 25th-28th, 2025
Start Date of Prep Class Module 2	December 1st, 2025
Prep Class Module 2 In Module Assessment IMA (Written Session)	December 22nd, 2025
Prep Class Module 2 In Module Assessment IMA (Speaking Session)	December 23rd, 2025
New Year's Day	January 1st, 2026
Prep Class Module 2 End of Module Assessment EMA	January 19th, 2026



Prep Class Semester Break	January 20th - February 15th, 2026 (B1-B2 level students will take the Proficiency Exam on January 26th, 2026)
English Proficiency Exam (Written Session for B1 and B2 Levels)	January 26th, 2026
English Proficiency Exam (Speaking Session for B1 and B2 Levels)	January 26th, 2026
Announcement of English Proficiency Exam Results via SIS (OBS)	February 5th, 2026
SPRING SEMESTER	
Start Date of Prep Class Module 3	February 16th, 2026
Prep Class Module 3 In Module Assessment IMA	March 9th, 2026
Ramadan Feast (March 19th, 2026 Eve %)	March 20th-22nd, 2026
Prep Class Module 3 End of Module Assessment EMA	April 13th, 2026
Break Between Prep Class Modules 3 and 4	April 14th-17th, 2026
Start Date of Prep Class Module 4	April 20th, 2026
Prep Class Module 4 In Module Assessment IMA (Written and Speaking Session)	May 11th, 2026
Religious Holiday "Feast of Sacrifice" (26th May 2026 Eve %)	May 27th-30th, 2026
Prep Class Module 4 End of Module Assessment EMA	June 15th-16th, 2026
Final Date for the Announcement of EMA Results in the System	June 19th 2026
Proficiency Exam-Written Session	June 22nd, 2026
Proficiency Exam-Speaking Session	June 23rd, 2026
Announcement of Proficiency Exam Results via SIS (OBS)	June 29th, 2026
SUMMER SCHOOL	
Summer School Application and Registration Dates	July 6th-10th, 2026
Start Date of Summer School Courses	July 13th, 2026
Summer School Proficiency Exam-Written Session	August 31st, 2026
Summer School Proficiency Exam-Speaking Session	August 31st, 2026
Last Day of Summer School Courses	August 31st, 2026
Announcement of Summer School Exam Results via https://hazirlik.uskudar.edu.tr	September 7th, 2026
Note: The exam schedule, which specifies the dates, times, and exam rooms, shall be prepared and announced by the relevant faculty or directorate at least one week prior to the start of the examinations.	

BUDDY PROGRAMME

Time Commitment	Volunteers assist their buddies at all times during the academic year.
Purpose of the Buddy Programme	Study Buddies help support their partners who might need extra help with their education, integration into university life, and adjusting to living in our city. This support includes helping with course-related issues and facilitating communication with relevant university departments such as Student Affairs, Financial Affairs, International Support Team. Your Buddy may be an international student who needs help regarding living in İstanbul and using public transportation. The aim of this role is to support Preparatory School students in their academic success, help them adopt a positive attitude towards education, and enhance their sense of confidence in these areas.
Responsibilities of Buddies	• Assist students who register late in obtaining their books and registering on online assignment platforms, and STIX. • Accompany them to university departments and units when necessary and provide translation support for better communication. • Offer support with lessons and assignments and study together. • Encourage participation in extracurricular activities. • Support attendance in Speaking Clubs, Learning Centres, Writing Centres held in the Preparatory School. • Support your buddy to cope with the challenges they face at school or in the community. • Provide moral support to friends experiencing homesickness or cultural differences. • Give regular feedback to the Advisor, Level Head, and the Coordinator on how you and your Buddy are helping each other and the problems you have solved together.
Required Skills	• Willingness to assist matched friends (buddies) in overcoming their challenges. • Good academic performance. • Good listening skills. • A caring and non-judgemental mindset. • Strong time management skills and reliability. • Commitment to maintaining student confidentiality.



Expectations

- Act in accordance with the Preparatory School rules.
- Respect equality and diversity without discrimination based on religion, language, or race.
- Willingness to use support systems of the university and communicating with the Advisors, Level Heads, and the Coordinator.
- Attend scheduled meetings.
- Adhere to the confidentiality principles of the Preparatory School.

STUDY BUDDIES		
	1	2
Student Number:		
Name:		
Contact Information:	Phone number: Email:	Phone number: Email:
Advisor:		
Level Head:		
Signature:		

CLASS REPRESENTATIVES

PURPOSE	The Class Representative Program at Üsküdar University Preparatory School is designed to enable students to play an active role in shaping their learning environments and to convey the needs and issues of their classmates to the administration. This program serves as a platform for students to communicate effectively with all stakeholders such as, Academic Advisors, Level Heads, and the Director of the Preparatory School. It also contributes to the continuous improvement of academic and extracurricular activities through brainstorming sessions held in meetings. The program aims to focus on goals, develop leadership skills, strengthen communication, and enhance community awareness.
GOALS	• To ensure that each class is represented by two elected Class Representatives who effectively communicate student concerns and suggestions regarding the educational environment to the administration. • To establish a systematic approach for collecting and conveying student feedback on language courses (Main Course, Reading Skills, Listening and Speaking Skills, Academic Writing Skills, and English for Specific Purposes) organized by the Preparatory School. • To include extracurricular activities, such as Language Centers, Speaking Clubs, and Writing Centers, which enhance students' language learning experiences and performance in the overall school services analysis. • To promote and support events and extracurricular activities that encourage personal development and community building. • To create a harmonious learning environment by encouraging active participation and engagement in university activities.
THE PROCESS -ELECTION OF CLASS REPRESENTATIVES	At Üsküdar University Preparatory School, each class is represented by at least two elected Class Representatives. The election process takes place in the first two weeks of the first module, with the assistance of Class Advisors (MC Advisors). If a class has a significant number of international students, one Turkish and one foreign student are elected. This approach enriches the multicultural educational experience and fosters dialogue, empathy, and cooperation among students from diverse ethnic and cultural backgrounds. To select a class representative democratically, the election is announced, there is a period for open nominations for candidates, and voting is done transparently.

**KEY
RESPONSIBILITIES
OF CLASS
REPRESENTATIVES**

- Communication Mediation: Serve as a bridge between students and other stakeholders, ensuring that student concerns, suggestions, and feedback are effectively communicated to instructors and management.
- Feedback Collection: Regularly gather feedback from classmates about curriculum effectiveness, teaching methods, and overall school experience, and present this information in meetings held during the sixth week of each module with the Academic Advisors, Level Heads, and the Director.
- Attendance Management: Encourage classmates to attend classes, alert those with borderline attendance, and strive to ensure compliance with school policies.
- Participation in Meetings: Attend meetings with the Director of the Preparatory School and Class Advisors to discuss student issues, updates in academic programs, and policies.
- Community Building: Organize and promote class activities and study groups that enhance community awareness and student engagement.
- Solution-Oriented Work: Assist in resolving minor disputes among classmates and provide support to students facing challenges in the preparatory program.
- Academic Support: Inform classmates about existing academic resources, such as study habits and guidance, to support their educational success.
- Encouraging Participation: Motivate students to participate in school events and all activities contributing to their educational development.

This program aims to support students' active involvement in their learning processes, promoting both individual and communal development.

LIBRARY SERVICES

The İbrahim Tarhan Library, located on the -1 floor of A Block at Üsküdar University's Central Campus, offers modern facilities to support the academic and research needs of students and academics.

The library spans an area of 358 m2 and has a total seating capacity of 85, including 44 in the e-library section and 52 in the reading room. The library provides access to 30,762 printed books, 1,041,061 e-books, 67,974 e-journals, and 70 academic databases.



The library is open on weekdays from 07:30 AM to 09:00 PM and on Saturdays from 08:30 AM to 05:30 PM. It is closed on Sundays and public holidays. However, online access to the e-library is available 24/7.

For more information or assistance, you can reach the İbrahim Tarhan Library at kutuphane@uskudar.edu.tr or by phone at +90 216 400 22 22.

<https://kutuphane.uskudar.edu.tr/>



SPORTS CENTER

Within the Health, Culture, and Sports Department of Üsküdar University, there is an indoor gym located at the Çarşı Campus. This gym offers facilities for various sports such as basketball, volleyball, a form of football played indoors, and tennis. Our students can form their own teams and participate these facilities on weekdays by making a reservation in advance.

Additionally, the gym includes a fitness area.

This space enables our students and staff to

maintain and improve their physical health, support their mental development, use their free time effectively, and socialize.

Membership is required to use the fitness center. The necessary documents for membership are:

- Payment receipt
- Personal health form taken from the E-Government portal
- 1 photograph

Fitness center memberships can be taken at the beginning of each academic term and are done monthly. For more information, please contact:

Email: skssporbirimi@uskudar.edu.tr (Extension: 5062)

Phone: 0216 400 22 22 <https://sks.uskudar.edu.tr/spor>





CAFETERIAS

At Üsküdar University's Central Campus, there are two cafeterias: "Kitap Kafe", located on the ground floor in area Z-16, and "Bubble Lounge", located on the ground floor in area Z-12. Our cafeterias offer a wide variety of hot and cold beverages. The menus feature popular drinks and a rich selection of meals for our students' enjoyment. Both cafeterias provide indoor and outdoor seating options.

The operating hours of our cafeterias are from 07:30 to 19:30. During faculty exam periods, Kitap Kafe is open 24 hours.

TERRACE RESTAURANT

The Terrace Restaurant is located on the 4th floor of A Block at Üsküdar University's Central Campus. The restaurant operates five days a week from 11:30 AM to 2:30 PM and is closed on weekends. Academic staff and administrative employees must present their cards to obtain meals, while students can pay in cash.



The menu changes daily and consists of four dishes: soup, main course, side dish, and a fourth option (salad, olive oil dish, dessert, fruit, or beverage). Bread and water are offered free of charge. All stakeholders can view the menu online on the university's website.

<https://sks.uskudar.edu.tr/yemek-menusu>

ATM

At Üsküdar University's Central Campus, there is an ATM belonging to Yapı Kredi Bank located next to Bubble Lounge on the ground floor. All stakeholders can easily use this ATM to carry out banking transactions during the open hours of the Central Campus.

WHY ENGLISH?

“Learning another language is like becoming another person.”

Haruki Murakami

1. SEVERAL OPPORTUNITIES TO STUDY ABROAD

The world's best universities are English-speaking. English can give you access to universities abroad. To do a BA, MA and/or PhD abroad, you are expected to be a proficient English user.

2. OPEN DOORS TO SCIENTIFIC COMMUNITY

Scientific research is primarily published in English so that international scientists can read them. According to the Scientific Citation Index, over 95% of papers and journals are written in English, though less than 50% of those originate from English-speaking countries. If you want to have access to research in any field of study or publish articles in any field, you must learn English.

3. BETTER JOBS/CAREERS

Learning English makes you much more employable. Many big companies around the world require their employees to speak English. It is not just the companies abroad, the job interviews held in our country are also mostly English.

4. GLOBAL LANGUAGE

As the world becomes more and more inter-connected, you will want and need to communicate more in English. There are over 400 million native speakers of English, almost 2 billion people who speak English and another billion people who are learning English.

5. THE INTERNET!

About 60% of the Internet pages are written in English. The next most popular language on the web is only about 6% of the Internet. Keep in mind that the Internet literally opens up the world to you. All the entertainment, knowledge, or resources you ask for is a couple of clicks away or even inside your pockets with a couple of taps on your smartphone.



6. TRAVELLING THE WORLD

In many places you travel to, you will always be able to find someone who speaks English. That means; you are practically guaranteed to have a chat and communicate with others if you speak English. In addition, flight announcements, train timetables, emergency information and street signs are often translated into English. Learning English, basically, makes your journey much easier and more enjoyable.

7. DISCOVERING DIFFERENT CULTURES

Language and culture cannot be separated. Being a proficient English user gives you more insight into how people think, live and work. The languages you speak provide you with not just the words but also concepts to describe the world around you, allowing you to verbalize certain values in the culture.

8. BE MORE CONFIDENT

Speaking English is a skill that everyone would love to have. You can be very proud of your ability to communicate with a wide variety of people. You will subconsciously feel more self-confident as you will have better communication skills anywhere in the world.

9. GETTING SMARTER

Learning a second language makes you bilingual, which simply makes you smarter. It has been scientifically proven that bilingual people have better comprehension, listening, and memory skills. You will also exercise your brain while learning English.

10. EASY TO LEARN

Despite some difficulties, English is actually the easiest language in the world to learn. It is based on a simple alphabet. Unlike most of the other languages, English does not have many exceptional rules, and has an arguably simple grammar system. Another reason why English is the easiest language to learn, is the vast selection of English resources to learn from, such as, books, websites, music, TV shows, movies, and podcasts.

“Today a reader, tomorrow a leader.”

Margaret Fuller

SUGGESTIONS FOR LEARNERS

**“One language sets you in a corridor for life.
Two languages open every door along the way”**

Frank Smith

1. BE ACTIVE AND TAKE CONTROL OF YOUR OWN LEARNING

When in class, try to participate as much as possible. Be determined to use the language and grammar your teacher has presented. Making mistakes is a natural part of the learning process, so don't let that stop you. By being active and taking control of your own learning, you will soon start to see the results.

Tip: There are many language apps available to help you connect with speakers of English such as 'HelloTalk'. This app will help you use your language skills outside the classroom.

2. FIND INTERESTING THINGS IN ENGLISH TO WATCH AND LISTEN TO

To succeed in your English learning, you need to watch and listen to as much English language as possible. However, it is crucial to make sure the topics interest you. Get into the habit of watching TV shows or movies, and listening to songs and radio shows. The English language is truly global and the opportunities are endless.

Tip: YouTube is a free and seemingly infinite resource of English language videos. A goodplace to start with is the British Council's YouTube channel and Ted-Ed. To watch TVseries with English subtitles, visit Ororo.TV.and Netflix.

Communicate or write prompts to any platforms of artificial intelligence such as chatgpt, gemini.

3. READ EVERYTHING YOU CAN GET YOUR HANDS ON

Classic literature, paperbacks, newspapers, websites, emails, your social media feed, cereal boxes: if it is in English, read it. Why? Well, this content will be filled with juicy new vocabulary words as well as a fair amount you already know. This helps you improve quickly, as re-exposure to familiar vocabulary gives you new examples in context, and therefore reinforces those words in your mind.

Tip: To read or download free books, visit ALiterate, ReadPrint, Project Gutenberg, and Classic Reader. Visit Üsküdar University library and read any newspapers, magazines, articles by choice.

4. TALK TO YOURSELF

When you have no one else to speak to, there is nothing wrong with talking to yourself. This can keep new words and phrases fresh in your mind and build up your confidence for the next time you speak with someone.

Tip: To practice speaking, visit TalkEnglish, or install the apps Talk, Hello or any AI chat assistantants .



5. LEAVE YOUR COMFORT ZONE

Being open to making mistakes means being ready to put yourself in potentially embarrassing situations. This can be scary, but it is the only way to develop and improve. No matter how much you learn, you will not ever speak a language without putting yourself out there. Talk to strangers in the language, ask for directions, order food, try to tell a joke. The more often you do this, the bigger your comfort zone becomes and the more at ease you will be in new situations.

6. ACTIVELY TAKE NOTE OF NEW VOCABULARY

When learning, we often enjoy a new word or phrase so much that forgetting it seems impossible. But trust us, not everything sticks the first time. To fight this, get into the habit of carrying around a funky notebook or using a tool like Evernote. Whenever you hear or read a new word or expression, write it down in context: that is, in a sentence and with its meaning noted.

7. REVIEW YOUR LESSONS AND SELF-STUDY NOTES REGULARLY

To successfully learn new vocabulary and grammar, you need to review your lesson or self-study notes regularly. Go through the notes you took in a particular lesson and try memorizing some or all of the important language or grammar points. Then, writing on a blank piece of paper, see how much you can recall. Repeat the process until you've memorized all the things you set yourself at the beginning of the task.

Tip: Some learners benefit from creating flashcards that you can store on a smart phone. Quizlet is one of these free applications. There is also GoConqr, which can help you bring all your lessons together in one place. You can even create vocabulary mind maps from your lessons! With so many tools to help you online, find out which ones work for you.

8. HAVE FUN WITH IT

Using your new language in any way is a creative act. Think of some fun ways to practice your new language: make a radio play with a friend, draw a comic strip, write a poem, or simply talk to whomever you can.

Tip: There are hundreds of mobile phone apps available to practice English. Here are some examples for you; Duolingo, Game to learn English, Real English, Two min English.

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

Flora Lewis

1. IS THE ÜUFLD PREPARATORY PROGRAMME COMPULSORY FOR ALL STUDENTS?

The ÜUFLD Preparatory Programme is “compulsory” for students who are registered in departments in which the medium of instruction is completely English. Students registered in Turkish- medium departments are required to inform the Directorate of the Department of Foreign Languages during their registration, if they wish to attend the ÜUFLD Preparatory Programme.

2. HOW LONG IS THE ÜUFLD PREPARATORY PROGRAMME?

The ÜUFLD Preparatory Programme lasts for a year and it consists of 4 modules. Each module lasts 8 weeks. The students who are at B1/B2 level are eligible to take the Proficiency Exam. They may study B2 level either in winter term (February) or in spring term (June) or in summer school.

3. HOW CAN I BE EXEMPTED FROM THE ÜUFLD PREPARATORY PROGRAMME?

To be exempt from the ÜUFLD Preparatory Programme you must:

- a) receive a minimum of 60/100 points from the ÜUFLD Proficiency Exam,
- b) receive a minimum of 70 points YDS from OSYM or any equivalent point from OSYM English equivalent scores.

For the current equivalence table, you can visit OSYM’s or ÜUFLD Preparatory Programme websites.

4. CAN I BE EXEMPTED FROM THE ÜUFLD PREPARATORY PROGRAMME IF I HAVE ALREADY RECEIVED A PREP SCHOOL DIPLOMA FROM ANOTHER UNIVERSITY?

The students who have already received their diplomas and graduated with the a degree that Üsküdar University accept from another university can be exempted. (The students should be prepared to give the official documents and the documents are valid for maximum 3 years).

5. WHICH EXAMS DO I HAVE TO TAKE TO BE EXEMPT FROM THE ÜUFLD PREPARATORY PROGRAMME?

- Üsküdar University English Placement Exam (UPLACE)
- Üsküdar University English Proficiency Exam (UPROF)



FURTHER QUESTIONS AND ANSWERS

6. WHAT IS THE PLACEMENT EXAM? IS TAKING THE PLACEMENT EXAM COMPULSORY?

The UPLACE is not an achievement test. The primary objective of the UPLACE is to identify the English levels of students. The UPLACE is a multiple-choice exam consisting of comprehension, grammar, vocabulary sections. Results are announced on the website of the ÜUFLD. According to the results of the placement exam, students are placed in classes in accordance with their level. The students who get 60 and above are eligible to take the proficiency exam.

For more information visit: <http://hazirlik.uskudar.edu.tr/seviye-tespit-sinavi>

- a) *Where can I find the information about the date, time and place of the Placement Exam (UPLACE)?*

Information regarding the date, time, and place of the placement exam can be found in the Academic Calendar of the School of Foreign Languages and Registration Guide of that academic year.

- b) *What sections are there in the Placement Exam (UPLACE)?*

The placement exam consists of 100 multiple choice questions on use of English, vocabulary and reading skills.

- c) *How can I learn the result of my Placement Exam (UPLACE)?*

You can learn the result of your Placement Exam given at the beginning of the academic year by clicking on the "Announcements and News" page on the official website of the ÜUFLD; <http://hazirlik.uskudar.edu.tr/en/kategori/duyurular>

- d) *What is the minimum score I should get in the Placement Exam in order to be eligible for the Proficiency Exam?*

Students who achieve a net score of 60 out of 100 will be eligible to take the proficiency exam.

7. WHAT IS THE PROFICIENCY EXAM (UPROF)?

The proficiency examination is an exam that assesses the students' proficiency in English. Students who are successful in the placement exam administered at the beginning of the academic year are eligible to take the proficiency exam. The students who get a score of 60/100 or above will be exempt from the preparatory programme and can start their faculty studies. (The Translation and interpretation department students should get 70 and over out of 100 points to pass the preparatory school programme.)

8. WHERE CAN I FIND THE INFO ABOUT THE DATE, TIME AND PLACE OF THE PROFICIENCY EXAM (UPROF) GIVEN AT THE BEGINNING OF THE ACADEMIC YEAR?

Information regarding the date, time and place of the proficiency exam can be found on the ÜUFLD website: <http://hazirlik.uskudar.edu.tr/en/>

a) What is the passing grade for the Proficiency Exam (UPROF)?

The minimum passing grade required is 60 out of 100. For Translation and Interpretation Department, the minimum passing grade is 70 points out of 100.

b) What are the components of the Proficiency Examination (UPROF)?

Proficiency exam consists of two parts.

PART 1 (RECEPTIVE SKILLS)

LISTENING (25%)	• 1 While Listening (10 questions) • 1 Note-Taking (10 questions)
READING (30%) (2 authentic texts)	• Main idea • Sentence completion / Summary • T/F/NG • Inference • Reference • Vocabulary /guess the meaning - synonym-antonym-similar meaning • Comprehension

PART 2 (PRODUCTIVE SKILLS)

SPEAKING (10%)	• Topic based three minutes speaking
WRITING (35%)	• 300-350 words-cause-effect, compare-contrast, advantage-disadvantage, argumentative essay types Psychology, Education, Sociology/Society, Communication, Family, Culture, Art, Crime, Marketing, Business, Environment, Linguistics, Health, Media, Sports, Travel, Technology.

To see a sample proficiency exam please visit: <http://hazirlik.uskudar.edu.tr/en/yeterlik-proficiency-sinavi>



c) How can I learn the result of my Proficiency Exam?

You can learn the result of your proficiency exam by clicking to the “Announcements and News” on the webpage of the Foreign Languages Department: <http://hazirlik.uskudar.edu.tr/>

d) How can we get prepared for the Proficiency Exam? What books can I use when studying for the Proficiency Exam?

Books aimed at KPDS, TOEFL, YDS/e- YDS/YÖKDİL, CAE exams or any proficiency exam would be appropriate.

Your production skills will be assessed in the exam rather than some specific language structures. Getting information about the components of the exam might be useful. For more information about the ÜUFLD proficiency exam and for sample questions, you can visit: <http://hazirlik.uskudar.edu.tr/en/yeterlik-proficiency-sinavi.->

9. WHAT CAN I DO IF I THINK THERE IS A PROBLEM WITH MY EXAM GRADE?

Students may submit a petition to the management of the ÜUFLD. All appeals must be submitted in writing within 5 days of the announcement of the exam results. You can apply to the ÜUFLD Assistant Director’s office. Email: asli.gunay@uskudar.edu.tr

10. I WANT TO SUBMIT A PETITION OR APPEAL TO THE ÜUFLD MANAGEMENT. WHERE CAN I FIND SAMPLE FORMS AND PETITIONS?

You can find all forms and petitions from the Assistant Director’s office.

11. IS PARTICIPATION IN THE ÜUFLD PREPARATORY PROGRAMME ORIENTATION PROGRAMME COMPULSORY?

As the Orientation Programme provides detailed information about the ÜUFLD Preparatory Programme, attendance is absolutely compulsory. All information pertaining to the ÜUFLD Preparatory Programme will be provided in detail during the Orientation Programme, and all issues that the students are curious about will be answered. If you do not attend the orientation, you could miss out on important information on academic subjects such as rules and regulations and requirements you are expected to meet. The date and time of the Orientation Programme will be announced on the ÜUFLD official website Announcements and News page: <http://hazirlik.uskudar.edu.tr/en/kategori/duyurular>.

12. CAN STUDENTS WHO REGISTER FOR TURKISH-MEDIUM DEPARTMENTS ATTEND THE ÜUFLD PREPARATORY PROGRAMME?

Yes. These students are required to fill in the “Application Form for Participation in the ÜUFLD Preparatory Programme” during their registration, indicating their wish to attend the programme. Students who have filled in this form are deemed to have accepted all terms and conditions regarding the ÜUFLD Preparatory Programme. Students who fail to fill in this form, or who do not state their wish to do so will not be accepted and will be assigned to their respective departments.

13. WHAT ARE THE ADVANTAGES OF PARTICIPATING AND SUCCESSFULLY COMPLETING THE ÜUFLD PREPARATORY PROGRAMME FOR STUDENTS REGISTERED IN DEPARTMENTS IN WHICH ENGLISH IS OPTIONAL?

The ÜUFLD Preparatory Programme provide students several opportunities such as the following:

- Students who attend and successfully complete the ÜUFLD Preparatory Programme will be in great demand in their sectors when they combine English language they have learned with their academic and vocational education,
- Students interested in studying abroad through student exchange programmes like (the) Erasmus and World Exchange will be one step closer to passing the English Proficiency Exam and will be one step ahead of others in their academic and social life in the countries they go to due to their foreign language skills.
- When these students apply to a company for internship, they are more likely to be preferred due to their knowledge of English.

14. AT WHICH CAMPUS WILL THE ÜUFLD PREPARATORY PROGRAMME BE HELD?

Üsküdar University Main Campus Block C.

15. WHERE CAN I GET GENERAL INFORMATION ABOUT THE ÜUFLD PREPARATORY PROGRAMME?

General information about the ÜUFLD Preparatory Programme is accessible via ÜUFLD official website: <http://hazirluk.uskudar.edu.tr/en>.

[illegible]

NOTES

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ÜSKÜDAR UNIVERSITY

Main Campus

Altunizade Mah. Üniversite Sk. No:14, 34662 Üsküdar / İstanbul / Türkiye

South Campus

Altunizade Mah. Mahir İz Cad. No:23, 34674 Üsküdar / İstanbul / Türkiye

Çarşı Campus

Mimar Sinan Mah. Selman-ı Pak Cad. 34664 Üsküdar / İstanbul / Türkiye

Faculty of Medicine NP Campus

Saray Mah. Site Yolu Cad. No:27, 34768 Ümraniye / İstanbul / Türkiye

NP Health Campus

Saray Mahallesi Siteyolu Cd. No:10-13 Ümraniye / İstanbul / Türkiye

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