

# Decision of the FIBAA Accreditation and Certification Committee



15<sup>th</sup> Meeting on September 13, 2024

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	23/014
<b>Higher Education Institution:</b>	Cyprus International University
<b>Location:</b>	North Cyprus
<b>Study Programme:</b>	<ol style="list-style-type: none"><li>1. Bachelor in Accounting and Finance (EN)</li><li>2. Bachelor in International Relations (EN)</li><li>3. Bachelor in Management Information Systems (EN)</li></ol>
<b>Type of Accreditation:</b>	re-accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are re-accredited with two conditions.

Period of Accreditation: September 13, 2024 until September 12, 2031

### Conditions:

- **Condition 1** (see chapter 3.2.3): CIU corrects inconsistencies in workload credit calculation across all program module descriptions and curriculum overviews.
- **Condition 2** (see chapter 4.1.3): CIU regularly verifies faculty qualifications using quality management measurement tools and implements mandatory faculty development training, following the guidelines outlined by YÖK.

Proof of meeting these conditions/this condition is to be supplied by June 12, 2025.

The FIBAA Quality Seal is awarded.

**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

## Assessment Report

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**Higher Education Institution:**

Cyprus International University, North Cyprus

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**Bachelor programmes:**

1. Bachelor in Accounting and Finance (EN)
2. Bachelor in International Relations (EN)
3. Bachelor in Management Information Systems (EN)

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**Qualification awarded on completion:**

1. Bachelor of Arts
2. Bachelor of Arts
3. Bachelor of Science

# General information on the study programme

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## **Brief description of the study programmes:**

### **Bachelor in Accounting and Finance [ACFN]**

The Accounting and Finance undergraduate programme under the Faculty of Economics and Administrative Sciences not only focuses on the theories of accounting and finance but also helps students deepen their understanding of the workings of accounting and the financial sector, ranging from governmental operations to banking and entrepreneurial ventures in the real world. The programme prepares students for the accounting and finance field by providing them with the most recent theoretical information and empirical applications. The finance lab should help students become competitive and contribute to their employability in both national and international job markets. Upon graduation, the students can confidently invest in the securities market and manage their funds carefully.

### **Bachelor in International Relations [INRE]**

The International Relations programme aims to equip students with the necessary knowledge and skills to understand and interpret global political developments. It aims to improve students' ability to do knowledge-based analysis of international relations. The programme curriculum includes both compulsory and elective courses that are taught by experienced professors. The changing dynamics of international relations are interpreted from a multi-dimensional and up-to-date perspective in courses such as International Organizations, Comparative Politics, Global Political Economy, International Security and International Dispute Settlement. The programme also has courses that trains students about academic research methods and ethics.

### **Bachelor in Management Information Systems [MIS]**

The Management Information Systems programme's primary objective is to equip students with the knowledge and skills required by contemporary businesses to stay competitive in this highly globalized and technologically advanced world. In that respect, the Management Information Systems programme curriculum is designed with courses that will provide the necessary fundamental knowledge for students in implementing, developing, and applying information systems within an organization. Additionally, the hands-on laboratory and the projects help students to follow the latest trends and generate state-of-art solutions for technology-related problems. The Management Information Systems programme has an interdisciplinary perspective in terms of the courses and opportunities offered to students.

**Type of study programme:**

For all programmes: Bachelor programme

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**Projected study time and number of ECTS credits assigned to the study programme:**

ACFN: 4 years, 8 semesters, 123 credits/ 240 ECTS credits

INRE: 4 years, 8 semesters, 120 credits/ 240 ECTS credits

MIS: 4 years, 8 semesters, 127 credits/ 240 ECTS credits

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**Mode of study:**

For all programmes: full-time

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**Didactic approach:**

For all programmes: Study programme with obligatory class attendance and student participation

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**Double/Joint Degree programme:**

For all programmes: No

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**Scope (planned number of parallel classes) and enrolment capacity:**

ACFN: 120 students, 4 classes

INRE: 120 students, 4 classes

MIS: 75 students, 3 classes

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**Programme cycle starts in:**

For all programmes: Fall semester

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**Initial start of the programme:**

ACFN: 2014

INRE: 1997

MIS: 2008

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**Type of accreditation:**

ACFN: re-accreditation (last accreditation in 2018)

INRE: re-accreditation (last accreditation in 2018)

MIS: re-accreditation (last accreditation in 2018)

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**For re-accreditation: last accreditation period:**

For all programmes: September 14, 2018 until the end of spring semester 2023 (provisionally extended until end of spring semester 2024)

# Procedure

A contract for the re-accreditation of the Bachelor of Accounting and Finance (Bachelor of Arts), Bachelor of international Relations (Bachelor of Arts) and Bachelor of Management Information Systems (Bachelor Diploma) was concluded between FIBAA and Cyprus International University on February 24, 2023. On October 12, 2023, the HEI submitted a self-evaluation report (SER), which included a detailed description of each programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Hans-Bernd Schäfer**

University of Hamburg and at Bucerius Law School, Hamburg  
Emeritus Professor of Economics and affiliate professor in law and economics

**Dr. Manfred Schmidt**

sikos GmbH  
Chairman of the Supervisory Board, Geschäftsführender Gesellschafter der sikos GmbH

**Prof. Dr Eric Schoop**

Technical University of Dresden  
University professor, holder of the Chair of Information Systems, in particular Information Management

**Prof. Dr. Jörg Schröder**

International School of Management, University of Applied Sciences  
Professor of Corporate Finance/Department Strategy, Finance & Innovation

**Konstantin Schultewolter**

University of Cologne  
Student Economics (B.A.)

**Ph.D. Selva Staub**

Bandirma Onyedi Eylul University/ Faculty of Applied Science  
Associate Professor for Innovation and Project Management

FIBAA project manager:

Univ.-Ass. Mag. Mag. Alexander Plaikner

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on February 28 and 29, 2024 at the HEI's premises in Nicosia, Northern Cyprus. At the end of the on-site visit, the panel gave a short feedback on its first impressions to representatives of the HEI.

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<sup>1</sup> The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on August 6, 2024. The statement on the report was given up August 14, 2024. It has been taken into account in the report at hand.

# Summary

The programme of the **Bachelor of Accounting and Finance, Bachelor of International Relations and Bachelor of Management Information Systems** offered by Cyprus International University fulfils with few exceptions the FIBAA quality requirements for Bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on September 13, 2024, and finishing on September 13, 2031, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines (**ESG**) in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>: modular structure of the study programme, quality assurance and quality development, as well as programme description. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2.3): CIU corrects inconsistencies in workload credit calculation across all program module descriptions and curriculum overviews.
- **Condition 2** (see chapter 4.1.3): CIU regularly verifies faculty qualifications using quality management measurement tools and implements mandatory faculty development training, following the guidelines outlined by YÖK<sup>3</sup>.

Proof of meeting these conditions is to be submitted by June 12, 2025.

Furthermore, the quality requirements that have not been fulfilled:

- Inviting international guest lecturers to the Accounting and Finance programme (see chapter 3.3.3),
- Guest lecturers (see chapter 5.2.3. for ACFN only)
- External evaluation by alumni, employers and third parties (see chapter 5.2.3.)

The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where all the programmes could be further developed:

- documentation and ensuring that all pending preliminary evaluation recommendations are implemented,
- making opportunities to pursue master's and Ph.D. programs in international relations more visible to potential applicants (see chapter 1.3.1),

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

<sup>3</sup> The Council of Higher Education (YÖK) guides Higher Education Institutions in Turkey and North Cyprus within the National Qualification Framework, adhering to the NQF-HETR and aligned with the YÖDAK accreditation system.

- offering courses on intercultural management (see chapter 1.2),
- granting departments and faculties more authority for minor adjustments to curriculum changes (see chapter 3.1),
- emphasising a theoretical-driven graduation project with a practical component, rather than a traditional thesis, is considered crucial for academic development within the future work landscape (see chapter 3.1.7),
- updating the course descriptions to reflect the current content and literature for all courses (see chapter 3.2.1),
- re-evaluating the number and placement of decision-making committees to promote decentralized processes and improve responsiveness (see chapter 4.1.5),
- granting the dedicated Programme Director more freedom and simplified decision-making processes to effectively support motivation and internal developments (see chapter 4.2.1),
- enhancing student involvement by including at least two student members on each relevant committee, proportionate to its size (see chapter 4.2.2),
- further enhancing collaboration with other HEIs to strength programme leadership (see chapter 4.3.1),
- establishing a documented, depersonalized quality management system detailing processes, procedures, interactions, and responsibilities, with clear management department representation in the organizational chart (see chapter 5.2),
- fully integrates the newly introduced procedure for student evaluations to further enhance course monitoring and ensures continued alignment with contemporary educational needs, extending this also to faculty and external evaluations (see chapter 5.2).

The panel members also identified several areas for **Accounting and Finance Programme** where the programmes could be further developed:

- inviting international guest lecturers to the Accounting and Finance programme to enhance academic development and bolster the HEI's international standing (see chapter 3.3.3)

The panel members also identified several areas for **International Relations Programme** where the programmes could be further developed:

- covering fundamental topics like international trade theories, globalization's impact on conflicts, and the origins and resolution of financial and armed conflicts (see chapter 3.1.1),
- directing even more attention towards the core elements that define the international relations programme (see chapter 3.1.2),
- seeking confirmation from the senate on implementing compulsory internships and capstone programme to enhance the visibility of further study opportunities in international relations (see chapter 3.1.2),
- including a thesis outline presentation course, with the thesis graded by two instructors and allocated 20 ECTS points (see chapter 3.1.7),
- the panel strongly advocates for even further enriching through the presence of international guest lecturers (see chapter 3.3.3),

- focusing on key issues, such as globalization's impact on conflict, financial instability, conditions leading to war and peace in armed conflicts, and the historical role of diplomacy in shaping the international order (see chapter 3.4.1),

The panel members also identified several areas for **Management Information Systems Programme** where the programmes could be further developed:

- making the APSC220 Foundations of Research Methods module compulsory (see chapter 3.1),
- considering alternative final exam formats, noting students develop methodological skills and exams align with course objectives compulsory (see chapter 3.1.7),
- implementing MISY402 (Capstone Project) module, a reference to MISY401 (Project Management) (see chapter 3.1.7 and chapter 4.2.1).

The measures that the HEI takes to implement the recommendations of the panel members have to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:

- Interdisciplinary approach of the International Relations programme (see chapter 3.1.4),
- Quality requirements for the internationality of the student body programme for all programmes (see chapter 3.4.2)
- Foreign language contents (see chapter 3.4),
- Programme director's proactive efforts in facilitating the holistic advancement of the study programme, ensuring the engagement of all relevant stakeholders (see chapter 3.4),
- Student support by the faculty (see chapter 4.1.6),
- Quality requirements in terms of facilities (see chapter 4.4.1),
- Alumni Activities (see chapter 4.5.2).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

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# Information

## Information on the Institution

Cyprus International University (**CIU**), established in 1997, was founded to address the increasing demand for English-taught higher education in Turkey, Northern Cyprus, and nearby regions. Following a five-year preparation period, CIU secured the necessary equality certifications for all its faculties and departments, earning a place in The Turkish Centre of Student Selection and Placement (OSYM) by The Turkish Higher Education Board (YOK).

CIU continually enhances its physical infrastructure and research and teaching facilities to offer quality education. Its main educational goal is to produce English-proficient graduates capable of utilizing the latest information and communication technologies and equipped with the professional skills needed for their careers.

Located in Nicosia, the capital of Northern Cyprus, the university is 5 km from the city centre, 14 kilometres from Ercan State Airport, 50 kilometres from Famagusta, and 30 km from Kyrenia. Nicosia, rich in history and culture, is also the hub of the region's socio-cultural and sports activities, offering students access to concerts, exhibitions, films, and theatre performances.

This year, CIU advanced 72 places to rank 148<sup>th</sup> among 922 universities in the UI GreenMetric World University Rankings, which assess sustainability in higher education institutions. The CIU campus was also named the best campus in Cyprus, improving its rank significantly from last year.

CIU offers postgraduate (PhD, Professional Doctorate, and Master programmes) and undergraduate programmes across various faculties. The Institute of Graduate Studies and Research provides 21 PhD programmes, three Professional Doctorate programmes, and 44 Master programmes. The university comprises twelve faculties, including Agricultural Sciences, Arts and Sciences, Communication, Dentistry, Economics and Administrative Sciences, Education, Engineering, Fine Arts, Health Sciences, Law, Medicine, and Pharmacy, running a total of 46 undergraduate programmes. Additionally, there are eight schools offering 42 programmes.

## **Further development of the programme, implementation of recommendations from previous accreditation, statistical data and evaluation results**

### **BACHELOR OF ACCOUNTING AND FINANCE (ACFN)**

As a department, the CIU has implemented all previous recommendations made by the FIBAA team during the previous accreditation visit.

**Table 1: Response Table**

<b>Response Table for the Recommendations by FIBAA 2018 for the Accounting and Finance Department</b>		
<b>Recommendation</b>	<b>Action Taken</b>	<b>Status</b>

Evaluation by students (chapter 5)	CIU has established a student representative programme where a representative is invited to meetings and actively involved in the decision processes. The panel may find a sample document for departmental decisions with the student's name and signature.	Addressed
Informing students from third countries in a more detailed way at the internet about the necessary requirements to apply the programme (chapter 2.6)	CIU has reflected additional information on the department's programme requirements on the web page.  The link to the webpage is: <a href="https://www.ciu.edu.tr/en/programmes/undergraduate/accounting-and-finance">https://www.ciu.edu.tr/en/programmes/undergraduate/accounting-and-finance</a> .	Addressed
Encouraging CIU to reflect if a graduation project should be also used in this programme to strengthen the students' ability to do scientific work (chapter 3.1)	CIU has prepared all the documents for programme revision to incorporate a capstone project into the curriculum. The document for the programme update is with the curriculum committee, and the CIU expects that the updated curriculum will be in effect as of the fall of the 2024-2025 academic period.	In progress, it will be active as of the 2024-2025 Fall period
Increasing CIU's cooperation activities with partners in the EU	Due to the ongoing conflict between the two sides on the island, and particularly because of the Greek Cypriot government's objections, Turkish Cypriot higher education institutions are excluded from the EU programmes promoting cross-border institutional cooperation among universities. This makes institutional cooperation with partners in the EU for CIU very difficult if not impossible. Yet, the Department tried to bring together its students with academics, students and professionals from EU and other countries. The Accounting and Finance Department has scheduled to host a series of seminars (e.g., Bloomberg Business Energy Markets	In progress
Providing students with information on the results of evaluations and quality assurance measures (chapter 5)	Student "Course and Academic Staff Evaluation" surveys were introduced. As of 2021 CIU started conducting more comprehensive general student satisfaction surveys. Each year, the President of the Board of Trustees shares the survey results via e-mail to all university students.	Addressed

The **Accounting and Finance** department was established in 2014, and since then, it has substantially developed by the revision and introduction of new courses to the programme. The Accounting and Finance programme currently offers one bachelor's degree programme, attending about 290 students. The credits of courses are adjusted into ECTS credits. To further improve the programme and provide students with additional knowledge and skills in Accounting and Finance and courses entitled Mathematics for Business and Economics (first year), Intermediate Accounting, I and II (Third Year), and area elective courses such as Computer Application for Finance (Third Year), Public Accounting (Third Year) and International Accounting (Third Year) were added to the curriculum. In addition to previous

adjustments to the curriculum, the department started revising the programme to include tutorial sessions in some specific sections.

In compliance with FIBAA Accreditation Committee for Programme decisions, CIU adapted the modularization by proving that the calculation of ECTS-Credits and workload is comprehensible, corresponds to one another, and is used consistently and continuously in all documentation, in line with the requirements of the ECTS User's Guide. Module descriptions regarding the description of the Learning Outcomes were revised on syllabi. In addition, CIU revised the study and examination regulations to ensure the implementation of relative grading according to ECTS.

CIU implemented the mutual recognition of degrees and periods of study following the requirements of the Lisbon Convention. CIU implemented an entitlement to compensation for disabilities regarding disabled students in terms of time and form of examinations. CIU made sure that more emphasis on the description of methodological competence and academic work is included in the module descriptions and implemented more term papers and fewer multiple-choice exams to promote methodological competence and academic work.

Furthermore, CIU ensured that the curriculum's international content corresponds to the programme's international orientation by documenting the global content in the respective syllabi and module descriptions. For example, the programme's curriculum was updated according to the conditions provided. That is, a couple of courses were included in the curriculum. Other classes had their titles updated, such as BUSN430 Business Capstone Project, BUSN332 Money and Banking, BUSN465 Managerial Economics, STAT206 Statistics-II, BUSN102 Introduction to Business-II, BUSN201 International Business Law, BUSN346 International Financial Management, BUSN314 International and Multicultural Business Communication, EASC220 Global Dimensions of Ethics and Social Responsibility. Moreover, the HEI offered students access to the Case Journal to download free case studies. The case studies are discussed in courses such as Organizational Behavior, Entrepreneurship, and Case Studies in Business.

In addition, at the end of each academic year, the department meets with industry representatives to consider their input or feedback and include them on the advisory board.

The department is currently undergoing a curriculum change recommended by the accreditation body. As a part of this change, the HEI has decided to replace the Managerial Economics course with a Graduation Project. The HEI is confident that this change will offer the students a more practical and hands-on learning experience, enabling them to apply their knowledge and skills in real-world situations.

**Table 2: Statistical Data of the programme ACFN**

		2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
<b># Study Places offered by HEI</b>		100	150	200	150	100
<b># Applicants</b>	$\Sigma$	419	516	672	528	404
	f	135	173	263	156	140
	m	284	343	409	372	264
<b>Application rate</b>		419,00%	344,00%	336,00%	352,00%	404,00%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	36	100	190	125	83
	f	17	42	83	37	36
	m	19	58	107	88	47
<b>Rate of female students</b>		0,47	0,42	0,44	0,30	0,43
<b># Foreign Students</b>	$\Sigma$	239	260	304	225	179
	f	110	117	130	76	76
	m	129	143	174	149	103
<b>Rate of foreign students</b>		6,64	2,60	1,60	1,80	2,16
<b>Percentage of occupied study places</b>		36,00%	66,67%	95,00%	83,33%	83,00%
<b># Graduates</b>	$\Sigma$	0	33	24	30	43
	f	0	13	12	11	20
	m	0	20	12	19	23
<b>Success rate (students who finished their studies)</b>		0,00	0,33	0,13	0,24	0,52
<b>Dropout rate (students who dropped their studies)</b>		0	0,09	0,39	0,36	0,2
<b>Average duration of study</b>		0	4,06	4,27	4,1	4,27
<b>Average grade of final degree</b>		0	2,92	3,07	3,19	3,09

As can be seen in the table above, the registered number of students in the Accounting and Finance Programme has increased over the years. The majority of the students in the programme are international, showing that the Accounting and Finance programme has diverse student profiles that make the programme highly international. The female-male ratio was 110:129 during the most recent academic year, 2023-2024.

The success rate of the students was low during the 2021-2022 period, which can be attributable to the high dropout rate due to the financial difficulties of students and their families. According to the statistics, the success rate increased to 33 %, and the dropout rate decreased to only 9 % in the 2022-2023 academic year. The average duration for graduation was 4.07 years in the 2022-2023 period, where graduated students had an average final grade of 2.92 out of 4.00.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

As a department, the CIU has implemented all previous recommendations made by the FIBAA team during the previous accreditation visit.

**Table 3: Implementation of recommendations from previous accreditation - INRE**

<b>Response Table for the Recommendations by FIBAA 2018 for the Accounting and Finance Department</b>		
<b>Recommendation</b>	<b>Action Taken</b>	<b>Status</b>
Informing students from third countries in a more detailed way at the internet about the necessary requirements to apply the programme (chapter 2.6)	CIU has updated its website to streamline the application process.	Completed
Reflecting if a graduation project should be also used in this programme to strengthen the students' ability to do scientific work (chapter 3.1)	The recommendation was unanimously accepted during the Department meeting held on March 28, 2023. Starting from the Fall semester of the 2024-25 academic year, the graduation project will be integrated into the curriculum of the International Relations programme.	Will be implemented as of 2024-2025 Fall
Increasing CIU's cooperation activities with partners in the EU	Due to the ongoing conflict and Greek Cypriot government's objections, Turkish Cypriot higher education institutions are excluded from EU cross-border cooperation programs. This makes EU institutional cooperation for CIU very difficult. Nevertheless, since 2018, the IR Department has hosted guest lecturers from various prestigious universities and international organizations.	In progress
Providing students with information on the results of evaluations and quality assurance measures (chapter 5.)	Student "Course and Academic Staff Evaluation" surveys were introduced. As of 2021 CIU started conducting more comprehensive general student satisfaction surveys. Each year, the President of the Board of Trustees shares the survey results via e-mail to all university students.	Completed

The **International Relations** programme was established in 1997, and the programme has been developing since then. In 2013, the programme was extensively revised and updated. The credits of courses were adjusted into ECTS credits (the details on this issue are presented in Section 3.1.2 under the title of "Application of ECTS and Modularization". Furthermore, additional courses such as Introduction to World Politics (first year), Interpersonal Communication (second year), History of International Relations II (second year),

Middle East Politics (third year), International Law II (third year), and Foreign Policy Analysis (fourth year) were added to the curriculum as can be seen in Section 1.2. Also, names of some existing courses were changed: Diplomatic History has been changed to History of International Relations, and Political Economy to Global Political Economy.

The classrooms have been upgraded with newer PCs and projectors, and course materials have been regularly updated and shared with students via CIU Moodle intranet system. Furthermore, in line with the recommendations of the panel regarding “providing the students with information on the results of evaluations, and quality assurance measures,” the President of the Board of Trustees has been sharing the results of the student surveys with the students via email since 2021.

**Table 4: Statistical data of the programme INRE**

	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
<b># Study Places offered by HEI</b>	100	150	150	200	150
	$\Sigma$	416	521	570	940
<b># Applicants</b>	f	203	179	117	243
	m	213	342	453	697
<b>Application rate</b>		416,00%	347,33%	380,00%	470,00%
	$\Sigma$	53	82	149	178
<b># First-Year Students (accepted applicants)</b>	f	31	33	48	42
	m	22	49	101	136
<b>Rate of female students</b>		0,58	0,40	0,32	0,24
	$\Sigma$	243	258	323	406
<b># Foreign Students</b>	f	111	99	88	78
	m	132	159	235	328
<b>Rate of foreign students</b>		4,58	3,15	2,17	2,28
<b>Percentage of occupied study places</b>		53,00%	54,67%	99,33%	89,00%
	$\Sigma$	0	24	24	33
<b># Graduates</b>	f	0	10	10	15
	m	0	14	14	18
<b>Success rate (students who finished their studies)</b>		0	0,29	0,16	0,19
					0,21
<b>Dropout rate (students who dropped their studies)</b>		0	0,17	0,38	0,49
<b>Average duration of study</b>		0	4,44	4,50	4,71
<b>Average grade of final degree</b>		0	2,87	2,70	2,59
					2,57

## **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The actions taken within the scope of MIS department development regarding the recommendations made in FIBAA 2018 accreditation are presented in the table below.

**Table 5: Implementation of recommendations from previous accreditation - MIS**

<b>Response Table for the Recommendations by FIBAA 2018 for the Accounting and Finance Department</b>		
<b>Recommendation</b>	<b>Actions Taken</b>	<b>Status</b>
Informing students from third countries in a more detailed way at the internet about the necessary requirements to apply the programme (chapter 2.6)	The university has updated its website to streamline the application process.	Addressed
Further highlighting the presence of current contents like blockchain, bitcoin or agile methods in the module descriptions. (chapter 3.1)	The MIS department has incorporated current and emerging technologies into the curriculum by introducing new elective courses in AI, Data Science, and IT Security, including Advanced Internet Programming, Data Mining, and Ethical Hacking. Additionally, the HEI is developing courses on Virtual Reality for Business Solutions and Augmented Reality for Interactive Marketing. The HEI has also organized innovative workshops and integrated cutting-edge tools like Synthesia Studios to keep the curriculum dynamic and aligned with the latest technological advancements.	Actively evolving, with full implementation anticipated in the near term.
Increasing CIU's cooperation activities with partners in the EU (see chapter 4.3)	Due to the ongoing conflict between the two sides on the island, and particularly because of the Greek Cypriot government's objections, Turkish Cypriot higher education institutions are excluded from the EU programmes promoting cross-border institutional cooperation among universities. This makes institutional cooperation with partners in the EU for CIU very difficult if not impossible. Yet, the Department tried to bring together its students with academics and officials from EU and other countries by inviting guest lecturers.  The MIS department have initiated several key collaborations underscoring commitment to this objective. In February 2024, the HEI organized the 'Creating	In progress

	<p>Digital Escape Rooms Workshop' in collaboration with Assoc. Prof. Dr. Anna Torres from the Polytechnics Institute of Santarém. This event not only served as a platform for academic exchange but also marked the beginning of a promising partnership between the two institutions, paving the way for future cooperative ventures. Additionally, the HEI has established a collaboration by inviting the managers of Vodafone/Telsim, a leading telecommunications company with roots in Europe, to the departmental events. This partnership is a strategic step towards expanding the network and enhancing the engagement with industry leaders in the EU. These initiatives are indicative of the proactive approach to fostering meaningful collaborations within the EU, and the HEI is dedicated to exploring further opportunities to expand these efforts in the coming years.</p>	
<p>Providing the students with information on the results of evaluations and quality assurance measures (chapter 5)</p>	<p>Student "Course and Academic Staff Evaluation" surveys were introduced. As of 2021 CIU started conducting more comprehensive general student satisfaction surveys. Each year, the President of the Board of Trustees shares the survey results via e-mail to all university students.</p>	<p>Addressed</p>

The **Management Information Systems** programme was established in 2008 and has been developing since then. Academic curriculum of this programme was first revised in 2012 and then in 2014 it was extensively revised again and developed based on the recent trends in the related field. To further improve the programme and provide students with additional knowledge and skills in Management Information Systems, additional courses titled as Interpersonal Communication, Operations Management, Information Systems Strategy, Management and Acquisition, Business Intelligence, and Capstone Project were added to the curriculum.

In response to the evolving landscape of management information systems and in line with the commitment to equipping the students with state-of-the-art knowledge, the HEI has implemented some significant enhancements to the MIS programme since 2014. The HEI has introduced two additional technical elective courses, ITEC427 Human Computer Interaction and AIEN201 Principles of Artificial Intelligence. The integration of these courses was necessitated by their technical nature, which provides invaluable insight into the human interface of computing and the core tenets of AI respectively.

These topics are becoming increasingly significant in the realm of MIS, enabling students to better comprehend and implement technologically advanced solutions, thus making the

curriculum more comprehensive and industry relevant. The Management Information Systems department has continuously updated its curriculum to keep pace with industry innovations following its 2018 FIBAA accreditation. Between 2018 and 2023, eleven new elective courses were introduced, including Foundations of Research Methods, Advanced Internet Programming, Knowledge Management Systems, Data Mining, Cyber Security I and II, Principles of Data Mining, Digital Forensics, Fundamentals of Data Science, Ethical Hacking, and IoT for Engineering. These additions ensure the curriculum remains relevant to industry trends and enhance the skill set of both graduates and students engaged in summer training within the industry.

From 2023, the HEI is planning further modifications to ensure a more streamlined learning experience for the students. Firstly, the HEI has transitioned from offering CMPE101 Introduction to Computing, previously provided by the Engineering faculty, to ITEC103 Fundamentals of Computing, which will be managed within the School of Applied Sciences. The rationale for this change is grounded in the improved capacity to deliver this course in terms of qualified faculty and infrastructure, thus providing the students with a more integrated learning experience.

Simultaneously, CIU has decided to convert APSC220 Foundations of Research Methods from an elective to a core course. This course plays a significant role in preparing MIS professionals to succeed in their careers by equipping them with the skills and knowledge required to conduct research, make data-driven decisions, and contribute to the advancement of the field. By making it a core course, the HEI is ensuring that every MIS student acquires this critical understanding. CIU trusts these curriculum changes will further enrich the MIS programme.

In compliance with FIBAA Accreditation Committee for Programme decisions, CIU adapted the modularization by proving that the calculation of ECTS-Credits and workload is comprehensible, corresponds to one another, and is used consistently and continuously in all documentation, in line with the requirements of the ECTS User's Guide. The current credits of Management Information Systems programme courses were adjusted into ECTS credits.

Module descriptions were revised on respectively syllabi regarding the description of the Learning Outcomes. Also, CIU revised the study and examination regulations to make sure of the implementation of relative grading according to ECTS. CIU implemented the mutual recognition of degrees and periods of study following the requirements of the Lisbon Convention. CIU implemented an entitlement to compensation for disabilities regarding disabled students in terms of time and form of examinations.

CIU made sure that more emphasis on the description of methodological competence and academic work is included in the module descriptions and implemented more term papers and fewer multiple-choice exams in order to promote methodological competence and academic work. Furthermore, CIU ensured the curriculum's international content aligns with the programme's international orientation by documenting it in the syllabi and module descriptions.

At the end of each academic year, the department meets with industry representatives in order to include them in the advisory board, by taking into consideration their input or feedback. The department hosts a highly active 'Digital Technologies' club, comprised primarily of undergraduate students. This club has a strong tradition of organizing various tech-focused events, enhancing students' practical understanding and industry exposure.

The number of study places (contingencies) offered by the HEI has been consistent at 75 from 2018 to 2023 showing the consistent commitment to maintaining a student population that facilitates an effective learning environment. The number of applicants increased from 102 in 2018 to 208 in 2022, highlighting the growing appeal of the programme. The applicant pool in 2022 also saw an increase in female applicants, with a rise to 27 from 15 in 2018, demonstrating the programme's increasing appeal to women in the field of Management Information Systems.

The programme has welcomed more first-year students, rising from 56 in 2018 to 73 in 2021. Moreover, the rate of female students among first-year students also increased, reaching its highest at 31 % in 2023. In terms of the international reach of the programme, the number of foreign students has been consistently high, reaching its peak in 2022 with a total of 167, showing the programme's ability to attract and accommodate students from various backgrounds. The percentage of occupied study places also saw an increase, achieving a high of 97.33 % in 2021, illustrating the high demand and commitment towards the MIS programme.

The programme experienced a decline in dropout rates from 18 % in 2018 to 8 % in 2023, which reflects an improvement in student retention. While the average duration of study slightly fluctuated over the years, it experienced a drop to 3.94 years in 2021 from 4.79 years in 2018, indicating that students are able to complete their studies more quickly. Finally, the average grade of the final degree saw a slight improvement, reaching 2.51/4.00 in 2019, compared to 2.42/4.00 in 2018.

Overall, these positive trends indicate the continued growth and success of the MIS Programme. This is reflected in the increasing number of applicants, improving gender balance, increased rate of occupied study places, high success rates, reduced dropout rates, and better average final grades.

**Table 6: Statistical Data of the programme MIS**

	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
<b># Study Places offered by HEI</b>	50	75	100	100	75
	$\Sigma$	189	162	235	162
<b># Applicants</b>	f	24	69	32	23
	m	165	93	203	131
<b>Application rate</b>		378,00%	216,00%	235,00%	162,00%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	47	55	86	79
	f	12	19	7	10
	m	35	36	79	69
<b>Rate of female students</b>		0,26	0,35	0,08	0,13
<b># Foreign Students</b>	$\Sigma$	69	86	165	145
	f	20	22	17	20
	m	49	64	148	125
<b>Rate of foreign students</b>		1,47	1,56	1,92	1,84
<b>Percentage of occupied study places</b>		94,00%	73,33%	86,00%	79,00%
					76,00%

# Graduates	$\Sigma$	0	14	20	10	15
	f	0	5	3	2	6
	m	0	9	17	8	9
Success rate (students who finished their studies)		0	0,25	0,23	0,13	0,26
Dropout rate (students who dropped their studies)		0	0,33	0,52	0,3	0,16
Average duration of study		0	4,77	3,96	4,5	4,25
Average grade of final degree		0	2,45	2,24	2,41	2,19

## Appraisal

The **Accounting and Finance Programme** has seen consistent growth in student enrolment, attracting a predominantly international student body. Despite financial challenges, the programme improved its success rate to 33 % in the 2022-2023 academic year, with a reduced dropout rate of 9 %. The average graduation duration is 4.07 years, and the average final grade is 2.92 out of 4.00, reflecting strong academic performance. These trends indicate effective support mechanisms and a commitment to student success. Overall, the programme demonstrates resilience and dedication to academic excellence.

The **International Relations Programme** has shown fluctuations in capacity and demand, with study places varying from 100 to 200 and applicant numbers peaking at 940 in 2020-2021. First-year student intake has ranged from 53 to 178, with foreign enrolment rates between 2.17 % and 4.58 %. These metrics highlight the programme's international appeal and adaptability. Despite changing conditions, the programme remains committed to academic excellence and responsiveness.

The **Management Information Systems Programme** has maintained a consistent offering of 75 study places, with applications rising from 102 in 2018 to 208 in 2022. The increasing proportion of female applicants, from 15 in 2018 to 27 in 2022, and a notable rise in international student enrolment reflect the programme's growing appeal and inclusiveness. Improved retention rates, shorter study durations, and better average final grades indicate enhanced student success and the programme's sustained growth.

**For all programmes** the HEI should be reminded to have documented and verified processes in place. The Self-Assessment Report now includes actions taken since the first accreditation in 2018. CIU states that some areas are "in progress" and will be active by Fall 2024-2025. However, some documents (e.g., Appendix 3.1) are unsigned and lack decision dates, making it unclear if the decisions are finalized. Therefore, the panel recommends based on the HEI's self-documentation:

**The HEI ensure and further documents, as part of fulfilling the requirements, that all recommendations provided during the preliminary evaluation are appropriately implemented and executed.**

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

#### **For all the programmes**

The Higher Education Planning, Evaluation, Accreditation and Coordination Council (YÖDAK) regulates national higher education in North Cyprus. YÖDAK is responsible for integrating and coordinating the practices and activities of higher education institutions in the direction of its aims, principles, and objectives. YÖDAK also has an auditing and accreditation role on the content of the new and existing academic programmes and the qualifications of the academic staff. Furthermore, YÖDAK also plans to function as a quality assurance agency in higher education.

The Council of Higher Education (YÖK) leads HEIs in Turkey and North Cyprus in the context of the National Qualification Framework. The programme considers the requirements of the National Qualification Framework for Higher Education in Turkey (NQF-HETR) and is in line with level 6.<sup>4</sup> North Cyprus Higher Education Planning, Evaluation, Accreditation and Coordination Council (YÖDAK) regulates the Higher Education system. YÖDAK accredits all programmes of higher education.

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The Accounting and Finance undergraduate programme was established in the 2014/2015 academic year under the Faculty of Economics and Administrative Sciences and focuses not only on the theories of accounting and finance but also helps students deepen their understanding of the workings of accounting and the financial sector, ranging from governmental operations to banking and entrepreneurial ventures in the real world.

The dedicated academic staff sees the necessity of improving and introducing modern teaching techniques such as case studies, invitation of respected professionals as guest speakers, and practical application of knowledge and skills in the finance lab that provide opportunities for students to follow the latest developments in the worldwide capital markets. The programme equips students for the accounting and finance field with up-to-date theoretical knowledge and practical applications, enhancing their employability in both national and international markets through hands-on experience in a finance lab. Graduates are prepared to confidently invest in securities and manage funds, with a curriculum designed to foster competitive and solution-oriented individuals in the global business arena. The department emphasizes continuous academic growth, encouraging students to stay current with social, economic, and technological developments through advanced accounting principles and software training.

They also help to be open to new ideas. The programme is directed by the provisions of the European Qualification Framework and is in line with level 6. Programme objectives are discussed with the students and other stakeholders and put on the website.

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<sup>4</sup> See: NQF-HETR: <https://uluslararasi.yok.gov.tr/en/internationalisation/nfq-hetr/nfq-hetr/nfq-hetr-in-general> (last accessed August 16, 2024).

Students graduated from the Accounting and Finance department will be able to:

- grasp and use updated skills with theoretical and practical knowledge within challenging financial work environments;
- be equipped with communicative, conceptual, and analytical skills necessary for teamwork and potential conflicts in a cross-cultural and diverse international financial work environment;
- comprehend the importance of core competency for success and the capability of creating competitive advantage on a global scale;
- develop an understanding of ethical perspectives and social responsibilities to be used in work and personal life;
- create awareness for continuous improvement to increase the transfer of funds and wealth performance at business and governmental levels;
- adopt and apply critical and strategic thinking and research capabilities for financial decisions;
- utilize and manage information and communication technologies required for the contemporary finance world.

The accounting and finance department curriculum is designed to realize programme-level learning outcomes. In that respect, the programme's first two years courses aim to equip students with the fundamental knowledge of basic accounting and finance fields and acquaint them with internal and external environmental factors affecting businesses. The main intention of the design specifications of the first two years is to encompass every direct and indirect factor and actor determining the accounting performance of companies and governmental agencies without exception.

In the programme's third and fourth years, the emphasis is put on the main functional areas of Accounting and Finance. In that regard, the functional areas are dealt with carefully, and the integration perspective is considered and positioned according to the specified points of managerial decision-making and problem-solving.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations programme aims to equip students with the necessary knowledge and skills to understand and interpret global political developments. The programme consists of courses covering the fundamentals of the academic discipline of International Relations. The programme aims to improve students' ability to do knowledge-based analysis of international relations.

The programme's objectives are regularly discussed with the students and other stakeholders and shared with the public on the university's webpage: <http://www.ciu.edu.tr/en/programmes/undergraduate/international-relations>

International Relations Bachelor graduates are expected to be able to:

- Understand and discuss International Relations using interdisciplinary methods combining knowledge from sociology, economics, psychology, political science, and diplomatic history.

- Identify the historical evolution of contemporary world politics and have adequate knowledge of the history and epochs of the international system.
- Recognize local, regional, and international actors within the international system, stay updated on recent developments, and follow International Relations trends.
- Understand the legal framework of the international system and independently create projects, homework, and research on the topic.
- Identify relationships between key actors in the international system, such as states, using theoretical, analytical, creative, and multi-dimensional methods.
- Analyze the roles and positions of non-state actors, particularly international organizations, within the current world system.
- Recognize political, socio-economic, and cultural structures in international relations and effectively engage in teamwork, presentations, and collective research.
- Explore the roots of conflicts among actors and propose solutions at local, regional, and international levels with an analytical focus.
- Understand the politics and functioning of political institutions in theory and practice, and apply theory to practice.
- Assess the historical emergence of various political cultures comparatively.
- Acquire the knowledge, academic formation, and skills to work in public offices, civil society organizations, international institutions, and companies at local and global levels.
- Adopt moral and ethical standards in their work, utilizing electronic resources and technological devices without resorting to unethical means such as plagiarism.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Since its inception in 2008, the Management Information Systems programme at CIU has been dedicated to preparing students for the dynamic demands of the modern business world. Recognizing the importance of advanced technology and global competitiveness, the Management Information Systems programme offers a comprehensive curriculum that covers the essential knowledge and skills needed for the effective implementation, development, and application of information systems within organizations. Students learn how to collaborate effectively and use technology to improve organizational business processes.

Students who graduate from the Management Information Systems programme will be able to:

- demonstrate comprehensive knowledge of key concepts across the breadth of effective application and use of Management Information Systems and innovative information technologies in organizations;
- demonstrate autonomy and responsibility in managing Management Information Systems projects and improving organizational processes;
- demonstrate a comprehensive understanding of appropriate enterprise frameworks, and theories from the Management Information Systems to research and assess contemporary issues in the field and related allied fields and disciplines;
- apply Management Information Systems knowledge to facilitate the acquisition, development, deployment, and management of information systems;
- apply Management Information Systems knowledge to the exploitation of opportunities created by information technology innovations ensuring the alignment between MIS strategy and organizational strategy.
- demonstrate ethical reasoning in relation to crucial Management Information Systems issues such as privacy, information security, and ethical use of information;

- apply appropriate technologies and techniques to the collection and analysis of organizational and environmental data to facilitate evidence-based decision-making;
- analyse organizational data to accurately identify organizational problems and propose solutions using Management Information Systems;
- apply effective communication skills consistent with the professional environment;
- apply effective collaboration skills consistent with the professional environment.

The curriculum of the Management Information Systems programme is designed to equip the students with the competencies stated above in the programme outcomes.

The business functional areas are taken into consideration, and courses related to information security and assurance, information systems analysis and design, information systems strategy, management and acquisition as well as business intelligence integrated that support business operations and decision-making process. Thus, students can get familiar with real-life business issues.

### **Appraisal:**

The panel members find that the programme's qualification objectives are clearly articulated and effectively aligned with the needs of the target audience, the specific professional domain, and the broader societal context of the discipline. These objectives encompass the attainment of academic excellence, the cultivation of comprehensive employability skills, and the nurturing of each student's personal development.

Furthermore, the subject-specific and extracurricular objectives, along with the skills to be acquired, are appropriately tailored to meet the desired proficiency level upon graduation. These objectives are thoughtfully designed to align with the standards outlined in the national qualification framework, ensuring relevance and rigor in the educational experience.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

## **1.2 International orientation of the study programme design (Asterisk Criterion)**

### **For all programmes**

In recent years, North Cyprus has become an attractive destination for higher education, particularly for students from Africa, CIS, and Middle Eastern countries. Student applications have nearly doubled each year, highlighting the university's growing international reputation. CIU hosts around 16,000 students from 83 countries and over 150 academics from 12 countries, establishing itself as Northern Cyprus's hub for international education. Recognized by the ministries of education in Pakistan, Jordan, Iran, Libya, Palestine, and others, CIU embraces internationalization and multiculturalism in its mission and values.

The following are among the universities and institutes which collaborate with CIU:

- Paris School of Business, France
- Robert Morris University, USA
- University of Sunderland, UK
- University of Wolverhampton, UK
- Michigan State University, USA
- Griffith College, Ireland
- Universita Degli Studi Di Messina, Italia
- University of Tartu, Estonia
- Dnipropetrovsk State Financial and Economic Institute, Ukraine
- China University of Geosciences, China
- University of Mazandaran, Iran
- Shiraz University, Iran
- University of Tabriz, Iran
- Isra University, Jordan
- Misurata University, Indonesia
- University of Jordan, Jordan
- The Applied Sciences University, Jordan
- Metallurgical Institute, Bosnia-Herzegovina
- The International University of Sarajevo, Bosnia-Herzegovina
- International Azerbaijan University, Azerbaijan
- Kafkas University, Azerbaijan
- Hazar University, Azerbaijan
- Solbridge International School of Business – Woosong University, South Korea
- Türk Kırız Manas University, Kirghizistan
- Prishtina University, Kosovo
- Belarus State University, Belarus
- Egypt International University, Egypt
- Almetyevsk State Institute of Municipal Service, Tatarstan
- Kazan State University of Architecture and Engineering, Tatarstan
- Institute of Economics, Management and Law, Tatarstan
- Azerbaycan State Oil Academy, Azerbaijan
- University of International Business, Kazakhstan

Furthermore, CIU has also bilateral agreements (memorandum of understanding) on education, scholarships and exchange programmes with the following international universities and institutes:

- Istanbul Cerrahpaşa University
- Robert Morris University
- University of Jordan
- The International University of Sarajevo
- Caspian University
- Solbridge International School of Business-Woosong University
- Michigan State University
- Caucasus University
- Dnipropetrovsk State Financial and Economic Institute
- Griffith College in Ireland

- University of Tabriz
- University of Mazandaran
- Apadana Institute of Higher Education
- Gorgan University of Agricultural Sciences and Natural Sciences, Iran
- Amirkabir University of Technology (Iran)
- Iqra University, Pakistan
- Mirpur University of Science and Technology
- University of Sistan and Baluchestan
- Paris School of Business
- EU Business School

CIU has seen significant growth in international student numbers. University representatives travel globally to recruit students, and local representatives and the university website provide extensive information. North Cyprus has become a popular higher education destination, particularly for students from Africa, post-Soviet states, and the Middle East, enhancing CIU's international reputation.

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The Accounting and Finance department offers a variety of in-class activities such as analyzing real-world financial statements, audits, and regulatory issues from actual companies. Students work in teams to create financial forecasts, business plans, and budgeting reports for a hypothetical or real company. There are also extra-curricular options for students in the study programme such as trading competitions (through the trade centre where online Financial Market Data is available) and participation in the accounting and finance club. Through the club, students can connect with industry leaders, take part in competitions, and explore internship opportunities, ~~to have an opportunity~~ for success in a rapidly changing world. The administration of CIU is aware of how important it is for students to interact in a multicultural and dynamic environment and is placing great emphasis on globalization. This is accomplished by either weaving globalization in the curriculum or providing education services with the understanding of an international programme that produces, spreads, and uses universal knowledge and contributes to society.

Academic staff integrates and implements an international approach when selecting textbooks, course materials, and case studies for their courses. Instruction focuses on the global marketing environment, the multinational competitive challenges posed by changing market structures, and the impact of rapidly evolving technologies on the international marketplace. This international orientation is crucial for students' future employability in multinational companies and global markets, as well as their ability to start businesses internationally.

The educational background and industrial experience of the academic staff in the Accounting and Finance department have international qualifications. This is vital for implementing the curriculum and helps graduates gain a multicultural perspective.

The programme also boasts a multicultural student body, which the HEI believes is essential in today's global work environment. The international student profile is detailed below. CIU has seen significant growth in the number of international students. Each year, staff visit various countries, mainly in Turkey, Africa, and the Middle East, to interview potential students, assist with applications, and answer questions about studying at CIU.

Furthermore, CIU and Paris School of Business cooperation also enables students who complete their first three or two years of study at CIU to graduate from EU Business School or Paris School of Business and achieve a corresponding degree from CIU.

The university has gained favour with the international community through the scholarship and fellowship opportunities available for international students.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations programme aligns with the university's mission and vision, promoting a cross-disciplinary approach and independent learning. The academic staff's diverse backgrounds support these objectives. Courses and materials reflect this approach, and the programme's multicultural student body necessitates a cross-cultural perspective. English is the medium of instruction, with preparatory classes for those needing to improve their proficiency.

CIU participates in numerous exchange programmes and is a member of several international education organisations. Agreements with global universities, including the University of Sunderland, allow students to earn degrees from both institutions. CIU has established itself as a truly international university, continually working to enhance this identity.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The Management Information Systems curriculum aligns with the university's international perspective, reflected in its academic staff and students.

Academic staff integrate an international approach when selecting textbooks, materials, and case studies. Instruction focuses on the international marketing environment, multinational competitive challenges, and the impact of rapidly changing technologies on the global marketplace.

CIU believes that the aforementioned international orientation of the programme curriculum has the utmost importance for the students' future employability in multinational companies and in global markets, and for their chances to start their own businesses in global markets. Some of these courses can be listed below:

BUSN201	International Business Law
MISY362	Ethics and Social Responsibility
MISY368	Organizational Behaviour
MISY479	Information Systems Strategy, Management and Acquisition

The programme attracts a diverse student population, which the HEI sees as essential for the global work environment.

CIU students can continue their studies worldwide, including at M.Sc. and PhD levels. The university has numerous global agreements facilitating exchange programmes for both students and academics.

### **Appraisal:**

The panel finds that CIU has become an established destination for higher education, attracting students from Africa, CIS, and the Middle East, with a notable increase in applications yearly. Through international agreements, CIU has gained recognition as a multicultural institution, emphasizing modern education methods to cultivate skilled and ethical graduates. Accredited by esteemed associations, CIU fosters a global academic community, emphasizing internationalization and excellence. With English as the medium of instruction, CIU prepares students for multinational environments, facilitating student exchanges and academic advancement through partnerships worldwide. Similarly, the Management Information Systems programme emphasizes cross-disciplinary learning and international perspectives, enhancing students' future global employability. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)				X	

### 1.3 Positioning of the study programme

#### Positioning of the study programme in the educational market

##### For all programmes

CIU broadly positions its programmes in the Higher Education Market, considering the reality of the globalization of the International Higher Education sector. In this respect, the process of application of the Accounting and Finance department for accreditation has been acted from the same point of view. North Cyprus has the vision of being a higher education island. Because this has also been adopted as a government policy, it significantly contributes to the positioning of the department and the university, which internalizes the same policy.

To position CIU programmes on the international education market, the medium of instruction for all programmes is English. Consequently, the curriculum of the BA programme is designed to accommodate the international student profile.

For details of the curriculum, see section 3 of this Report.

##### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

As in the case of many other programmes offered by the CIU, the medium of instruction for the department of Accounting and Finance is English, and additionally, the curriculum of the programme is structured by the international students' profile, which comprises the basis of this policy. The opening of representation centres in many countries and the organization of trips to those countries where the university's academic and administrative personnel will meet the potential students can be seen as tools facilitating this positioning.

On the other hand, to make the programme the Higher Education Market leader, the curriculum is being revised by evaluating the stakeholders' views, through research on employer expectations of teaching quality, prominence in research, knowledge transfer, and international

outlook. Besides, the crucial aspects such as the ECTS, programme objectives, and learning outcomes for courses are evaluated and then adapted to the Programme by a Committee composed of the academic personnel of the Accounting and Finance department. This then follows the route of Departmental Council, Faculty Council and once approved is submitted to the University Curriculum Committee. Once the Curriculum committee approves the new curriculum, changes to the curriculum, a new course proposal or changes to an existing course such as updating, the curricular document is submitted to the approval of the Senate. The new curriculum is the adapted after Senate approval. This completes the curricular updating or new curriculum design process by the Department. (please see the document: "CIU University Curriculum Committee - Curriculum Principles and Rules.pdf")

In addition to enhancing the programme's quality, these are also of great importance regarding the programme's positioning in the education market. The accounting and finance programme curriculum, which is skill-directed and career-oriented, has many distinctive features. First, the courses offered in the curriculum have been carefully selected and designed for students by considering the principle of developing competency in executing all business functions. In this way, students are also equipped to create solutions to the managerial problems of today's competitive business environment.

They have also guided me to analyse real-life cases to learn the reasons for failure and success in a business context. In addition to the conceptual uniqueness of the curriculum, the method of lecturing is also distinctive in the department. Lecturers of the department attribute great importance to the team-based projects and in-class activities to instruct students on the requirements of working together in cooperation and coordination. All materials used by the lecturers and the computer technology in the classrooms provided by the university are meticulously selected to satisfy the student-oriented criterion.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The curriculum of the BA programme is structured to accommodate the international student profile. The establishment of representation centres which are owned by local companies in various countries that represents CIU in corresponding regions such as Africa, the CIS, and the Middle East, along with organizing trips where the university's academic and administrative personnel engage with potential students, serve as tools to facilitate this positioning.

The curriculum is being regularly revised and updated to reflect the current global trends. The courses offered in the curriculum have been carefully selected and designed for students by considering the ever-changing global trends. Lecturers of the department attribute a great importance to the teamwork in class activities.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

With the aim of making the programme leader in the higher education market, the curriculum has been updated during the academic year 2013–2014 as a result of a series of research on employer expectations and what the graduates of the programme are satisfied with and not. Later, new elective courses also were added to the programme curriculum and the HEI is planning to make some changes on the curriculum by adding new courses in the next year. Besides, the important aspects such as the adoption of ECTS as a credit system, Programme

Educational Objectives (PEOs), and Course Learning Outcomes (CLOs) for each of the courses are also evaluated and then adapted to the programme by a committee composed of

the academic personnel of the school and department. These, in addition to enhancing the quality of the programme, are also of great importance regarding the positioning of the programme in the education market.

### **Positioning of the study programme on the job market for graduates (“Employability”)**

#### **For all programmes**

CIU uses various market intelligence sources to understand what is happening in the higher education market, the emerging developments, and the likely market potential.

Some of these market sources are as follows:

- Eurostat - Statistical office of the EU
- United Nations Statistics Division, National Accounts, Country Profile
- EUROMONITOR INTERNATIONAL
- State planning organizations in Turkey
- Middle East, Africa, the Turkic Republics
- Chamber of Industry, Chamber of Commerce in North Cyprus, Turkey, Middle East, Africa, the Turkic Republics
- UK National Statistics Publication Hub ([www.statistics.gov.uk](http://www.statistics.gov.uk))
- Nomis Official Labor Market Statistics ([www.nomisweb.co.uk](http://www.nomisweb.co.uk))
- Consortium of North Cyprus Universities
- Turkish Statistical Institute (TURKSTAT) – TÜİK
- State Planning Organization, TRNC

These market intelligence sources provide several benefits to the university, in particular:

- identifying the skills and attributes that are expected from the graduates
- suggesting ways to develop the students' employability and entrepreneurial skills,
- recommending how to build relationships from which graduates will benefit in the future, both with internal and external agencies,
- providing qualitative and quantitative data to bring the strategic case of the “employability” of graduates to life.

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

Accounting and Finance is a programme that has gained importance and relevance, especially in this century where most graduates are enthusiastic about becoming business owners or managers of businesses. There are, however, no detailed, reliable, and specific reports presenting statistics about this particular area in Northern Cyprus or Turkey.

The Turkish Cypriot Chamber of Commerce publishes an annual competitiveness report for Northern Cyprus, adhering to international standards. This report provides valuable insights for scientists, politicians, and the public about the economic performance of Northern Cyprus, aiding policymakers in developing sustainable projects for economic growth. This year's report, authored by senior researchers from CIU, focuses on North Cyprus's recovery during COVID-19 and discusses public reforms, privatization, and the circular economy.

The Turkish Cypriot Chamber of Commerce has facilitated meetings between academics and trade development specialists, offering opportunities to understand the country's economic conditions during the pandemic. These discussions on economic development, neoliberal politics, and environmental sustainability provide new insights for academicians, enriching their lectures and offering students fresh perspectives on the country's economic development.

The faculty is committed to engaging with students both inside and outside the classroom, fostering an active and dynamic learning environment. This continuous improvement ensures students benefit from open dialogue and the dedicated efforts of the academic staff.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The Ministry of Labor and Social Security arranges meetings to see the need of the industry and external parties with the Guidance of European advisors. These meetings provide several opportunities for the University in understanding the drivers and to support the development of the programme. The students develop the intellectual depth and ethical values necessary for professional practice. The curriculum, therefore, encourages students to develop their creativity and to learn the importance of diligence to their success as specialists in international relations. The curriculum has been continuously revised in order to make of the students near-future professionals for their multi-oriented jobs.

#### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

In the last decade, Information Technologies (IT) have significantly impacted personal, social, and daily life, enhancing the quality of life. IT is used in nearly all business sectors, including private and government offices, transportation, communication, entertainment, education, banking, hotels, hospitals, and supermarkets. It facilitates decision-making, business operations, communication, record-keeping, and productivity.

These changes have transformed managerial work, requiring speed, precision, and real-time business status updates through IT support. This necessitates the use of Management Information Systems, which integrates information from various functional systems, such as sales, call centres, finance, inventory, and logistics.

Data is presented in a user-friendly and timely manner for mid and upper-level managers to make informed decisions. Management Information Systems blends computer technology with management decision-making methods, offering career opportunities in business, industry, and government wherever computers are used.

The Ministry of Labor and Social Security meetings have also proven highly beneficial for the MIS programme and should continue. The curriculum fosters students' intellectual and ethical abilities, creativity, and problem-solving skills. The Management Information Systems curriculum is continuously updated to prepare students for diverse professional roles.

The school is committed to updating both academic and technical staff to meet the high standards required for Management Information Systems careers. This commitment includes active communication with students inside and outside the classroom, fostering a dynamic job atmosphere and encouraging active student participation.

#### **Positioning of the study programme within the HEI's overall strategic concept**

##### **For all programmes**

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CIU is a tertiary institution that embodies a global university concept through teaching, research, and cultural synthesis. Recognizing its strategic geographical position, CIU addresses national challenges and responsibilities.

In July 2008, CIU's strategy was initially outlined during the Fact-Finding Conference with all stakeholders. This strategy was revised in May 2021 to focus on improving education quality, increasing research projects and publications, enhancing social services, and boosting university recognition. The university is also strengthening its infrastructure, including new buildings, library, and laboratory upgrades.

Budget allocations support promotional programmes and recruitment of academic and administrative staff to increase system efficiency and stakeholder satisfaction. CIU aims to rank among the top 1000 universities in the Times Higher Education World University Ranking.

The university emphasizes international accreditations, collaborations, and compliance with the European Higher Education System's standards. Construction projects have begun to support this goal, reflecting CIU's commitment to its strategic vision.

Some of the construction projects were launched within a short period after the meeting above and are continuing, which confirms the serious intention of the top management system in CIU to support the tactical level of the organization to achieve the goals as strongly as possible. Ove Arup & Partners International Ltd ("Arup"), by the agreement between both sides, completed the Campus Vision Master Plan for Cyprus International University (2017). After that, the Concept Master Plan was completed after a high-level vision and framework study.

English proficiency is a cornerstone of education at CIU, ensuring graduates are well-equipped for success in today's competitive global environment.

The quality values are at the heart of both student and staff experience. Through the communications and relationships, the HEI is determined to develop a quality culture and high student and staff satisfaction levels. CIU constitutes a learning community where all students and staff are engaged in a continuous process of development, research, innovation, and improvement. Fundamental to the success of this community are the values of freedom of expression and a progressive outlook that will take the university forward.

- CIU QV1 Communication: good communication is essential. The willingness to speak freely, listen carefully, and respond constructively underpins quality relationships, coordination, collaboration, and high service standards.
- CIU QV2 Engagement and Participation: the HEI encourages the active participation of staff and students in all aspects of CIU life, both inside and outside the classroom. Active, participatory, and democratic engagement of students with the issues and decisions that affect their lives is particularly valued.
- CIU QV3 Hard work and Motivation: the HEI believes that hard work and positive motivation underlie the successful application of all the quality values.
- CIU QV4 Equality and Fairness: the HEI treats everyone equally and fairly at all times.
- CIU QV5 Multiculturalism and Diversity: The international outlook permeates every aspect of the work. The HEI is proud of the CIU cultural mosaic and the diversity of experiences and opportunities it promotes.

- CIU QV6 Independence and Autonomy: The student-centered approach, focusing on each student's needs and interests of each student, will cultivate independent learning and initiative.
- CIU QV7 Citizenship: the HEI encourages active contributions to the community through voluntary work, projects, and research.
- CIU QV8 Sustainability and Well-Being: the award-winning campus design and campus projects are founded on environmental principles. Care for the environment is at the Centre of everything the HEI doing. This includes caring for the health and well-being of ourselves and those around us.

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

Following the 2008 committee decision to emphasize international accreditations, the Accounting and Finance programme at CIU applied for FIBAA accreditation, first achieved in 2015. This accreditation has significantly enhanced the programme's education quality over five years. Consequently, the committee decided to re-apply for another five-year accreditation to further improve education quality, student and staff satisfaction, and societal contributions.

The programme aims to train individuals with universal qualifications, capable of using information effectively, and sensitive to environmental issues. Students are prepared to face professional competition, engage with international institutions, and appreciate cultural, historical, and artistic values. The curriculum focuses on academic and scientific development, aligning with societal needs and expectations.

CIU's mission is to provide contemporary, high-quality education, ensuring graduates are well-prepared, knowledgeable, and capable of succeeding globally. The university envisions becoming a leading institution of the 21st century, driven by excitement, dynamism, and common sense. CIU fosters social, cultural, and scientific advancements, aiming to produce graduates proficient in professional knowledge and modern communication technologies.

The university employs modern educational policies, extensive use of computer technology, and small class sizes to encourage active participation and effective learning.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The university's overall strategy includes defined purposes for both departments and programmes. CIU embodies a global university concept, combining teaching, research, and culture. The programme's philosophy is to train students for the qualifications of the information age, who have the ability to use the information, and who are qualified for a profession. The students have access to all the information to improve themselves using research. The university envisages the world of the future and aims to achieve it by becoming amongst one of the best universities of the 21st Century with excitement, dynamism, energy and, at the same time, using common sense to accomplish this with its academic and administrative staff and students together.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

In 2008, the stakeholder committee prioritized international accreditations for global recognition, leading to the selection of pilot programmes at the university. Notably, the quality of education in the MIS department notably improved during this accredited period. The programme aims to train individuals equipped for the information age, capable of using information effectively and excelling in their professions.

Students have access to extensive resources for self-improvement through research and awareness of global environmental issues. They are prepared to embrace competition in their professions and businesses while appreciating cultural, historical, and artistic values. The programme prioritizes academic and scientific development, aligning initiatives with societal needs and expectations.

The university's core mission is to provide contemporary and high-quality education, producing graduates capable of global success.

CIU fosters advancements in social, cultural, and scientific domains, aiming to produce alumni proficient in professional knowledge and modern communication technologies.

To achieve these goals, the university implements modern educational policies, maximizes computer technology usage in classes, and fosters active student participation in small-sized classrooms.

### **Appraisal:**

According to the panel CIU strategically positions its Accounting and Finance department within the global higher education market, aligning with North Cyprus's vision of becoming a higher education hub. The department emphasizes English as the medium of instruction and tailors its curriculum to meet international student profiles, supported by representation centres in various countries. Curriculum revisions, driven by employer expectations and global trends, enhance programme quality and market positioning, focusing on skill development and career readiness. Lecturers prioritize teamwork and real-life case analyses, fostering student collaboration and problem-solving abilities, while materials and technology are carefully selected to support student-centered learning. Similarly, the International Relations Programme follows a similar approach, emphasizing English instruction and curriculum alignment with international student profiles, supported by representation centres and curriculum updates reflecting global trends, fostering teamwork and student-centered learning. Therefore, for the panel the reasons given for the positioning in the educational market of this study programme are plausible. Furthermore, the **panel suggests fostering the possibilities to continue studies in a master and a Ph.D. programme on international relations should be more visible for potential applicants.**

The study programme's market positioning is strategically driven by a global focus, aligned with CIU's role in the academic community, supported by the Accounting and Finance department's accreditation process and North Cyprus's vision as an education hub, tailoring curriculums to international students' needs, conducting global outreach efforts, and continuously updating curriculum to meet industry demands and student expectations, emphasizing practical skills development, teamwork, and interactive teaching methods, thereby enhancing its market standing alongside other globally-oriented programmes.

In the view of the panel, the arguments supporting graduate employability, based on the stated qualification objectives, are convincingly articulated. Additionally, the panel finds that plausible future fields of employment for graduates are adequately outlined.

In terms of positioning the HEI prioritizes practical application and employability in graduation projects, favouring a theoretical-driven approach with a practical component; however, to compete with other programmes, including a thesis overseen by two instructors is

recommended, while for the Management Information programme, integrating final capstone projects is seen as beneficial for fostering practical skills and enhancing employability. CIU, as an important tertiary institution, embodies a global university concept, integrating teaching, research, and cultural synthesis, while actively contributing to national development through stakeholder engagement, refining its strategy to prioritize quality education, research, infrastructure development, and international accreditations to enhance its global recognition and impact.

CIU focused on international accreditations in 2008, resulting in FIBAA accreditation in 2015. Over five years, this accreditation improved programme quality, prompting a re-application to elevate education standards, enhance student and personnel satisfaction, and contribute to societal welfare. CIU aims to equip graduates with contemporary skills and values for success in diverse professional settings, fostering an innovative, inclusive educational environment with proficiency in global communication technologies.

**The panel overall considers that the study programme is convincingly aligned with the HEI's overarching strategic concept. Furthermore, the qualification objectives of the study programmes are deemed consistent with the HEI's mission and strategic objectives.**

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3 Positioning of the study programme					
1.3.1 Positioning of the study programme in the educational market				X	
1.3.2 Positioning of the study programme on the job market for graduates („Employability“)				X	
1.3.3 Positioning of the study programme within the HEI's overall strategic concept				X	

## 2. Admission

### Admission requirements (Asterisk Criterion)

#### BACHELOR IN ACCOUNTING AND FINANCE [ACFN]

Application and admission requirements for undergraduate programmes at the CIU vary according to the applicant's nationality and the programme's requirements. The application criteria depend on whether the applicant is a Turkish Cypriot, Turkish (from Turkey), or a third-country national. The Student Admission Regulations of CIU are executed by the Rector of Cyprus International University, and these regulations cover the entrance exam to be taken by the students, the education in the departments/programmes, and the admission requirements.

The regulations include the principles for the School of Foreign Languages and the first-year students studying within the departments/ programmes of Cyprus International University. Students must graduate from a high school or equivalent secondary school to apply and get admission to CIU. All transactions related to university admission are made by the Registrar's Office (ROD). Students from the Turkish Republic of Turkey (TC) are admitted to CIU by one of the following methods within the framework of the determined quotas:

- To be placed in the Associate Degree or undergraduate programmes of CIU through exams organized by the Turkish Higher Education Council (YÖK) Student Selection and Placement Centre (ÖSYM);
- To be placed in a programme based on the Student Selection and Placement Centre (ÖSYM) scores, to be placed in a programme by CIU.

Turkish Republic of Northern Cyprus (TRNC) nationals are placed according to the results of the university's exam organized within the framework of quotas. Students from third-world countries other than TRNC or TR nationals can be accepted based on their success in secondary education considering the framework of their quotas, according to the Higher Education (YÖDAK) admission and Registration criteria.<sup>5</sup>

CIU offers admission to TRNC citizens who completed secondary education abroad and Turkish citizens in Third World Countries through quota systems. The university supports student exchange programmes, assigns academic advisors to assist students, and adjusts courses accordingly. Completion of School of Foreign Languages courses earns students an English Language Certificate. Admissions include an English Proficiency Exam; failing students must attend language programmes. Tuition fees are determined by the Board of Trustees. Equal access to education is ensured, notably in the Accounting and Finance programme for students with disabilities.

Special students can attend courses but cannot suspend military service or access full student rights. They must have a high school diploma and pay set fees. Admissions beyond regulations require Rectorate and Senate approval. Successful English Proficiency Exam takers can start their chosen programme directly, while those failing must attend language programmes. Internal transfers follow set regulations. Registration renewal is mandatory, failure results in dismissal. Tuition and fees are set by the Board of Trustees. Dismissal occurs for false documentation. Refunds are available under specific conditions. Transcripts are provided upon request. Degrees and certificates are awarded according to set regulations. Assistance is provided for students with disabilities. The Accounting and Finance programme accommodates all students.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

Application and admission requirements for undergraduate programmes at CIU vary by nationality and programme requirements. Turkish Cypriot applicants need a secondary school diploma and must pass a selection exam held annually. Successful candidates are then placed in their chosen programmes.

For programmes taught in English, applicants must pass an English Proficiency Exam conducted by the English Preparatory School unless they have IELTS or TOEFL scores. Turkish applicants from Turkey are placed by ÖSYM (Student Selection and Placement Centre of Turkey) based on the Higher Education Examination. A minimum score of 180 is required for 4-year programmes, and 140 for programmes requiring a talent exam. The number of Turkish students admitted is determined by ÖSYM.

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<sup>5</sup> See: <https://yodak.gov.tr/en/laws-regulations/regulations.html?download=90:kktc-veya-tc-yurttasi-olmayan-yabanci-ogrencilerin-yuksekogretim-kurumlarina-kabul-ve-kayit-kosullari-tuzugu> (last accessed August 16, 2024).

Students from third countries must have a secondary school diploma to apply. They need to provide IELTS or TOEFL scores or pass the university's English Proficiency Exam. Those who do not pass must complete an English Foundation programme before enrolling in their chosen course. The applicants are required to present the documents stated below for application to undergraduate programmes in CIU:

- Secondary School Diploma or equivalents (in English)
- Transcript (in English)
- Passports photocopy (only the pages with personal information and photograph)
- O'Level /A'Level results (if applicable to region/country)
- Proof of English language competence (TOEFL or IELTS)
- Completed and signed application form.

Transfer applicants from other higher education institutions can be classified as undergraduate transfers and vertical transfers depending on their situation. Undergraduate transfer students from other institutions are performed in accordance to "Cyprus International University Associate and Bachelor Degrees Education, Examination and Assessment Regulation". A person, who was a student in any higher education institution for at least one semester, is eligible to apply for transfer to undergraduate programmes of CIU.

The applicants should:

- Not have failed a course, and without any disciplinary penalty.
- Apply for transfer before 10 days prior to beginning of semester at the latest.
- Succeed all examinations in the former institution(s) before transferring to CIU with at least 60 % of the required level in the programme.

Graduates or current students from vocational schools should be placed by ÖSYM's DGS (external transfer exam) according to their preferences. DGS transfers continue their education under YÖK regulations to complete their Bachelor's degree. Vertical transfers follow the "CIU Associate and Bachelor Degrees Education, Examination, and Assessment Regulation."

CIU ensures educational equality by providing the same level of education and services to less able students. These students are encouraged to fill out special forms upon admission to receive necessary assistance. The International Relations undergraduate programme requires no special skills, so less able students face no admission issues. CIU supports these students throughout their studies to address any challenges.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Application and admission requirements for undergraduate programmes at CIU vary based on the applicant's nationality and the programme's criteria. Applicants may be Turkish Cypriots, Turkish nationals, or from other countries. The CIU Student Admission Regulations, overseen by the Rector, cover entrance exams, departmental education, and admission requirements.

These regulations outline principles for the School of Foreign Languages and first-year studies. Applicants must graduate from high school or equivalent to apply to CIU. The Registrar's Office manages all admissions transactions. TRNC nationals are placed according to the university's exam results within quotas.

Turkish Cypriot applicants with a high school diploma must pass a selection and placement exam held annually. Successful candidates are then placed in their chosen programmes. For programmes taught in English, applicants must pass the CIU English Proficiency exam or provide proof of English competence such as IELTS or TOEFL.

Students from Turkey (TR) are admitted to CIU by one of the following methods within the framework of the determined quotas:

- to be placed in the Associate Degree or undergraduate programmes of CIU through exams organized by the Turkish Higher Education Council (YÖK) Student Selection and Placement Centre (ÖSYM);

Students from third countries, that refer to countries other than TRNC or TR nationals, can be accepted based on their success in secondary education considering the framework of their quotas, according to the Higher Education (YÖDAK) Admission and Registration criteria.

TRNC citizens who have completed their secondary education outside TRNC and TR in the Third Countries can apply for admission to the university within the framework for quotas for students coming from third countries.

The applicants are required to present the documents listed below to enrol in the undergraduate programmes at CIU:

- Completed application form,
- Higher/Secondary Certificate or equivalents (e.g., O/A' Level, WAEC/NECO),
- Evidence of English Language competence: TOEFL (65 IBT) or IELTS (5.5). Students without these documents will take the CIU English proficiency exam on campus following arrival,
- Scanned copy of international passport/birth certificate,
- Fully completed and signed CIU Rules and Regulations document (which can be downloaded during the online application<sup>6</sup>).

If it is considered that the document given to the university is false or is not reflecting reality, the student shall be dismissed from the University and the fees paid shall not be refunded and legal action may be taken against them if considered necessary. Half of the paid tuition fee is refunded to the student, who has completed the registration process by the last day of add and drop courses, providing that the student has paid the full tuition fee.

Furthermore, transfer applicants from other higher education institutions can be classified as horizontal and vertical transfers depending on their situation. Horizontal transfers of students from other institutions are performed in accordance with "CIU Associate and Bachelor Degrees Education, Examination and Assessment Regulation". A person who was a student in any other higher education institution for at least one semester is eligible to apply for transfer to undergraduate programmes of CIU. The applicants should:

- Not have a failed course and have a disciplinary penalty.
- Apply for transfer ten days prior to the beginning of the semester at the latest.

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<sup>6</sup> See: <https://www.ciu.edu.tr/en/become-student/international/admission-requirements> (last accessed August 16, 2024).

- Students should succeed in all examinations in the former institutions before transferring to the university and the CGPA of the student should be at least 60 % of the required level in the programme.

Graduates or final-year students of vocational schools should be placed through ÖSYM's DGS (vertical transfer exam) according to their preferences. DGS-transferred students follow YÖK regulations to complete their Bachelor's degree. Vertical transfers comply with the "CIU Associate and Bachelor Degrees Education, Examination and Assessment Regulation".

CIU participates in student exchange programmes with foreign universities. An academic advisor assists exchange students in course selection and monitors their progress. The related faculty adjusts the student's courses, which count as transfer credits marked as "T" grades. Special students at CIU attend courses and, if successful, receive an English Language Certificate. They cannot defer military service or receive standard student benefits and must have at least a high school diploma. Special students pay fees set by the Board of Trustees. Matters not covered are handled by general provisions and Rectorate decisions.

CIU admissions require passing the English Proficiency exam or achieving a minimum score of 550 on TOEFL or 5.5 on IELTS. Students failing the exam must attend the School of Foreign Languages. Language levels are determined by a Placement Exam. Successful students can enrol in the first year; those who fail after a year may continue for another year. Internal transfers follow CIU's education, assessment, and evaluation regulations. Transfer students' language levels are assessed by the School of Foreign Languages, with possible exemptions for TOEFL or IELTS scores.

Course grades are recorded on transcripts, which can be requested by students. Diplomas and certificates are issued upon successful programme completion. Withdrawal, termination, and leave regulations are outlined in CIU's education principles.

CIU upholds equality in education, providing necessary support for students with disabilities. Such students should complete special forms during admission to receive appropriate assistance. The Management Information Systems programme, requiring no special skills, ensures accessible admission. CIU supports disabled students throughout their studies, addressing any challenges they face.

### **Counselling for prospective students**

#### **For all programmes**

The International Office of CIU works to increase the recognition of the university abroad and to inform prospective students about the programmes, scholarship opportunities, and educational services within the university. The International Office is responsible for all the steps, from prospective students' selection to registration.

Cyprus International University has 14 representatives and two offices in various cities of Turkey (<https://www.ciu.edu.tr/page/international-office-7697>), representatives ensure that higher education candidates receive direct information about CIU.

They also:

- inform prospective students, parents, etc., who contact the university directly through channels such as the prospective student information hotline, online support hotline, e-mail, social media, etc;
- provide prospective students with direct information about higher education at CIU through promotional activities abroad;
- participate in educational and professional fairs organized abroad;
- prepare acceptance letters for international prospective students and provide additional documentation to assist with visa applications;
- help accommodate students at the university campus and other campus facilities.
- provide continuous personal support to the international students and direct them to the Registrar's Office when needed.
- closely consult partners and international representatives to help build a solid and positive relationship.
- carry out university and dormitory registration procedures for prospective candidates.
- take applications and follow up on the process until registration is completed.

There are also online instant messaging services on the CIU website, which are available as soon as prospective students visit the website. It would be helpful for them to send their plausible questions and receive their answers from the relevant staff in CIU. Prospective students can contact the related regional manager in the International Office. All the contact information is accessible through the following link: <https://www.ciu.edu.tr/en/become-student/international/international-office-team>

The Student Development and Counselling Centre provides contemporary knowledge, skills, and counselling for students' psychological, educational, and social development. It includes Student Affairs, the Psychological Counselling and Guidance Centre, and the Social Activities Coordinator.

Student Affairs handles immigration for postal and international students. The Psychological Counselling and Guidance Centre supports students' personal development and psychological well-being, fostering a growth-focused university environment. The Social Activities Coordinator offers opportunities for active, creative, and social activities, supports scientific research, and promotes physical development, complementing academic programmes.

### **Selection procedure**

OSYM (Turkey's Student Selection and Placement Centre) sets quotas for Turkish universities' undergraduate programmes. Turkish students are selected and placed through a two-stage exam: the Higher Education Examination in March, which assesses general skills, and the Undergraduate Placement Examination in June, which evaluates discipline-specific knowledge.

Applicants scoring 140+ can apply to vocational schools, while those scoring 180+ can take the Undergraduate Placement Examination. For the department of Accounting and Finance, the TM-1 score, comprising Turkish (14 %), Basic Mathematics (16 %), Social Sciences (5 %), Science (5 %), Mathematics (25 %), Geometry (10 %), Turkish Language and Literature (18%), and Geography (7 %), is used.

Turkish Cypriot citizens are placed based on their performance in the university's annual selection exam. Cyprus International University accepts applications from Turkish Cypriots and third-country applicants twice a year, but Turkish applicants are enrolled once a year after the exams. International prospective students from third countries apply to CIU through email or

official representatives by sending the required documents. The selection procedure used in the programme is based on admission requirements, International Examinations, and Diplomas or Higher School Certificates and is stated below.

**Table 7: Admission requirements for international students**

<b>Country</b>	<b>International Examinations and Diplomas</b>
Armenia, Azerbaijan	Higher Secondary Education Certificate
Bahrain	Tawjihi
Bangladesh	Higher Secondary School Certificate
Belarus	Higher Secondary Education Certificate
Cameroon	Baccalaureate Certificate or GCE (2 A'Level or 5 O'Level with Grade C and above)
China	Higher Secondary Certificate, with an average of at least 50 %
Democratic Republic of Congo	Diplome d'Etat d'Etudes secondaire du Cycle Long
Egypt	Secondary Education Certificate
Ethiopia	Ethiopian General Education Certificate Examination
Georgia	Higher Secondary Education Certificate
Ghana	West African Senior School Certificate (WASSC) (With C or above in 5 Subjects)
Guinea	Baccalaureate Certificate or GCE (2 A'Level or 5 O'Level with Grade C and above)
India	Higher Secondary Certificate, with an average of at least 45 %
Iran, Iraq	Higher Secondary Education Certificate, with an average of at least 50 %
Japan	Upper Secondary School Certificate (Grade 3 and above)
Jordan	General Secondary School Certificate or Tawjihi (at least 60 %)
Kazakhstan	Higher Secondary Education Certificate
Kenya	GCE (2 A'Level or 5 O'Level with Grade C and above)
Kuwait	Al-Shahada-Al Thanawiyya Al-Amma (155/240 or above)
Kyrgyzstan	Higher Secondary Education Certificate
Lebanon	Baccalaureat Libanais, with an average of at least 50 %
Libya	West African Examination Council (WAEC) or Tawjihi (at least 60 %)
Moldova, Mongolia	Higher Secondary Education Certificate
Morocco	French Baccalaureate
Mozambique	Certificado de Habilitacao es Literarias
Namibia	GCE (2 A'Level or 5 O'Level with Grade C and above)
Nigeria	WAEC, WASSCE, or NECO with C or above
Oman	Al-Shahada-Al Thanawiyya Al-Amma (155/240 or above)
Pakistan	Higher Secondary or Intermediate Certificate, with an average of at least 45 %
Palestine	General Secondary Education Certificate
Russia	Higher Secondary Education Certificate
Rwanda	Diplome de Fin d'Etudes secondaires
Saudi Arabia	General Secondary Education Certificate
South Africa	Senior Certificate (Matriculation)

Sri Lanka	Sri Lankan General Certificate of Education
Sudan	Secondary School Certificate
Syria	Al-Shahada-Al Thanawiyya Al-Amma (155/240 or above)
Tajikistan	Higher Secondary Education Certificate
Tanzanian	National Tanzanian Form IV Examination
Tunisia	Baccalaureat de l'enseignement secondaire (Tunus)
Turkmenistan	Higher Secondary Education Certificate
Uganda	Uganda Advanced Certificate of Education
Ukraine	Higher Secondary Education Certificate
United Arab Emirate	Al-Shahada-Al Thanawiyya Al-Amma (155/240 or above) or Tawjihi (at least 60 %)
Uzbekistan	Higher Secondary Education Certificate
Zambia	Zambia School Certificate with minimum three scores in 5 academic subjects
Zimbabwe	GCE (2 A'Level or 5 O'Level with Grade C and above)

YÖDAK approves the Lisbon Diploma Recognition Convention (UNESCO-Council of Europe, 1997), as stated in their higher education law. This commitment ensures Turkish Cypriot institutions recognize diplomas from the European Higher Education Area. YÖDAK and the Ministry of Education promote the Lisbon Convention's application. CIU ratifies the Lisbon Convention, ensuring equal study and employment opportunities for students worldwide, addressing all key points from its inception

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The admission process for the Accounting and Finance programme follows the University's general procedures. The "European Higher Education Area," initiated by the Bologna Process, ensures the recognition of diplomas and degrees across Europe, quality assurance, and a unified qualifications framework.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

Admission and selection process for International Relations undergraduate programme is performed in accordance with university's general admission and selection procedure.

#### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The admission process for the Management Information System programme follows the University's general procedures. The "European Higher Education Area," initiated by the Bologna Process, ensures diploma and degree recognition, quality assurance, and a unified qualifications framework across Europe.

#### **Professional experience (if relevant; Asterisk Criterion for master programmes that require professional expertise)**

For all programmes at CIU, professional experience is not required as a criterion for application.

#### **Ensuring foreign language proficiency (Asterisk Criterion)**

The medium of instruction is English, and proficiency is required for admission. Students who do not pass the English proficiency exam attend the English Preparatory School.

**For BACHELOR IN ACCOUNTING AND FINANCE [ACFN] and BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

All new students must write the English Proficiency Examination (EPE) before registering for the academic study programme, except those with proof of English language competency. The results of the proficiency examination will determine if some students need to take non-credit English courses before being able to register or will be registered directly to the academic programme of study. However, an official document (certificate, diploma, an internationally accepted examination result, etc.) must be provided to prove eligibility to study at English-medium departments or schools.

The table below details the documents and the required scores/grades (with the minimum score/grades) officially accepted.

**Table 8: English exam scores**

EXAM TYPE	MINIMUM EXAM SCORE
IELTS	minimum 5.5
TOEFL IBT	minimum 65
TOEFL PBT	minimum 513
TOEFL CBT	minimum 183
TOEIC	minimum 605
GCE / IGCE	minimum C
FCE	minimum C
CPE / CAE	minimum C
City & Guilds	B1 First Class Pass
LCCI (ESP)	Level 2 Pass
WAEC/WASSCE/SSSCE/NECO NABTEB/ZIMSEC	C6/C5/C4/B3/B2/A1
UCE	between 1-3
NSC (IEB)	60 % or above/5 or above
ECZ	minimum 5
HIGCSE/NSSC	minimum 3
KNEC	minimum C+
NECTA (CSEE)	minimum B
SAT	Writing 350 or Reading 410 or 760 Total (old) Writing + Reading 430 (new)
NEAEA	minimum C
Bachelor Degree (4 years)	The medium of instruction must be English
KPDS/UDS/YDS/YÖK-DİL	minimum 70

PTE Academic	minimum 42
Students who have succeeded in any TR or TRNC university's preparatory schools.	
Students graduated from Levent College in TRNC.	

Students without the specified certificates must score at least 60 out of 100 on the EPE to enrol directly in their academic programme. Those who fail the English Proficiency Examination join an intensive course at the CIU English Preparatory School, which aims to develop English proficiency.

The school operates on a modular system with four modules per academic year, two in the fall and two in the spring. At the end of each module, a level exam is conducted. Passing the intermediate level allows students to take the proficiency exam at the semester's end. Success in this exam indicates sufficient English proficiency for further education.

The minimum study period is one semester, and the maximum is two years. Intermediate-level students can take "English for Specific Purposes" courses to improve their reading and writing in their specialty. After completing the preparatory school, students take faculty courses, including two first-year English courses to enhance academic skills.

From the third year, students can choose foreign language courses, such as German, French, Italian, Greek, and Russian, offered from introductory to advanced levels, enabling them to reach an advanced level in a language of interest.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

All new students must take the English Proficiency Examination (EPE) before registering for their academic programme, except those with proof of English competency. A minimum score of 70 out of 100 on the EPE is required for direct enrolment; otherwise, students must take non-credit English courses first.

Students who fail the EPE join an intensive course at the CIU English Preparatory School, which operates on a modular system with four modules per academic year. Passing the intermediate level allows students to take the proficiency exam at the semester's end. Success in this exam indicates readiness for further education. The minimum period at the preparatory school is one semester, and the maximum is two years.

Students with IELTS scores of at least 6.0 or TOEFL scores of 500 (paper-based) or 173 (computer-based) can directly enrol in their chosen programme. Intermediate-level students can take "English for Specific Purposes" courses to improve their departmental reading and writing skills.

After completing the preparatory school, students must pass two first-year English courses to enhance academic skills. From the third year, students can choose from a variety of foreign language courses, including German, French, Italian, Greek, and Russian, offered from basic to advanced levels.

#### **Transparency and documentation of admission procedure and decision (Asterisk Criterion)**

#### **For BACHELOR IN ACCOUNTING AND FINANCE [ACFN] and BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

CIU operates a decentralized admission process between various numbers of units within the school. Registrar's Office, International Office, Turkish Students Admissions Office, and TRNC Students Admissions Office. This ensures that the admission process is transparent and fair to all, regardless of background. The CIU Marketing Directorate aims to increase the recognition of the university in Turkey and Northern Cyprus and provide information about the programmes, scholarships, and educational services to student candidates, their families, high school and equivalent educational institutions, and work to promote the social, cultural and physical opportunities available in CIU comprehensively. After such efforts, the Marketing Directorate is also responsible for all the processes involved, from when a candidate chooses to study at CIU to when they register. The HEI has elaborated additional information on the department's programme requirements for prospective students on the web page (<https://www.ciu.edu.tr/en/programmes/undergraduate/accounting-and-finance>).

Central Turkey Marketing Office is responsible for providing information to the candidate students who directly contact the university. The office is also responsible for the coordination and supervision of regional offices, coordination and supervision of representative offices, establishing the annual budget and controlling its implementation, setting regional targets, contributing to decisions about the university's scholarship, tuition fee, the departments that may be opened, programme quotas, etc. the staff prepares opinion reports, does the necessary work to develop and implement the university's promotional strategies, and plans all the promotional materials required for the promotional period, including the follow-up of design, printing, and distribution processes.

- Turkey Marketing Regional Offices and Turkey Marketing Regional Representatives: Implementing the promotional strategies communicated by the head office, developing new methods and practices, presenting them to the head office, and implementing approved practices at the provinces within the area of responsibility. They planned and executed the office and regional budget within the framework of the determined rules.
- TRNC Marketing Office: Representing and promoting the CIU by visiting official and private institutions within the borders of the TRNC, providing information to the institution, individuals, parents, and students, and performing university and dormitory registrations.
- Transfer Office: Receive transfer applications, evaluate in coordination with other relevant units, and perform the pre-registration for transfer.
- Provided Services: They coordinate the representative and regional offices across Turkey's 81 provinces to provide higher education candidates with direct information about CIU in their cities. They inform prospective students and parents through various channels, such as the candidate student information line, online support, email, and social media, and conduct promotional activities in TRNC high schools. They also participate in education and career fairs, develop relationships with educational and governmental institutions, and organize seminars and certification programmes to assist candidates in making informed university choices and facilitate the registration process.

CIU has 14 representatives and two offices in various cities of Turkey. More information can be found on: <https://www.ciu.edu.tr/page/international-office-7697>

The consideration for all applications for undergraduate programmes usually takes place in the Cyprus International University Registrar's Office and International Office, where the Admission Officers will review the application based on the admission requirements, qualifications, and other relevant information. Eligible students will receive a Conditional

Acceptance Letter via email to the programme for which they applied. Upon receiving the Conditional Acceptance Letter, the prospective student must pay a one-semester tuition fee and other fees to CIU's account.

Following the payment of the costs, the applicant will receive an Unconditional Acceptance Letter and the payment receipt via email. CIU has about 200 agencies worldwide in various countries. To make more transparency and documentation of admission procedure and decision, there is also useful information provided for the prospective students as below: <https://prospective.ciu.edu.tr/en>

Turkish Cypriot students are allowed by CIU to take a scholarship exam at the beginning of every academic year. This exam is announced on various communication channels and conducted open to the public.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

Turkish Cypriot students are admitted through the TRNC Admissions and Registration Office and a national selection exam by YÖDAK. They must fill out an application form and pass the university's exam. Turkish students are admitted via the ÖSYM's Higher Education Examination. The Turkish Admissions and Registration Offices at CIU oversee the process, supported by 14 representatives and 11 offices in Turkey.

International applications are accepted online, evaluated by the Registrar's and International Offices based on requirements and qualifications. Eligible students receive a Conditional Acceptance Letter via email, pay one semester's fees, and then receive an Unconditional Acceptance Letter. CIU has about 200 agencies globally and a decentralized admissions process to ensure fairness. International applications are assessed by CIU's International Office based on merit and potential. Applicants are notified of their status via email or regional representatives. Turkish Cypriot students can also take a CIU scholarship exam announced through local media and the university's website. Results are posted on the university website.

### **Appraisal:**

Application and admission requirements at CIU vary by nationality and programme, with specific procedures for Turkish Cypriot, Turkish, and third-country nationals, including entrance exams and secondary education success. CIU also offers support for transfers, exchange programmes, and students with special needs, with education being fee-based and requiring semester renewal of fees and course schedules. The admission requirements are clearly defined and understandable, with national regulations taken into consideration. **The panel observes that all three programmes adhere to specific standards established by YÖK, thereby ensuring consistency in their criteria.**

The International Office at CIU provides information on programs, scholarships, and services to prospective students, while the Student Development and Counseling Center supports student growth, and Student Affairs manages immigration procedures. Turkish applicants follow national exams, while CIU handles Turkish Cypriot and third-country applicants, ensuring diploma recognition and equal opportunities in compliance with European Higher Education Area standards and the Lisbon Convention. Applicants have the option to directly access a student counseling service or any other helpdesk at the HEI for clarification on specific questions, personal aptitude, career perspectives, etc. Personal dialogue between

applicants and the HEI is facilitated through defined office hours, telephone communication, and email correspondence.

For all programmes at CIU, professional experience is not required as a criterion for application.

**New Students in Accounting and Finance as well as Management Information Systems** must take the English Proficiency Examination (EPE) or provide proof of English competency. Those without recognized certificates need a minimum EPE score of 60 or must complete an intensive English programme at CIU's Preparatory School before continuing their studies; thereafter, they must pass two English courses in their first year and can choose elective foreign language courses from their third year onward.

**New students in International Relations programme** must take the English Proficiency Examination (EPE) or provide proof of English competency. A minimum EPE score of 70 allows direct enrollment, while lower scores require attending CIU's Preparatory School; thereafter, students must pass two English courses in their first year and can choose from various foreign language electives.

**The panel therefore concludes** that the admission requirements, including the required language proficiency level or results in a specific language test, along with preparatory language courses, ensure that students can successfully complete the study programme. This encompasses the necessary courses, supplementary literature, utilization of counseling services, and engagement in extracurricular activities.

**The admission process for the Accounting and Finance and Management Information Systems programmes** at CIU is decentralized, involving units like the Registrar's and International Offices to ensure fairness and transparency. The Marketing Directorate disseminates programme and scholarship information to prospective students domestically and internationally, with admission decisions communicated via email or regional representatives.

Turkish Cypriot students **applying to the International Relations** programme take a nationwide exam managed by YÖDAK, while Turkish students are admitted through ÖSYM's Higher Education Examination. The admission process, monitored by the Registrar's and International Offices, ensures fairness and transparency, with successful applicants receiving conditional acceptance emails and needing to pay tuition fees to finalize enrollment.

**The panel summarizes** that the admission procedure is thoroughly described, documented, and readily accessible for all interested parties. Moreover, admission decisions are made based on transparent criteria and are communicated to applicants in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master)				X	

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
programmes that require professional experience)					
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X	
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X	

### **3. Contents, structure and didactical concept of the programme**

#### **3.1 Contents**

##### **Logic and Conceptual Coherence (Asterisk Criterion)**

###### **For all programmes**

For all programmes listed in the tables below, the curriculum is oriented towards skills and careers, boasting several unique features. Firstly, course selection and design prioritize developing competencies in supporting all business functions through Information Systems. This emphasis aims to equip students with the necessary knowledge and skills to enhance managerial decision-making, thereby improving organizations' competitive advantages. Real-life case studies integrated into courses facilitate understanding of the programmes fundamentals and encourage students to analyse business successes and failures. Additionally, the teaching approach within the department emphasizes group work and active discussions, fostering student engagement and promoting a student-centered educational environment. All instructional materials and classroom technologies provided by the university are carefully chosen to align with student-oriented criteria.

###### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

Accounting and Finance programme combines theory and practice to equip students with essential skills. The four-year programme includes eight semesters with forty-three compulsory courses and six electives, two of which can be taken from any faculty. Foreign language courses are available at three levels, allowing students to achieve advanced proficiency. In the first year, students learn the basics of business, mathematics, IT, and economics. From the second year, they engage in practical aspects of A&F, such as the "Case Studies in Business" course in the fourth semester. Advanced topics like Finance, Accounting, and Auditing are covered in the third and fourth years.

Following FIBAA's 2018 evaluation, the curriculum will include a capstone project starting in the fall of the 2024-2025 academic year. The necessary documents for this update are currently with the curriculum committee.

The undergraduate curriculum for the department of Accounting and Finance at the CIU is structured over eight semesters, totalling 123 credits (246 ECTS credits). The curriculum emphasizes a broad foundation in business, economics, and information technology in the early semesters, followed by specialized courses in accounting, finance, and related areas. Elective courses allow students to tailor their studies towards their interests or career goals, with options ranging from small business management to international finance. The curriculum reflects a balanced approach between theoretical knowledge and practical skills essential for success in the accounting and finance field.

**Table 9: Curriculum of the Department - ACFN**

DEPARTMENT OF ACCOUNTING AND FINANCE							
UNDERGRADUATE CURRICULUM							
	1st Semester				2nd Semester		
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
BUSN101	Introduction To Business-I	(3, 0, 0)3	6	ECON102	Macroeconomics	(3-0)3	6
ECON101	Microeconomics	(3, 0, 0)3	6	ENGL142	Reading and Writing Skills-II	(3-0)3	6
ENGL141	Reading and Writing Skills-I	(3, 0, 0)3	6	ITEC102	Information Technology II	(3-0)3	6
ITEC101	Information Technology	(2, 2, 0)3	6	MATH112	Mathematics For Business and Economics-II	(2-2)3	6
MATH111	Mathematics For Business and Economics-I	(2, 0, 2)3	6	PSYC110	Psychology	(2-2)3	5
TURK 100/ TARH 100	Introduction To Turkish/ Ataturk's Principles and History Of Turkish Reforms	(2-0)0	2	TREG100/HIST100	Turkish Language/History Of Civilization	(2-0)0	2
<b>TOTAL</b>		<b>15</b>	<b>32</b>	<b>TOTAL</b>		<b>15</b>	<b>32</b>
<b>3rd Semester</b>							
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
ACFN211	Accounting-I	(3-0)3	6	ACFN212	Accounting-II	(3-0)3	6
BUSN201	International Business Law	(3-0)3	6	BUSN204	Case Studies in Business	(3-0)3	6
EASC345	Business Finance	(3-0)3	6	BUSN250	Principles of Management	(3-0)3	6
EASC363	Entrepreneurship	(3-0)3	6	EASC346	Financial Management	(3-0)3	6
STAT203	Statistics	(3-0)3	6	EASC470	Research Methods for Social Sciences	(3-0)3	6
<b>TOTAL</b>		<b>15</b>	<b>30</b>	<b>TOTAL</b>		<b>15</b>	<b>30</b>
<b>5th Semester</b>							
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
ACFN345	International Financial Reporting Standards	(3-0)3	6	ACFN302	Cost Accounting II	(3-0)3	6
ACFN361	Cost Accounting-I	(3-0)3	6	ACFN310	Financial Markets and Institutions	(3-0)3	6
ACFNXX1	Area Elective	(3-0)3	6	ACFN346	Intermediate Accounting-I	(3-0)3	6
EASC331	Marketing	(3-0)3	6	ACFNXX2	Area Elective	(3-0)3	6
UNIEXX1	University Elective	(3-0)3	6	EASC420	Ethics and Social Responsibility	(3-0)3	6
				XXXXXX	University Elective	(3-0)3	6
<b>TOTAL</b>		<b>15</b>	<b>30</b>	<b>TOTAL</b>		<b>18</b>	<b>36</b>
<b>7th Semester</b>							
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS

ACFN421	Auditing-I	(3-0)3	<b>6</b>	ACFN 400	Financial Statement Analysis	(3-0)3	6
ACFN447	Intermediate Accounting-II	(3-0)3	<b>6</b>	ACFN422	Auditing-II	(3-0)3	6
ACFNXX3	Area Elective	(3-0)3	<b>6</b>	ACFN460	International Finance	(3-0)3	6
EASC465	Investments	(3-0)3	<b>6</b>	ACFN484	Corporate Finance	(3-0)3	6
ECON465	Managerial Economics	(3-0)3	<b>6</b>	ACFNXX4	University Elective	(3-0)3	6
<b>TOTAL</b>		<b>15</b>	<b>30</b>	<b>TOTAL</b>		<b>15</b>	<b>30</b>

*Total Credit:123 ECTS Credit:246*

#### **DEPARTMENTAL ELECTIVE COURSES**

CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
BUSN 416	Small Business Management	(3-0)3	6	BUSN 428	E-commerce	(3-0)3	6
BUSN 436	Creativity and Innovation	(3-0)3	6	BUSN 437	Managing Social Responsibility Projects	(3-0)3	6
BUSN 471	International Business Management	(3-0)3	6	BUSN 433	Money and Banking	(3-0)3	6
BUSN 465	Managerial Economics	(3-0)3	6	BUSN 423	Management Science	(3-0)3	6
BUSN 461	Organization Theory	(3-0)3	6	BUSN 484	International Marketing	(3-0)3	6
ECON 423	International Economics	(3-0)3	6	ACFN 482	Managerial Accounting	(3-0)3	6
BUSN 424	International Finance	(3-0)3	6	BUSN 428	E-commerce	(3-0)3	6

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations BA programme curriculum is designed to fulfil programme outcomes. In the first and second years, students explore foundational topics such as world politics, political science, sociology, economics, psychology, and information technology. Building on this foundation, the second year introduces more advanced subjects like International Relations Theory and History of International Relations. Class activities like discussions, case studies, presentations, and teamwork foster communication, conceptual, and analytical skills in an international class setting.

In the third and fourth years, students delve into advanced topics including International Organizations, Middle East Politics, Comparative Politics, and Human Rights. The curriculum progressively challenges students with more complex subjects each year. In the final year, students have the opportunity to specialize with up to five elective courses. The curriculum integrates theoretical and practical research skills for use in diverse work environments, emphasizing critical and strategic thinking.

The International Relations curriculum is structured over eight semesters, totalling 120 credits (240 ECTS), offering a comprehensive study of political science and global affairs. The programme begins with foundational courses in political science, world politics, economics, and essential skills like writing and information technology, providing students with a broad understanding of the field. Core specialized courses delve deeper into areas such as international relations theory, history of international relations, political thought, and

comparative politics, offering a comprehensive theoretical framework and historical context. Practical skills development is emphasized through courses in statistics, research methods, and interpersonal communication, enhancing students' analytical and communication abilities. Focused elective courses covering various regions, issues, and aspects of international relations allow students to tailor their studies to specific interests or career paths, ensuring depth and specialization within the field.

**Table 10: Curriculum of the Department - INRE**

	1st Semester				2nd Semester		
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
INRE 101	Introduction to Political Science	(3-0)3	7	INRE 104	Introduction to World Politics	(3-0)3	7
ECON 101	Microeconomics	(3-0)3	7	ITEC 102	Information Technology II	(2-2)3	4
ENGL 141	Reading and Writing Skills I	(2-2)3	4	ECON 102	Macroeconomics	(3-0)3	7
SOCY 101	Sociology	(3-0)3	5	ENGL 142	Reading and Writing Skills II	(2-2)3	4
ITEC 101	Information Technology I	(2-2)3	4	EASC 213	Interpersonal Communication	(3-0)3	7
TURK 100	Turkish			TREG 100	Turkish Language		
TARH 100	Modern Turkish History			HIST 100	History of Civilization	(2-0)0	2
TOTAL		15	29	TOTAL		15	31
	3rd Semester				4th Semester		
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
INRE 201	History of International Relations I	(3-0)3	7	INRE 202	History of International Relations II	(3-0)3	6
INRE 209	International Relations Theory I	(3-0)3	7	INRE 210	International Relations Theory II	(3-0)3	7
INRE 211	History of Political Thought I	(3-0)3	6	INRE 212	History of Political Thought II	(3-0)3	7
STAT 203	Statistics	(3-0)3	4	ILAW 232	Principles of Law	(3-0)3	6
PSYC 110	Psychology	(3-0)3	5	EASC 270	Research Methods for Social Sciences	(2-2)3	5
TOTAL		15	29	TOTAL		15	31
	5th Semester				6th Semester		
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
INRE 321	Comparative Politics I	(3-0)3	6	INRE 312	Global Political Economy	(3-0)3	6
ILAW 331	International Law I	(3-0)3	6	INRE 322	Comparative Politics II	(3-0)3	6
INRE 341	International Organizations	(3-0)3	7	INRE 332	International Law II	(3-0)3	7
INRE 343	Middle East Politics	(3-0)3	7	INRE 344	International Security	(3-0)3	7
UNIE XX1	University Elective	(3-0)3	4	UNIE XX2	University Elective	(3-0)3	4
TOTAL		15	30	TOTAL		15	30
	7th Semester				8th Semester		
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
INRE 401	Foreign Policy Analysis	(3-0)3	6	EASC 420	Ethics and Social Responsibility	(3-0)3	6
INRE 411	International Dispute Settlement	(3-0)3	6	INRE 444	Turkish Foreign Policy	(3-0)3	6
INRE 431	Human Rights	(3-0)3	6	INRE 446	Issues in International Relations	(3-0)3	6

INRE XX1	Area Elective	(3-0)3	6	INRE XX3	Area Elective	(3-0)3	6
INRE XX2	Area Elective	(3-0)3	6	INRE XX4	Area Elective	(3-0)3	6
TOTAL		15	30	TOTAL		15	30

Total Credit: 120 Total ECTS: 240

## DEPARTMENTAL ELECTIVE COURSES

CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
INRE 334	History of Political Ideologies	(3-0)3	6	INRE 436	Issues in Euro-Med Politics	(3-0)3	6
INRE 356	Middle East Politics	(3-0)3	6	INRE 440	Politics in the Balkans	(3-0)3	6
INRE 412	Issues in Globalization	(3-0)3	6	INR 442	EU Social Policy	(3-0)3	6
INRE 415	European Union Law	(3-0)3	6	INRE 447	African Studies	(3-0)3	6
INRE 419	Politics of Cyprus	(3-0)3	6	INRE 448	Interest Group and Lobbying	(3-0)3	6
INRE 421	Politics in Central Asia and Caucasus	(3-0)3	6	INRE 456	Media and International Conflicts	(3-0)3	6
INRE 422	US Foreign Policy	(3-0)3	6	INRE 458	Comparative Politics of the Middle East	(3-0)3	6
INRE 428	Critical Security Studies	(3-0)3	6				

## **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The Management Information Systems curriculum is meticulously designed to blend theoretical knowledge with practical skills, preparing graduates for the dynamic global professional arena. Emphasizing the ability to bridge human and technological aspects within organizations, the programme cultivates proficiency in navigating modern information technologies. Through a structured mix of compulsory and elective courses, students develop critical communication, conceptual, and analytical skills necessary for effective team management and conflict resolution in diverse work environments.

Beginning with foundational subjects like computing, mathematics, business, and economics in the first year, students' progress to more advanced topics such as programming, accounting, and management. Real-life business scenarios and programming are integrated into the curriculum, fostering practical problem-solving abilities through case studies, discussions, and group projects. In the third and fourth years, students delve into advanced courses like business intelligence, database management systems, and enterprise network architecture.

To cater to individual interests, students can choose up to five elective courses in their final year. The curriculum is structured to seamlessly integrate theoretical concepts with practical applications, fostering critical thinking, strategic planning, and research skills essential for the modern business landscape. Real-world case studies and group projects in courses like Information Security and Assurance and Project Management further enhance students' readiness for future careers in the field. Through hands-on activities and discussions, students are encouraged to apply learned concepts to real-world scenarios, preparing them for the complexities of the professional realm.

In a strategic integration with the subsequent MISY402 Capstone Project course, the MISY401 instructor collaborates closely with department lecturers to source real-world project proposals, which students will then select to form the foundation of their capstone projects. This selection process not only determines their project but also their project supervisor, ensuring a seamless transition from conceptual study in MISY401 to practical application in MISY402. The MISY401 students are also free to form their project teams and select the project-mates with whom they will continue for MISY402.

The initiation of the MISY402 Capstone Project begins with the handover from the MISY401 instructor, marking a pivotal transition where students commence their intensive project development phase under their chosen supervisor's guidance.

MISY402 assesses students' capability to execute a project using knowledge acquired in undergraduate courses. Students select a topic, draft a proposal detailing project goals, tasks, milestones, and feasibility, and gather system requirements from a real business or organization. They design and develop a system as a culmination of their academic journey. Upon completion, students submit a report and deliver an oral presentation.

The MIS undergraduate curriculum provided by the School of Applied Sciences is structured over eight semesters with a total of 127 credits and 240 ECTS. It emphasizes foundational knowledge in business, economics, computing, and information systems in the initial semesters, gradually progressing to specialized topics like database management, networking, and security. The inclusion of elective courses in areas such as digital marketing, mobile application development, and cyber security allows students to tailor their learning to specific interests or career paths. This comprehensive curriculum, coupled with elective options, ensures students receive a well-rounded education and are equipped with the necessary skills and knowledge to thrive in the field of the Management Information Systems programme.

**Table 11: Curriculum of the study programme - MIS**

<b>SCHOOL OF APPLIED SCIENCES</b> <b>MANAGEMENT INFORMATION SYSTEMS</b> <b>Undergraduate Curriculum</b>							
1st Semester				2nd Semester			
CODE	COURSE NAME	CREDIT	ECTS	CODE	COURSE NAME	CREDIT	ECTS
BUSN101	Introduction to Business	(3,0,0)3	6	MISY102	Foundations of Information Systems	(3,0,0)3	7
CMPE101	Introduction to Computing	(2,0,2)3	5	MISY112	Introduction to Programming	(3,0,2)4	8
ECON101	Microeconomics	(3,0,0)3	7	ECON102	Macroeconomics	(3,0,0)3	7
ENGL141	Reading and Writing Skills-I	(2,2,0)3	4	ENGL142	Reading and Writing Skills-II	(2,2,0)3	4
MATH111	Mathematics For Business and Economics-I	(3,0,0)3	4	MATH112	Mathematics for Business and Economics-II	(3,0,0)3	4
TREG100/ TURK100	Turkish	(2,0,0)0	2	TARH100/ HIST100	Modern Turkish History/History of Civilization	(2,0,0)0	2
TOTAL		15	28	TOTAL		16	32
3rd Semester				4th Semester			
MISY223	Algorithms & Programming	(3,0,2)4	7	MISY214	Visual Programming	(3,0,2)4	6
MISY233	Internet Programming	(3,0,0)3	6	MISY242	Data Structures and Data Organizations	(3,0,2)4	7
BUSN201	International Business Law	(3,0,0)3	6	BUSN212	Accounting-II	(3,0,0)3	6
BUSN211	Accounting-I	(3,0,0)3	6	BUSN250	Introduction to Management	(3,0,0)3	6
STAT203	Statistics	(3,0,0)3	5	MISYXX1	Area Elective	(3,0,0)3	5
TOTAL		16	30	TOTAL		17	30
5th Semester				6th Semester			
MISY309	Interpersonal Communication	(3,0,0)3	6	MISY332	Computer Network Fund.	(3,0,2)4	7
MISY343	Database Management Systems	(3,0,2)4	7	MISY362	Ethics and Social Responsibility	(3,0,0)3	5
MISY363	Fundamentals of Management Information Systems	(3,0,0)3	6	MISY366	Operations Management	(3,0,0)3	6
MISY371	Information Security and Assurance	(3,0,0)3	6	MISY368	Organizational Behaviour	(3,0,0)3	6
MISYXX2	Area Elective	(3,0,0)3	5	MISY372	Information Systems Analysis & Design	(3,0,1)3	6
TOTAL		16	30	TOTAL		16	30
7th Semester				8th Semester			
MISY300	Summer Training	NC	5	MISY402	Capstone Project	(2,0,4)4	9
MISY401	Project Management	(3,0,1)3	6	MISY472	Business Intelligence	(3,0,0)3	7
MISY431	Enterprise Network Architecture	(2,0,2)3	6	MISYXX4	Area Elective	(3,0,0)3	5
MISY479	Information Systems Strategy, Management and Acquisition	(3,0,0)3	5	UNIEXX2	University Elective	(3,0,0)3	4
UNIEXX1	University Elective	(3,0,0)3	4	UNIEXX3	University Elective	(3,0,0)3	4
MISYXX3	Area Elective	(3,0,0)3	5				
TOTAL		15	31	TOTAL		16	29

Total Credit: 127, Total ECTS: 240

**Table 12: Elective courses offered - MIS**

<b>AREA ELECTIVE COURSES</b>			
<b>CODE</b>	<b>COURSE NAME</b>	<b>CREDIT</b>	<b>ECTS</b>
MISY423	Content Management Systems	(3,0,0)3	5
MISY424	Desktop Application Development	(3,0,0)3	5
MISY425	Mobile Application Development	(3,0,0)3	5
MISY326	Digital Marketing	(3,0,0)3	5
MISY427	Human Computer Interaction	(3,0,0)3	5
APSC220	Foundations of Research Methods	(3,0,0)3	5
DASC201	Fundamentals of Data Science	(3,0,0)3	5
ITSE201	Cyber Security-I	(3,0,0)3	5
ITSE466	Ethical Hacking	(3,0,0)3	5
MISY313	Object Oriented Programming	(3,0,0)3	5
AIEN201	Principles of Artificial Intelligence	(3,0,0)3	5
DASC336	Big Data Concepts and Applications	(3,0,0)3	5
ENGI416	IoT for Engineering	(3,0,0)3	5
MISY465	Healthcare Information Systems	(3,0,0)3	5
MISY466	Geographic Information Systems	(3,0,0)3	5
MISY481	Cloud Computing	(3,0,0)3	5
MISY483	Advanced Internet Programming	(3,0,0)3	5
MISY426	Data Mining	(3,0,0)3	5
MISY429	Knowledge Management Systems	(3,0,0)3	5
DASC325	Principles of Data Mining	(3,0,0)3	5
ITSE202	Cyber Security-II	(3,0,0)3	5
ITSE306	Digital Forensics	(3,0,0)3	5
AIEN301	Programming for Artificial Intelligence	(3,0,0)3	5
DASC317	Applied Artificial Intelligence	(3,0,0)3	5
DASC316	Web and Social Data Mining	(3,0,0)3	5

## **Rationale for degree and programme name (Asterisk Criterion)**

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

Accounting and Finance programme awards graduates with a Bachelor's Degree in Accounting and Finance, equipping them for diverse business careers. With a curriculum emphasizing flexibility and international perspectives across all business courses, students can specialize in areas like accounting, human resource management, and organizational behaviour.

In the first year, students build a foundation in various interconnected disciplines, paving the way for advanced knowledge and skills. They explore business areas such as marketing, entrepreneurship, finance, and accounting through both compulsory and elective courses, tailoring their studies to match their interests and career goals. The programme fosters analytical thinking, research capabilities, dynamic communication, and problem-solving skills, preparing students to excel in collaborative work environments. Additionally, students develop ethical awareness, proficiency in relevant technologies, and environmental sensitivity as integral aspects of their professional growth.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The graduates of the International Relations programme are granted with a Bachelor of Arts degree in International Relations. International Relations is a degree that provides students with the skills and knowledge to be successful in various administrative and political careers. In the first year, students study a range of social science courses such as Introduction to Political Science, Microeconomics, Macroeconomics, and Introduction to World Politics to acquire the foundations for more advanced international relations courses ahead.

Through compulsory and elective courses such as International Relations Theory (I and II) and Issues in International Relations, the students are expected to develop their knowledge and understanding according to their interests and career aspirations. Moreover, the programme is designed to help students develop analytical thinking and research skills. Students will be equipped with interactive communication and problem-solving skills and also learn to be a good team player. Students are encouraged to adopt lifelong learning and to respect ethical values and environment.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

CIU awards a Bachelor's Degree in Management Information Systems to graduates who complete the Management Information Systems curriculum with a cumulative grade point average (CGPA) of at least 2.00 out of 4.00. The Management Information Systems programme equips students with the knowledge and skills essential for various careers heavily reliant on information systems. A key competency developed in this programme is the ability to leverage cutting-edge information technologies to enhance organizational performance and address business challenges effectively.

Students learn to navigate and optimize information systems within organizations, honing analytical thinking, research, and creative problem-solving skills. The curriculum begins with foundational interdisciplinary courses in the first year, laying the groundwork for subsequent studies. Following this, students delve into business and information systems subjects such as business law, accounting, database management systems, networking, and information security.

The programme emphasizes participatory communication, teamwork, and personal development guided by ethical principles, technological competence, and environmental awareness. The curriculum progressively introduces more complex subjects in the third and fourth years to foster deep understanding and professional growth. The teaching staff utilizes the Biggs SOLO Taxonomy to ensure the curriculum's alignment with desired learning outcomes and to facilitate constructive alignment between teaching, learning, and assessment. Elective courses, available after the first two years, cover diverse areas such as content management systems, mobile application development, digital marketing, and entrepreneurship, allowing students to tailor their studies to their interests. The curriculum integrates theoretical and practical elements to instill a sense of continual development, ethical awareness, and social responsibility applicable to both professional and personal contexts. Ultimately, the Management Information Systems programme aims to equip students with the information technology skills necessary for success in today's business landscape.

### **Integration of theory and practice (Asterisk Criterion)**

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

Theory and practice are integrated in the Accounting and Finance programme curriculum. Students learn theoretical aspects and apply them in practical courses. In the first four semesters, they cover foundations like business administration, economics, accounting I and II, and financial management. For example, the Investments course (ACFN 465) requires two real-life tasks.

Students select an investment-related topic, follow it, and make weekly presentations. Topics include commodities, currencies, and mortgage rates. They also track a company's stock listed on the New York Stock Exchange, analysing price changes. Each student presents weekly findings and uses a demo account with one hundred thousand dollars to invest. Profitable investments earn bonus points towards course grades. Companies chosen range from well-known to lesser-known names. In the Auditing 1 (ACFN421) course, one outcome is to understand and apply professional ethics, achieved through class discussions and scenario analyses.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

In the curriculum of International Relations programme, students are encouraged to blend theory and practice. While students learn mainly the theoretical aspects in most courses, they have the chance to apply what they have learnt in others by writing research papers and projects, making class presentations and taking part in debates. Students are also encouraged to follow current affairs and apply their theoretical knowledge in analysing international developments.

Furthermore, the department encourages its students in attending lectures and seminars organized by the university as well as research centres such as the Centre for Cyprus and Mediterranean Studies, where students have the chance to listen to and talk to practitioners from different fields. The students are also taken to field trips where they can have first-hand experience of real-life situations as well as observing the functioning of various institutions. In the Fall semester of 2022, as part of the International Law I course, the students were taken to a fieldtrip to Varosha known as the Ghost Town.

In the Spring semester of 2023, as part of the Comparative Politics II course, the students visited the Turkish Cypriot Parliament.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The Management Information Systems curriculum continues to integrate theory and practice, maintaining this balance since the last FIBAA accreditation. In the first two semesters, students build a foundation in computing, business administration, economics, and mathematics. In the third semester, students take Internet Programming (MISY233), which now includes new web technologies. They create websites for companies to apply theoretical knowledge. In the Fundamentals of Management Information Systems (MISY363), students complete presentations based on real-life case studies to enhance communication skills and critical thinking. The Business Intelligence course (MISY472) now includes Oracle Business Intelligence, along with Teradata University Network (TUN).

Additional real-life tasks are introduced in courses like Information Systems Analysis and Design (MISY372), where students tackle projects simulating business problems. The active 'Digital Technologies' club organizes events like the 'Digital Global Future Conference' and 'Desktop Computing Workshop,' providing practical experience and industry networking. Management Information Systems students recently designed a website for the HASDER Folk Arts Association, showcasing their applied skills and community engagement. Expanded internships and collaborations with local businesses offer hands-on experience, strengthening practical applications of theoretical knowledge.

Overall, the Management Information Systems department has enhanced its curriculum to meet industry demands, equipping students with the skills and experience needed for their careers.

### **Interdisciplinary thinking**

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The Accounting and Finance programme has an interdisciplinary approach. During the first and second semesters of the programme, the introductory courses are given on a multidisciplinary basis. These basic courses, like mathematics for Business and Economics, English, etc., are being taught to students from different faculties such as Communication, Economics, and Administrative Sciences or Engineering and Foreign Languages. Also, starting from the third year, the students can take university elective courses from different disciplines.

For instance, an Accounting and Finance student willing to work in a manufacturing sector after graduation may choose an elective course from the Engineering Faculty to expand their knowledge from an engineering point of view. Another student who wants to deepen their perspective on MIS or area studies like Middle East, European Union Institutions, or Diplomatic Correspondences can take elective courses from the MIS, International Relations, or European Union Relations Departments.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations programme has an interdisciplinary approach. During the first and second semesters of the programme, the students are offered introductory courses such as Sociology, Economics, English, and Information Technology which are all taught by professors

from different departments. Also starting from the third year, the students are allowed to take university elective courses from different faculties. For instance, International Relations students who want to learn more about political communication can take elective courses from the Faculty of Communication.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The Management Information Systems programme emphasizes interdisciplinary learning. In the first two semesters, students take foundational courses like calculus, economics, and English alongside peers from various faculties, broadening their perspectives and skills. From the third year, students can choose free electives from different disciplines to complement their major, such as courses from Computer Engineering, Business Administration, or International Relations.

The curriculum covers a range of topics from programming (MISY112) and database management (MISY343) to project management (MISY401) and organizational behaviour (MISY368). This comprehensive approach prepares students for diverse careers. In the final year, courses like MISY401 Project Management and MISY402 Capstone Project foster interdisciplinary collaboration, requiring students to work in diverse teams on real-world projects.

Capstone projects involve cross-departmental collaboration with programmes such as Computer Engineering and Environmental Engineering, promoting innovative problem-solving and integrated perspectives. The Management Information Systems programme continues to evolve, maintaining high standards and providing valuable interdisciplinary opportunities for students.

### **Ethical aspects**

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

To ensure that education includes sufficient ethical aspects within the department, courses taught in the department consist of ethical considerations and principles. The department of Accounting and Finance has a compulsory course, Ethics and Social Responsibilities (ACFN320), focusing on ethics and social responsibilities. This course aims to teach the students the importance of ethics and social responsibility principles. Furthermore, lecturers included ethical principles related to the study field within their course materials.

Moreover, Financial Accounting 1 (ACFN211), Intermediate Accounting 1 (ACFN346), and Intermediate Accounting 2 (ACFN447) courses include ethical principles related to the material being taught in each chapter. The lecturers discuss the chapter material with the relevant ethical considerations by providing examples. For example, the Auditing 1 (ACFN421) course includes a complete chapter about accounting ethics. This chapter explains the ethical principles an auditor and an accountant should comply with.

The ethical principles mentioned include objectivity, independence, integrity, professional competence, compliance, and professionalism. Each principle is deeply considered, and related scenario questions and practices are discussed in class.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations programme not only tries to instill ethical values throughout its programme but also offers a compulsory course entitled Ethics and Social Responsibility (EASC 420) which, among other things, aims to teach students how to apply theoretical moral principles in the evaluation and judgment of complex ethical issues in their careers.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The Management Information Systems department commits to fostering an environment that promotes ethical awareness and decision-making among students and faculty. The Management Information Systems curriculum includes several courses that directly address ethical aspects in business and information systems, as well as courses that incorporate ethical considerations within their broader scope. Key courses with a focus on ethical aspects are:

The MIS curriculum includes several courses focused on ethics: Ethics and Social Responsibility (MISY362) covers ethical decision-making in business, including personal values, sustainability, and corporate governance; Organizational Behaviour (MISY368) examines ethical behaviour's impact on organizational performance and communication; Project Management (MISY401) and Capstone Project (MISY402) address ethical considerations in project management; Information Security and Assurance (MISY371) focuses on the ethical aspects of information security, such as privacy and integrity; and IS Strategy, Management, and Acquisition (MISY479) explores ethics in IS strategy development, vendor management, and aligning investments with organizational values.

In addition to these courses, the department encourages the integration of ethical aspects throughout the curriculum. Examples include discussions on the social implications of algorithms in the Algorithms and Programming (MISY223) course and the responsible use of data in the Business Intelligence (MISY472) course. In line with the university's regulations, the MIS department expects its faculty members to uphold high ethical standards and adhere to the university's policies and procedures.

Faculty members are expected to maintain professional relationships with students, colleagues, and the university community, and to be accountable for their actions, decisions, and academic responsibilities. The Management Information Systems department regularly reviews its curriculum, course content, and teaching methods to ensure alignment with ethical standards and best practices. Feedback from students, alumni, employers, and other stakeholders is collected and used to make necessary adjustments and improvements.

### **Methods and Scientific Practice (Asterisk Criterion)**

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFNI]**

Experienced lecturers in their fields teach the courses of the Accounting and Finance programme to the students. The teaching methodology of the lecturers aims to instruct the content of the class to students in a way that they can broaden their analytical thinking and problem-solving skills together with developing academic reading, analysing, and writing capabilities. As mentioned, the lecturers use case studies, projects, or role-plays to encourage students to practice and understand real-life situations or cases.

In addition to the books, the students are assigned to read, analyse, and present international scientific articles to understand the current literature on the subject. They are encouraged to

write reports and make class presentations to explore and improve their academic capabilities. For example, Computer Applications for Finance (ACFN351) requires students to work on Excel spreadsheets to analyse advanced finance problems. This leads them to learn and use the computer and data for academic research.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The courses of the International Relations programme are taught by experienced professors with strong academic background and publication record. The lecturers aim to promote analytical thinking and problem-solving skills together with academic reading and writing capabilities of their students. The lecturers use case studies, projects, debates, presentations and role-plays in order to encourage students to experience real-life situations. In addition to textbooks, in some classes, the students are assigned to read and analyse journal articles.

They are encouraged to write short papers/reviews in order to improve their reading and writing skills. For example, as part of the course assessment, in INRE344 International Security course the students conduct research by analysing the relevant academic literature and primary data and write a term paper on a current international security issue (e.g. international terrorism). This is expected not only to improve their analytical skills but also help them gain independent research skills.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The Management Information Systems programme courses are taught by experienced lecturers who use teaching methodologies that aim to develop students' analytical thinking and problem-solving skills, while also improving their academic reading, analysis, and writing capabilities. Lecturers use case studies, projects, and role plays to help students understand real-life situations and cases. In addition to reading books, students are assigned international scientific articles to read, analyse, and present.

They are also encouraged to write short articles to explore and improve their academic capabilities. For example, in the Organisational Theory (BUSN361) course, students work in groups to present an article related to their title, which helps them learn and use the library for academic research and article analysis. This also helps them develop teamwork skills in a multicultural environment, which will be useful in their future work lives.

### **Examination and Final Thesis (Asterisk Criterion)**

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

There is one midterm and one final exam for each course every semester. Some courses may have two midterm exams if the assignments, presentations, or quizzes are not applicable. The contribution of exams to the final percentage varies according to the course concerning other measuring materials, and they are mentioned in the course syllabuses. The exams aim to evaluate the conformity of students with described outcomes for a particular course.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

There is at least one midterm and one final exam for each course in every semester. The contribution of exams to final percentage varies from course to course but by regulation it cannot be lower than 40 %. Evaluation tools are clearly stated in the course syllabuses. Exams are designed to evaluate whether the students reach the level described in learning outcomes identified for the particular course.

For instance, for Interpersonal Communication (INRE 213) course one of the four course outcomes is to improve students' effective interpersonal communication capabilities; another one is to increase awareness of the students on cultural stereotypes, cultural differences and improve their personal communication capacity for behavioural change. Subjects related with these outcomes are presented in the class and diverse cultural groups are formed for group presentations to help students develop their cross-cultural communication skills and eliminate cultural stereotyping.

The department is currently working towards updating its curriculum to introduce a graduation project. A graduation project is likely to improve the students' analytical skills for conducting independent research and will prepare them for successful careers in academia and policy think-tanks.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

As described in Section 3.1.3, the Management Information Systems programme assesses students using various evaluation methods, including midterm and final exams, assignments, case studies, presentations, projects, and quizzes. The contribution of exams to the final percentage varied based on the course and other measuring materials. The exams are designed to evaluate student conformity with course outcomes. For example, the Interpersonal Communication (MISY309) course aims to improve students' effective interpersonal communication capabilities, increase awareness of cultural stereotypes and differences and enhance their personal communication capacity for behavioural change. The course presents relevant topics in class and organizes diverse cultural groups for group presentations to foster teamwork and develop cross-cultural communication abilities while reducing possible cultural stereotypes.

The Capstone Project (MISY402) in the Management Information Systems programme is a compulsory, interdisciplinary group project undertaken in the final semester. This project allows for cross-disciplinary interaction with other programmes like Computer Engineering, Information Systems Engineering, Information Technology, Electrical Electronic Engineering, Environmental Engineering, and Civil Engineering, fostering teamwork. Regular weekly meetings with supervisors and progress reports ensure accountability for active participation and individual contributions. Assessment of the thesis is carried out by a jury who evaluate the content, collaboration skills, and oral presentation abilities based on pre-prepared rubrics. The final report adhering to specific guidelines is a critical part of the assessment, making this project an essential showcase of students' applied knowledge and skills in a real-world scenario.

### **Appraisal:**

The panel observes that all programmes at CIU focus on career-oriented skill development, particularly in Information Systems, to enhance managerial decision-making and organisational competitiveness. The Accounting and Finance programme includes a comprehensive curriculum with compulsory and elective courses, practical business experience, and a capstone project to prepare students for careers in accounting and finance. The International Relations programme offers foundational and advanced courses, fostering communication, analytical skills, and practical research abilities, with an emphasis on interactive learning methods. The Management Information Systems programme integrates theoretical insights with practical competencies, including electives and a capstone project,

ensuring students are well-prepared for the global professional landscape. All programmes emphasize interdisciplinary approaches, ethical considerations, and practical applications through various teaching methods and real-life projects.

**The panel observes** that the curriculum aligns effectively with the study programme's objectives, ensuring a balanced and coherent structure that matches intended learning outcomes. Specialization areas, both compulsory and elective, offer students opportunities to develop additional competencies. However, the panel notes a need for greater emphasis on core elements in the International Relations programme, such as International Trade and its impacts on global economics and conflicts and highlights the importance of International Trade and understanding the conditions under which it benefits or disadvantages various stakeholders, financial crises within specific regions and their global economic impact, and the circumstances leading to the escalation of peaceful conflicts into violent ones and vice versa. **The panel suggests that decision-making processes regarding curriculum changes are too centralized, recommending that departments and faculties be given more authority for minor adjustments.**

Explicitly for the International Relations programme, the panel recommends covering fundamental international relations topics, including international trade theories, globalization's impact on conflicts, and the origins and resolution of financial and armed conflicts. The panel found further that International Relations is a successful interdisciplinary programme with a focus on history, political economy, law, and area studies. It prepares students for roles in diplomatic services and similar positions across many countries in Africa, Central Asia, and Turkey. The programme has the potential to be of high quality. Interaction with its director and the team revealed a clear vision for the essential characteristics of such a programme, as well as enthusiasm to lead it to success, coupled with the necessary skills and qualifications to teach the programme at a high level and to continuously improve and update it as needed.

As response to the recommendation above, the study programme points out that they include courses like 'INRE312: Global Political Economy,' and an area elective course titled 'INRE412: Issues in Globalization'. Students can also take elective courses such as 'ECON 353: International Economics I' and 'ECON 354: International Economics II' as well as 'ECON 403: International Monetary and Financial Organizations' offered by Economics Department as elective courses.

Furthermore, the panel suggests that the programme explicitly and visibly address key problems in international relations. This includes a thorough examination of international trade theory, particularly focusing on understanding the conditions under which globalization of trade leads to divisive effects and potential international conflicts. Similarly, it suggests delving into international finance to grasp the roots of financial instability and potential catastrophic crises. Lastly, the panel stresses the importance of better understanding the conditions under which peaceful conflicts evolve into armed conflict and war, as well as the conditions under which wars come to an end.

In the statement on the report, the study programme announces that as of July 2024, they have updated the programme curriculum to modify some existing courses and have added more elective courses which will cover most of the topics suggested by the panel. For instance, a new course titled 'Diplomacy and Negotiation' has been already proposed as an additional

area elective. Also, 'INRE411 International Dispute Settlement' course will be renamed as 'Conflict Resolution' to have a more expansive coverage of armed and other forms of conflict.

**The panel finds the curriculum effectively aligned** with the programme's objectives, with balanced content and opportunities for students to acquire additional competencies and skills.

**The panel also suggests** making the APSC220 Foundations of Research Methods module compulsory in the **Management Information Systems Programme**.

In the statement on the report, the study programme announces that the course will be included as a compulsory course in the MIS curriculum as of the 2024-25 Academic Year.

The panel emphasizes the interdisciplinary approach of the **International Relations Programme**, highlighting its focus on preparing students for careers requiring trans- or interdisciplinary knowledge. **The panel awaits confirmation** from the senate on implementing compulsory internships and capstone programmes, as recommended in 2018. It commends the International Relations programme for fostering interdisciplinary learning and preparing students for diplomatic roles, recommending increased visibility of further study opportunities **and suggests including a thesis outline presentation course**, with the thesis graded by two instructors and allocated 20 ECTS points.

**For all programmes** in regard to **decision-making procedures on curriculum changes**, **the panel** criticizes the overcentralisation that impedes the realization of recommendations by programme organizers. It **advocates for delegating marginal changes to the programme structure and curriculum to the department and faculty**. This would ensure swift decisions made by those with the most knowledge about integrating new scientific research and factual developments into the programme.

**Overall, the panel points out and suggests** that the theoretical-driven graduation project with a practical component, rather than a traditional thesis, is considered crucial for academic development within the future work landscape. This emphasis on practical application necessitates honing academic reading and writing skills. The programme is grounded in various conceptual frameworks, emphasizing the need for a formal final assessment to underscore the importance of employability enhancement. Without a bachelor's degree, the programme may struggle to compete with other bachelor and subsequent master's programmes.

For the Management Information Programme panel views the integration of final capstone projects as highly positive. They perceive it as a substitution for theoretical components, as it fosters practical and teamwork skills among students, enhancing the programme's overall employability prospects. To support student's developments even further, **the panel recommends alternative final exam formats** for the Management Information Programme, noting that students develop methodological competencies and scientific research skills, and exams align with course objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking	INRE		X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

Projected study time	For all programmes: 4 years/ 8 semesters
Number of credits (national credits and ECTS credits)	ACFN – 123 credits/240 ECTS INRE – 120 credits/240 ECTS MIS – 240 ECTS
Workload per credit	ACFN - 30 hours/ECTS INRE – 30 hours/ECTS MIS – 28-30 hours/ECTS
Number of modules/courses	ACFN - 42 courses INRE – 42 courses MIS – 42 courses
Time required for processing the final thesis/project and awarded credits	For all programmes: do not require a final thesis/project
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	ACFN: 1920 hours in class, 5841 hours self-study INRE: 1935 hours in class, 6255 hours self-study MIS: 1726 hours in class, 4133 hours self-study

### Modular structure of the study programme (Asterisk Criterion)

Each semester has at least five courses, and the students must complete thirty ECTS credits. The departmental courses are six ECTS credits, while the standard courses are between one and six ECTS credits. Each departmental, faculty, and free elective course has six ECTS credits. The correspondences between credit hours (local), ECTS credits, and the number of hours to be spent on the entire programme are as follows CIU follows the Lisbon Convention's requirements for mutual recognition of degrees and study periods.

### BACHELOR IN ACCOUNTING AND FINANCE [ACFN]

Accounting and Finance programme comprises theoretical and practical aspects to educate and train the students and equip them with the required knowledge and skills. The programme is structured as a four-year degree programme with eight semesters. There are forty-two compulsory courses in the programme, which are divided into departmental and standard

classes. There are six elective courses; two are departmental, two are faculty, and two are free electives.

The free electives can be taken from diverse faculties or departments. The foreign language courses are given at two levels. If students take and succeed in all levels, they can learn the language at an advanced level and use it as a second language in their future careers. Students can also select a free elective from the Communication Faculty to specialize in advertisement or public relations.

During the first and second semesters of the programme, the students are introduced to essential components of accounting and finance as an introduction to business, mathematics for business and economics, IT and economics, etc. They begin to learn more practical aspects of Accounting and Finance starting in the second year. For instance, the students must take the “Case Studies in Business” course to observe and be involved in real-time business practices in the third semester.

There are compulsory courses like business finance, financial management, or financial accounting, which provide insights into relatively advanced topics of Accounting and Finance in the third and fourth years.

#### Programme Requirements

- 23 departmental and 14 standard courses
- 4 area elective courses
- 2 university elective courses

#### Departmental Courses (23) (Theoretical: T – Practical: P)

- ACFN 203 Business Finance (T+ P)
- ACFN 211 Accounting I (T+ P)
- ACFN 212 Accounting II (T+ P)
- ACFN 204 Financial Management (T+ P)
- ACFN 345 International Financial Reporting Standards (T+ P)
- ACFN 361 Cost Accounting I (T+ P)
- ACFN 302 Cost Accounting II (T+ P)
- ACFN 346 Intermediate Accounting I (T+ P)
- ACFN 310 Financial Markets and Institutions (T+ P)
- ACFN 320 Ethics and Social Responsibilities (T+P)
- ACFN 421 Auditing I (T+ P)
- ACFN 465 Investments (T+ P)
- ACFN 447 Intermediate Accounting II (T+ P)
- ACFN 400 Financial Statement Analysis (T+ P)
- ACFN 460 International Finance (T+ P)
- ACFN 484 Corporate Finance (T+ P)
- ACFN 422 Auditing II (T+ P)
- BUSN 205 Entrepreneurship (T+ P)
- BUSN 270 Research Methods for Social Sciences (T)
- BUSN 250 Introduction to Management (T)
- BUSN 331 Marketing (T)
- ACFN411 Capstone Project (T)

## Standard Courses (14)

- ECON 101 Economics I (T)
- ENGL 101 Reading and Writing Skills I (T+ P)
- PSYC 110 Psychology (T)
- TURK 100 Introduction to Turkish/TARH 100 Turkish Language (T)
- MATH 111 Mathematics for Business and Economics I (T)
- BUSN 101 Introduction to Business (T)
- MATH 112 Mathematics for Business and Economics II (T)
- ECON 102 Economics II (T)
- ENGL 102 Reading and Writing Skills II (T)
- COMP 101 Information Technology I (T+ P)
- COMP 102 Information Technology II (T+ P)
- TURK 101 History of Civilization/ HSTT 100 History of Modern Turkey (T)
- STAT 203 Statistics (T)
- ILAW 201 Business Law (T)

## University Electives (2)

The students may select two university electives from the fifth semester according to their interests. Some of the most preferred free elective courses (by students) are:

FRE 101	French I
GER 101	German I
GRE 101	Greek I
IT 101	Italian I
RUS 101	Russian I
APR 383	Propaganda
INRE 111	Diplomatic History I
INRE 201	Political Science
INRE 417	Cyprus Problem and Turkish Foreign Policy
SOSY 101	Introduction to Social Work
SOSY 102	Introduction to Philosophy
SOSY 104	Social Structure and Problems
SOSY 106	Social Anthropology
SOSY 203	Human Behaviour and Social Environment
SOSY 209	Social Psychology
JOUR 455	Interview Techniques
JOUR 381	Political Journalism
JOUR 351	Political Economy and Media
JOUR 433	Global Journalism
JOUR 455	Investigative Reporting
RDTV 302	Documentary Production
RDTV 342	Film Analysis
RDTV 461	History of Cinema
RDTV 467	Visual Literacy

### Area Electives (4)

The students may select four area electives from the fifth semester according to their interests.

- ACFN351 Computer Applications for Finance
- ACFN451 Public Accounting

- ACFN453 International Accounting
- ACFN482 Managerial Accounting
- BUSN460 Operations Management
- BUSN470 Sales Management

The Accounting and Finance programme comprises courses with ECTS credits ranging from one to six. Former credits of the courses were transformed into ECTS credits by calculating in-class and out-of-class activities and the student's workload. The calculation of ECTS credits for in-class activities may involve class hours, final and midterm exams, quizzes, laboratory studies, and presentations. Class activities include assignments, case studies, homework, course internships, and independent studies.

**Table 13: ECTS credits workload in hours - ACFN**

Accounting and Finance Programme	Credit Hours (Local)	ECTS Credits	Workload in Hours (for ECTS)
Each semester	15	30	900
Eight semesters	120	240	7200

After finishing the Accounting and Finance programme, the students will be able to harmonize theoretical and practical knowledge in a challenging work environment. Moreover, they will be equipped with communicative, conceptual, and analytical skills necessary for teamwork in a diverse international work environment. They will also provide critical and strategic thinking for business decisions. They will develop an understanding of ethical perspectives and social responsibilities to be used for work and personal life.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations programme combines theoretical and practical aspects to provide students with insights into political affairs, public policies, socio-economic trends, international laws, and global issues. Structured as a four-year degree with eight semesters, it includes forty-two compulsory courses and six electives, with options for departmental, faculty, and free electives from various faculties. The programme offers foreign language courses at three levels, enabling students to achieve advanced proficiency. In the first year, students learn basic components of International Relations, progressing to more advanced topics like international relations theory, history, and law from the second year onwards. Compulsory courses in the later years cover areas such as international organizations, Middle East politics, global political economy, international security, human rights, and foreign policy analysis.

#### **Programme Requirements**

- 36 area and university core courses (of which 24 are offered by the International Relations department)
- 4 area elective courses
- 2 university elective courses

#### **Departmental Courses (Theoretical: T – Practical: P)**

- INRE 101 Introduction to Political Science (T)
- INRE 104 Introduction to World Politics (T)
- INRE 201 History of International Relations I (T)

- INRE 211 History of Political Thought I (T)
- INRE 209 International Relations Theory I (T)
- INRE 202 History of International Relations II (T)
- INRE 212 History of Political Thought II (T)
- INRE 210 International Relations Theory II (T)
- ILAW 232 Principles of Law (T)
- FEAS 213 Interpersonal Communication (T)
- INRE 321 Comparative Politics I (T)
- ILAW 331 International Law I (T)
- INRE 341 International Organizations (T)
- INRE 343 Middle East Politics (T)
- INRE 322 Comparative Politics II (T)
- ILAW 332 International Law II (T)
- INRE 312 Global Political Economy (T)
- INRE 344 International Security (T)
- INRE 401 Foreign Policy Analysis (T)
- INRE 411 International Dispute Settlement (T)
- INRE 431 Human Rights (T)
- INRE 444 Turkish Foreign Policy (T)
- INRE 446 Issues in International Relations (T)
- FEAS 420 Ethics and Social Responsibility (T)

#### Area and University Core Courses

- ECON 101 Microeconomics (T)
- ENG 101 English I (T+ P)
- SOCY 101 Sociology (T)
- ITEC 101 Information Technology I (T+ P)
- TUR 101 Introduction to Turkish / TREG 100 Turkish Language (T)
- ECON 102 Microeconomics (T)
- ENG 102 English II (T+ P)
- PSYC 101 Psychology (T)
- ITEC 110 Information Technology II (T+ P)
- HIST 100 History of Civilization / HCI 100 History of Modern Turkey (T)
- STAT 203 Statistics (T)
- FEAS 270 Research Methods for Social Sciences (T)

#### Area Electives (4)

International Relations Department offers a variety of elective courses:

- INRE 334 History of Political Ideologies
- INRE 412 Issues in Globalization
- INRE 415 European Union Law
- INRE 419 Politics of Cyprus
- INRE 421 Politics in Central Asia and Caucasus
- INRE 422 US Foreign Policy
- INRE 428 Critical Security Studies
- INRE 436 Issues in Euro-Med Politics
- INRE 440 Politics in the Balkans
- INRE 442 EU Politics
- INRE 447 African Studies

- INRE 456 Media and International Conflicts
- INRE 458 Comparative Politics of the Middle East

Students can take courses from other departments in the Faculty of Economics and Administrative Sciences as well. Some of the most preferred free elective courses are seen already above at the ACFN programme.

Former credits of the courses were transformed into ECTS credits by calculating in-class and out of class activities together with the students' workload. The calculation of ECTS credits for in-class activities may involve class hours, final and midterm exams, quizzes, laboratory studies, and presentations. Class actives include assignments, case studies, homework, course internships, and independent studies.

In each semester there are at least five courses and the students have to complete thirty ECTS credits. The correspondences between credit hours (local), ECTS credits and the number of hours to be spent on the entire programme are as follows:

**Table 14: ECTS Credits & Workload in Hours - INRE**

International Relations BA Programme	Credit Hours (Local)	ECTS Credits	Workload in Hours (for ECTS)
Each semester	15	30	900
Eight semesters	120	240	7200

After finishing the International Relations Programme, the students will be able to harmonize theoretical and practical knowledge in a challenging work environment. Moreover, they will be equipped with communicative, conceptual, and analytical skills necessary for teamwork in a diverse international work environment. They will also equip critical and strategic thinking to be used for political and International Relations decisions and will develop an understanding of ethical perspectives and social responsibilities to be used for work and personal life.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The Management Information Systems programme integrates theoretical knowledge and practical skills over four years and eight semesters. It includes forty-two compulsory courses, divided into departmental and common courses, and a summer training module, along with seven elective courses from various faculties. The programme emphasizes multilingual competencies with foreign language courses offered at three levels for advanced proficiency. Students start with foundational courses like Introduction to Computing and Mathematics for Business, progressing to practical Management Information Systems aspects in the second semester and advanced topics such as Database Management Systems in the third and fourth years. The curriculum's modular structure and credit system are designed to meet the necessary student workload and defined learning outcomes.

The programme requirements and courses of the programme are as follows:

#### Programme Requirements

- 21 Departmental and 14 courses from other departments
- area elective courses
- 1 free elective course

- 2 university elective courses
- 1 Summer Training

#### Departmental Courses

• MISY102	FOUNDATIONS OF INFORMATION SYSTEMS
• MISY112	INTRODUCTION TO PROGRAMMING
• MISY223	ALGORITHMS AND PROGRAMMING
• MISY233	INTERNET PROGRAMMING
• MISY214	VISUAL PROGRAMMING
• MISY242	DATA STRUCTURES AND DATA ORGANIZATION
• MISY309	INTERPERSONAL COMMUNICATION
• MISY343	DATABASE MANAGEMENT SYSTEMS
• MISY363	FUNDAMENTALS OF MANAGEMENT INFORMATION SYSTEMS
• MISY371	INFORMATION SECURITY AND ASSURANCE
• MISY332	FUNDAMENTALS OF COMPUTER NETWORKS
• MISY362	ETHICS AND SOCIAL RESPONSIBILITY
• MISY366	OPERATIONS MANAGEMENT
• MISY368	ORGANIZATIONAL BEHAVIOUR
• MISY372	INFORMATION SYSTEMS ANALYSIS AND DESIGN
• MISY300	SUMMER TRAINING
• MISY401	PROJECT MANAGEMENT
• MISY431	ENTERPRISE NETWORK ARCHITECTURE
• MISY479	IS STRATEGY, MANAGEMENT AND ACQUISITION
• MISY402	CAPSTONE PROJECT
• MISY472	BUSINESS INTELLIGENCE

#### Courses taken from other departments

• BUSN101	INTRODUCTION TO BUSINESS-I
• CMPE101	INTRODUCTION TO COMPUTING
• ECON101	MICROECONOMICS
• ENGL141	READING AND WRITING SKILLS-I
• MATH111	MATHEMATICS FOR BUSINESS AND ECONOMICS-I
• TREG100	TURKISH LANGUAGE
• TURK100	TURKISH
• ECON102	MACROECONOMICS
• ENGL142	READING AND WRITING SKILLS-II
• HIST100	HISTORY OF CIVILIZATION
• MATH112	MATHEMATICS FOR BUSINESS AND ECONOMICS-II
• TARH100	MODERN TURKISH HISTORY
• BUSN201	INTERNATIONAL BUSINESS LAW
• BUSN211	ACCOUNTING-I
• STAT203	STATISTICS
• BUSN212	ACCOUNTING-II
• BUSN250	PRINCIPLES OF MANAGEMENT

#### Area electives

- ITEC427 HUMAN COMPUTER INTERACTION

- MISY481 CLOUD COMPUTING
- MISY210 HUMAN RESOURCES MANAGEMENT
- MISY429 KNOWLEDGE MANAGEMENT SYSTEMS
- CPME415 ARTIFICIAL INTELLIGENCE
- ITSE201 CYBER SECURITY-I
- ITEC426 DATA MINING
- APSC220 FOUNDATIONS OF RESEARCH METHODS
- ITSE306 DIGITAL FORENSICS
- ITEC425 MOBILE APPLICATION DEVELOPMENT

The students may select two of free electives starting from the seventh semester according to their interest. Some of the most preferred free elective courses are seen at the ACFN programme.

The Management Information Systems programme uses the ECTS, with course credits ranging from one to nine. ECTS credits are based on both in-class activities (class hours, exams, quizzes, labs, presentations) and out-of-class activities (assignments, case studies, homework, internships, independent studies). Students must complete at least five courses and about thirty ECTS credits each semester, with departmental courses typically awarded six ECTS credits and common courses ranging from two to eight ECTS credits.

In addition, departmental, faculty, and free elective courses are each awarded five ECTS credits, providing students with the opportunity to personalize their learning journey and deepen their knowledge in specific areas of interest. The correspondences between credit hours (local), ECTS credits and the number of hours to be spent on the entire programme are given in the following table.

**Table 15: ECTS credits & workload in hours - MIS**

MIS Programme	Credit Hours	ECTS Credits	Workload in Hours (for ECTS)
Each semester	Between 15-17	Between 28-32	900
Eight semesters	127	240	7200

### **Study and exam regulations (Asterisk Criterion)**

#### **For all programmes**

Each semester consists of fourteen weeks of teaching, one week for midterms, and two weeks for final exams, as outlined in the academic calendar and course syllabuses. Dates, times, and locations for exams are announced according to university regulations, and students must pass an absolute exam, midterm(s), and quizzes each semester. Midterms, especially in courses like statistics, encourage independent study and adaptation to the university's system. Assignments, case studies, homework, presentations, and seminars are given according to course objectives and detailed in syllabuses available on Moodle, the university's online platform. Midterm and final exams have a maximum time limit of 110 minutes to assess students' problem-solving skills and adherence to deadlines.

### **Feasibility of study workload (Asterisk Criterion)**

### **For all programmes**

To graduate from the programme, the students must have a Cumulative Grade point average (CGPA) of 2.00/4.00 and have completed all the courses. Other grades include E-Exempt, I-Incomplete, P-Progress, S-Satisfactory, U-Unsatisfactory, W-Withdrawn, T-Transfer, and NA-Non-attendance. The table below shows the grade distribution and coefficients:

**Table 16: Grades and coefficients**

ECTS Grade	Coefficient	ECTS Grade	Coefficient
A	4.00	C	2.00
A-	3.70	C-	1.70
B+	3.30	D+	1.30
B	3.00	D	1.00
B-	2.70	D-	0.70
C+	2.30	F	0.00

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The theoretical courses are three hours, like Business Law, introduction to Business or Business Communications, while the practical courses are four hours, like Introduction to Computers or English. During class hours, students are instructed with theoretical topics, practical exercises, and case studies from real-life situations, including examples from different cultures and countries. There is an additional workload for the students as out-of-class activities like assignments, case studies, presentations, and preparation for exams, quizzes, and finals.

These case studies and group presentations help students improve their communication and teamwork skills. The students are expected to solve the problems presented in the case studies. They should defend their solutions in class, encouraging them to advocate their ideas in front of an audience. In addition, short seminars on specific topics are assigned to the students to research and present the findings during class hours. Students are expected to spend 15-20 hours out-of-class activities for their presentations.

The course syllabuses and objectives are prepared to provide the students with the necessary abilities, information, and skills to use in their workplaces after graduation. All assignments and the contribution of each component to the final grade are determined by the lecturers and mentioned in their syllabuses. For instance, for “Financial Management”, which is a must course in the 4th semester, the contribution of the midterm exam is equal to 30 %, the final exam is 40 %, and case studies are 30 %.

These percentages can differ in another course as midterms can be 30 %, quizzes 20 %, presentations 10 %, and final exams 40 %. Moreover, the students should collect more than 50 % of the total value to complete the course with at least a letter grade of D/S in the programme to pass that course. The students with either D- or F grades must repeat the course. The students must attend 70 % of the class hours. A student who fails to attend 70 % of the classes has been given an NA grade, meaning they cannot take the final exam and must repeat the course.

## **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

Theoretical courses, such as Introduction to Political Science and Introduction to World Politics, are three hours long, while practical courses like Introduction to Computers or English span four hours, with two hours dedicated to theory and two to practical exercises. Classes incorporate real-life case studies from diverse cultures and countries to provide a comprehensive learning experience.

Outside of class, students engage in additional activities such as assignments, projects, exam preparation, quizzes, and finals. These tasks, including group presentations, enhance communication skills and teamwork abilities, requiring students to propose and defend solutions in class. Short seminars on specific topics also encourage research and presentation skills, with students typically investing 15-20 hours per assignment.

Courses like Interpersonal Communications or Human Rights may require students to find scientific articles relevant to their presentations, aligning with syllabus objectives designed to equip students with skills applicable in their future careers. Grading components, outlined in syllabuses by lecturers, vary; for example, in "Middle East Politics," group presentations contribute 20 %, midterms and finals 40 % each, and quizzes 10 %. To pass a course and earn at least a grade of D/S, students must accumulate more than 50 % of the total grade. Those receiving grades below D- or F must retake the course. Attendance is mandatory, with students required to attend at least 70% of class hours; failure to meet this requirement results in an NA grade, barring the student from taking the final exam and necessitating course repetition.

## **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Ensuring timely completion of the study programme is a key priority in curriculum design. Theoretical courses like Foundations of Information Systems and Microeconomics typically span three hours, while practical courses such as Introduction to Computers, English, or Data Structures and Data Organizations can extend to four or five hours, with two or three hours dedicated to theory.

Class hours integrate theoretical instruction, practical exercises, and real-world case studies. Outside of class, students engage in assignments, case studies, presentations, and exam preparation to enhance communication, problem-solving, and teamwork skills. Short seminars require approximately 15-20 hours of preparation time for researching and presenting findings on assigned topics during class hours.

Course syllabi are designed to equip students with relevant knowledge and skills for future workplaces. Assessment components' contributions to final grades are specified by lecturers in syllabi; for instance, in the mandatory 6<sup>th</sup>-semester Organizational Behaviour course, group presentations and midterms each account for 25 %, while the final exam constitutes 40 %, and case discussions 10 % of the total course value. Those earning grades below D- or F must retake the course. Attendance of at least 70 % of class hours is mandatory. Failing to meet this requirement results in an NA grade, barring students from taking the final exam and necessitating course repetition.

## **Equality of opportunity**

### **For all programmes**

Power and Responsibilities of a CIU Student Development and Counselling Centre are responsible for:

- coordination and managing the academic and personal problems of students newly admitted to the university or already studying there;
- determining and meeting the academic, technical, managerial, accommodation, and social needs of students with disabilities registered at CIU;
- ensuring that disabled students are educated on equal terms with the other students and that the necessary measures are taken for these students.

All the activities of the CIU Student Development and Counselling Centre are performed under the supervision of the university president.

Academic Units and Staff Responsibilities:

- Each academic unit and staff must know the conditions in the rules and regulations.
- Each unit and staff should treat students and help the disabled students by the instructions of the CIU.
- By cooperating with disabled students, each academic unit and staff should protect their reputation, privacy, and rights.
- Each academic unit and staff shall ensure that they meet students' requirements related to their disabilities or health problems in consultation with the CIU administration.

Responsibilities of the CIU

- The university administration is responsible for appropriately structuring buildings suitable for disabled students.
- On the condition that demands or complaints come from students' families or lawyers, the University shall provide essential technical assistance within the possibilities and conditions of the University.
- The university administration publishes the rules and regulations on the University's web page.
- If deemed necessary, the university administration provides counselling and unique training opportunities, in line with the university's equal opportunity principles, for disabled students to get them accustomed to university life.
- The university administration evaluates and assesses each student, in particular considering the needs of disabled students.
- University administration, if needed, provides disabled students with psychological assistance.

**Appraisal:**

The programmes at CIU in Accounting and Finance, International Relations and Management Information Systems adhere to international standards, offering comprehensive education and preparing students for diverse professional roles through well-balanced credit and workload distribution. To enhance academic rigor and research skills, consideration of incorporating a

final thesis or project is suggested. Overall, the programmes emphasize career-oriented skill development and support the achievement of defined learning outcomes through structured modules and integrated practical components. **The panel noticed during the on-site visit, that the information in the course descriptions and the information on content and literature given during the interview, still does not align for all study programmes.** Therefore, the panel recommends the following recommendation for all study programmes:

- **The CIU updates the course descriptions with regard to the contents and literature for all courses.**

**For Management Information Systems** programme, the panel suggests incorporating a reference to Project Management (MISY401) within the MISY402 (Capstone Project) module. This would highlight the team-building activities and the identification of the capstone project's topic that were already addressed in the 7<sup>th</sup> semester's Project Management module.

In the statement on the report, the study programme provides an updated course description, in which they state: "The MISY402 Capstone Project serves as the culmination of the Management Information Systems program, building directly on the foundational project management skills acquired in MISY401. [...] The capstone project begins with the handover from the MISY401 instructor, during which students, having already formed teams and selected project topics in the previous semester, transition into intensive project development under the guidance of a chosen supervisor."

**The panel notes that each semester in the Accounting and Finance** programme spans fourteen weeks of teaching, with additional weeks for midterms and finals, where students undergo various assessments outlined in the academic calendar and syllabuses. These include assignments and seminars aimed at enhancing problem-solving skills, all conducted within university regulations.

**In the International Relations** programme, each semester also comprises fourteen weeks of teaching, with midterm and final exams and assessments detailed in the academic calendar and syllabuses. Exam durations are limited to 110 minutes to assess problem-solving abilities, promoting independent learning.

**Similarly, the Management Information Systems** programme features fourteen weeks of teaching per semester, with midterms and finals outlined in the academic calendar and syllabuses. Students are evaluated through exams and assignments lasting from 60 to 110 minutes, aligning with university regulations to measure problem-solving skills.

**The panel considers for all programmes** that the study and exam regulations are legally binding, incorporate national requirements, and allow for studying at other HEIs or internships without extending overall study time, with degree and study period recognition aligned with the Lisbon Recognition Convention, and the final grade accompanied by an ECTS grading table. The "hours in class" and "hours of self-study" in the "statistical data" of the respective programmes still do not total the actual workload of 7200 hours, as indicated in section 3.2 (Structure) of this Report. Therefore, the panel identifies a strong need to establish conditions based on the previous accreditation in 2018.

Therefore, the panel recommends the following **condition**:

- **The HEI corrects the inconsistencies in the calculation of the workload credit h in the module description and curriculum overview in all programmes.**

The CIU Student Development and Counselling Centre manages academic and personal issues for all students, ensuring disabled students receive equal education and necessary support. Academic staff and units must follow university regulations to assist and protect disabled students, while the university administration is responsible for accommodating their needs, publishing relevant rules, and offering additional support and counselling.

The **panel notes that the HEI ensures gender equality** and non-discrimination, providing affirmative actions for students with disabilities regarding time and formal standards throughout the programme and examinations, and offering particular assistance to students in special circumstances such as single parents, foreign students, and those from migration or non-academic backgrounds.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)				Condition	
3.2.4 Equality of opportunity			X		

### 3.3 Didactical concept

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The Accounting and Finance programme awards graduates with a bachelor's degree emphasizing broad skills applicable across diverse business sectors. The curriculum offers flexibility and integrates international perspectives into all business courses. The programme begins with foundational interdisciplinary courses in the first year, paving the way for advanced studies in areas such as corporate finance, investments, International Financial Reporting Standards, financial markets, and International Finance through both compulsory and elective courses. Emphasizing analytical thinking, research capabilities, and strategic creativity, the programme fosters dynamic communication, problem-solving, and teamwork skills essential for professional environments. Additionally, students are guided in ethical conduct, proficient use of relevant technologies, and environmental awareness.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations programme confers a bachelor's degree emphasizing skills in politics, diplomacy, and administration. The curriculum offers flexibility and integrates international perspectives into all International Relations courses. Beginning with foundational subjects in the first and second semesters, such as world politics, sociology, economics, psychology, and information technology, students' progress to advanced topics like international relations theory, history of international relations, and political thought in subsequent years.

Through class discussions, real-life scenarios, and teamwork, students develop communicative, conceptual, and analytical skills essential for navigating cross-cultural and diverse international environments. The programme's structure includes advanced courses in international organizations, Middle East politics, global political economy, international security, human rights, and foreign policy analysis in the third and fourth years, designed to deepen and broaden students' knowledge annually.

In the final year, students select up to five elective courses to specialize in their areas of interest, fostering a blend of theoretical understanding and practical skills applicable to challenging professional settings. The curriculum aims to cultivate critical thinking, strategic decision-making, and research capabilities necessary for global political contexts.

#### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The MIS programme's didactical concept is engaging, interactive, and aligned with programme objectives. Evaluations use various instruments tailored to course outcomes, as outlined in syllabi provided to students at the semester's start and uploaded to Moodle. Diverse teaching methods for theoretical and practical courses promote active student participation. This approach encourages students to engage actively in learning rather than passively absorb materials.

#### **Logic and plausibility of the didactical concept (Asterisk Criterion)**

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

Students in the programme are assessed using tailored instruments aligned with course outcomes specified in syllabuses provided at the start of each semester and accessible via the Moodle system. Interactive teaching methods, such as class discussions, case studies, and presentations, enhance learning engagement and effectiveness compared to passive instruction. Assignments, projects, and group work encourage students to broaden their knowledge and collaborate, while quizzes and exams assess their understanding and inform instructional adjustments. The contribution of each assessment component to the final grade is outlined in the course syllabuses to ensure alignment with desired learning outcomes and foster continuous improvement.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

Graduates of the International Relations programme earn a bachelor's degree specializing in international relations. The programme equips students with versatile skills essential for diverse administrative and political careers. Structured for flexibility, it integrates international perspectives into all courses.

During the first year, students acquire foundational knowledge through a variety of interdisciplinary courses. They further develop expertise in political affairs such as public policies, socio-political trends, international laws, and global issues through both compulsory and elective courses, aligning with their career interests. The curriculum emphasizes analytical thinking, research skills, and creative problem-solving abilities.

Students are also encouraged to enhance their dynamic, contemporary communication skills and cultivate teamwork capabilities essential in professional environments. Additionally, the programme instils ethical conduct, proficiency in relevant technologies, and environmental sensitivity to support ongoing personal and professional growth.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Interactive teaching strategies such as discussions, case studies, presentations, quizzes, projects, and homework form the core of the pedagogical framework, fostering a student-centered environment that promotes active engagement and showcases students' comprehension and analytical skills. Quizzes provide quick feedback on students' understanding, while projects and homework encourage deeper exploration and application of concepts, supporting independent learning and critical thinking. Midterm and final exams, alongside other assignments, measure course outcomes, with the contribution of each component detailed in the syllabuses. Fieldwork in some courses allows students to gain practical experience, ensuring a comprehensive learning approach that continuously enhances course outcomes in the MIS programme.

### **Course materials (Asterisk Criterion)**

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

Most courses at CIU utilize comprehensive American textbooks and involve a blend of three hours of in-class instruction and additional out-of-class activities. These courses frequently incorporate case studies, journal articles, and other supplementary materials to enhance learning. Lecturers also guide students in accessing relevant articles, books, and journals to deepen their understanding of course materials, with assignments rigorously checked using the online Turnitin program to uphold academic integrity. Furthermore, course instructors maintain office hours to address student inquiries and provide academic support as needed.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

Most instructors use comprehensive American or Anglo-Saxon textbooks in their courses. The courses are based on three hours in-class and out of class activities too. As it is mentioned in the previous section, many of the instructors use case studies, supplementary materials such as journal articles or newspapers, etc. During the courses, it is aimed to direct the students to study by themselves, learn to take responsibility, generate a study timetable, and perform analytical thinking to solve their problems.

Moreover, students are supported by practical laboratory hours and field works if applicable to the course. Continuously the students are expected to study by themselves and practice by doing their assignments, homework, group projects, and getting ready for the class presentations. These are expected to encourage the students with their considerable share in the final grading. In addition, lecturers introduce the students to the articles, books, and journals in which they are supposed to use for a better understanding of the course.

In some courses, the students are assigned to prepare papers to refrain from plagiarism the papers are checked in an online programme called "Turnitin". The course lecturers are available during their office hours to answer the questions of the students or support them with their academic problems.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The course materials for the Management Information Systems programme are designed to be comprehensive, diverse, and oriented toward the intended learning outcomes. Instructors employ various resources, including textbooks, online materials, case studies, and supplemental materials such as journal articles and newspapers. This diverse range of materials aids in delivering course content both inside and outside of class hours. The course

materials aim to foster a culture of independent study, encouraging students to take responsibility, create study timetables, and apply analytical thinking to solve problems.

Practical laboratory hours and fieldwork provide further support where applicable for the course. Students are consistently expected to enhance their learning through assignments, homework, group projects, and preparation for class presentations, all of which contribute significantly to their final grading. In addition to course-specific materials, lecturers introduce students to relevant articles, books, and journals to deepen their understanding of the course content. In some courses, students are tasked with preparing papers.

To discourage plagiarism, these papers are scrutinized using an online programme called "Turnitin". All course materials are digitally accessible, updated, and user-friendly, designed to stimulate further independent studies. The lecturers maintain open office hours to answer students' questions and offer support for any academic problems they might encounter. The course materials and support system are continually refined and updated to meet evolving educational needs and to align with the latest didactical concepts.

### **Guest lecturers**

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The SER shows no guest lecturers for the courses offered by the accounting and finance Department.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

International Relations programme hosts a variety of guest speakers from different universities, diplomats, researchers, and administrators from different sectors and also graduates of the university for seminars, workshops or join to the classes to share their work experiences with the students. Retired or active diplomats, journalists and political scientists are often welcomed in the university to share their experiences with International Relations students.

As it is mentioned in Section 3.3.3 of this Report the University has collaborations with European Union or SME Development Training Programme Centre in Cyprus (KOBIGEM). Some of the trainings/seminars which contributed to student development in the domain of International Relations or in related matters. Guest lecturers and topics for the MIS programme includes various notable speakers and diverse subjects, enhancing the educational experience through real-world insights. Lectures cover a range of topics, from international politics to local issues in Cyprus, providing students with a comprehensive understanding of different perspectives. These sessions take place at Cyprus International University in various venues, offering students opportunities to engage with experts and deepen their knowledge. The inclusion of these lectures in the assessment report highlights the programme's commitment to interactive and applied learning.

#### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The Management Information Systems programme regularly invites a variety of guest speakers to enrich the students' learning experience. These speakers include academicians from different universities, entrepreneurs, CEOs, investors from various business sectors, and graduates of the University. Their contributions form an integral part of the didactical concept and play a crucial role in students' qualification process. These guest speakers typically

participate in seminars, and workshops, or join regular classes to share their work experiences and industry insights with the students.

Their diverse backgrounds and practical experience expose students to a wide range of professional perspectives, thus broadening their understanding of the course content and its practical applications. Beyond the classroom setting, the students also visit companies or workplaces to explore various businesses. These site visits provide students with an opportunity to engage in discussions with business professionals, enabling them to gain valuable insights and broaden their understanding of the real-world dynamics of the Management Information Systems industry.

Such hands-on learning experiences, coupled with the theoretical knowledge imparted in classes, enhance students' chances of employment by providing them with a more comprehensive understanding of the field. The university has collaborations with the Turkey ERP Committee, the North Cyprus Information Systems Association and the Cyprus Turkish Chamber of Industry.

The MIS programme features a variety of conferences and seminars designed to enhance student learning through exposure to contemporary topics and practical insights. Examples include the "Digital Global Future Conference" held in May 2023 and December 2021, showcasing contributions from CIU alumni. Additionally, the seminar "The Internet: Life-Changing Technology" in April 2022 focused on the transformative impact of the internet. Discussions on COVID-19 management and the role of information technology in local governments during the pandemic were key topics in 2021. These events illustrate the programme's dedication to providing students with relevant, real-world knowledge and interactive learning opportunities.

### **Lecturing tutors**

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

In addition to previous adjustments to the curriculum, the Accounting and Finance department started revising the programme to include tutorial sessions in some specific sections. Master and Ph.D. students in the Accounting and Finance department assist in undergraduate courses, fostering a multicultural environment that enhances communication skills for undergraduates and broadens subject knowledge for graduate students through teaching activities.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

There are no tutorial hours for the courses offered by the International Relations Department.

#### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The Management Information Systems programme actively incorporates the support of master's and Ph.D. students as student assistants in the learning process. They serve a crucial role in fostering a conducive academic environment for undergraduate students by sharing their advanced knowledge and experiences. These graduate student assistants, who hail from various nationalities, contribute significantly to the multicultural diversity of the classes. This diverse environment not only improves the multicultural communication skills of undergraduate students but also enriches the cultural competence of the entire class.

Student assistants are systematically integrated into teaching activities, thereby significantly contributing to the students' learning process. They help students with in-depth analysis of case studies and solving in-class exercises, providing a nuanced understanding of the course material. This interaction promotes collaborative learning and facilitates the development of key competences and skills among the undergraduate students. Moreover, this integration also benefits the graduate assistants, as they broaden their understanding of the subjects they assist in teaching, fostering an enriching educational ecosystem that benefits all participants.

### **Appraisal:**

Graduates of Accounting and Finance programme earn a versatile degree, equipping them for various business careers with a flexible, internationally-focused curriculum. Similarly, the International Relations programme provides comprehensive knowledge in politics, diplomacy, and administration, progressing from foundational to advanced topics with specialization options.

The panel evaluates Accounting and Finance students using tailored assessments like discussions, case studies, quizzes, assignments, projects, and exams to develop analytical and research skills, with fieldwork enhancing practical learning. All assessments are detailed in syllabuses.

Graduates of International Relations are prepared for diverse political and administrative careers, with a curriculum emphasizing analytical thinking, research, and teamwork. Interactive methods and ethical considerations, technology use, and environmental sensitivity are key aspects.

The panel sees varied assessment tools in the Management Information Systems programme, using class discussions, quizzes, projects, homework, exams, and fieldwork to promote active learning and critical thinking. All assessments align with course objectives and contribute to final grades as outlined in syllabuses. The panel evaluates the study programme's didactic concept aligned with its objectives, using diverse methods like case studies, practical projects, independent work, lectures, business games, and digital media to encourage active student participation and support programme objectives.

For all programmes, the panel notes the use of comprehensive American textbooks, promoting independent study and analytical thinking. Practical labs, fieldwork, and assessments like assignments and presentations contribute to final grades, with lecturers providing support through readings, office hours, and "Turnitin" checks. The panel sees the course materials up-to-date, digitally accessible, user-friendly, and aligned with learning outcomes, encouraging further independent study.

**The panel acknowledges a gap in the Accounting and Finance** programme regarding the absence of guest lecturers and advocates for enhancement by incorporating contemporary teaching methodologies like case studies, hosting esteemed professionals as guest speakers, and applying theoretical concepts practically in our finance lab, thus enabling students to remain updated on the latest advancements in global capital markets. **Therefore, the panel recommends inviting international guest lecturers to the Accounting and Finance programme to enhance academic development and bolster the HEI's international standing.**

In the statement on the report, the University acknowledges the recommendation and expresses their intention to invite more guest lecturers.

The International Relations programme frequently hosts guest speakers, including professionals from various sectors and alumni, who contribute to seminars, workshops, and classes by sharing their work experiences with students, complemented by collaborations with institutions like the EU and SME Development Training Programme Centre in Cyprus to enhance student development through relevant trainings and seminars.

The Management Information Systems programme regularly invites a diverse array of guest speakers, including academics, entrepreneurs, CEOs, investors, and alumni, to participate in seminars, workshops, and classes, enriching students' learning experiences and providing valuable industry insights. These interactions, coupled with site visits to companies, broaden students' understanding of Management Information Systems and its practical applications, enhancing their employability prospects. Additionally, collaborations with organizations like the Turkey ERP Committee and Cyprus Turkish Chamber of Industry further contribute to student development in the field.

**For both the International Relations and Management Information Systems programmes, the panel deems the requirement met**, as guest lecturers are invited and actively enrich the students' qualification process with their specialized expertise drawn from professional practice, academic research, and diverse fields including culture and politics. **For International Relations, the panel strongly advocates for even further enrichment through the presence of international guest lecturers.**

Official regulations do not address the role of tutors, but staffing at HEIs is comprehensive.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X	ACFN	
3.3.4 Lecturing tutors					X

### 3.4 International outlook

#### **For all programmes**

CIU hosts a vibrant multicultural student environment, with students from various countries. Students from different countries stay on campus and learn together in the classes. Because English is the medium of education, the students are efficiently communicating with each other in English. The students are encouraged to study together during the courses, which allows them to get information about different cultural and national perspectives. The assignments, homework, or presentations are given to mixed student groups from diverse cultures to encourage them to learn teamwork in a multicultural environment. Moreover, cases from

multicultural research are chosen during the courses. Considering that most international students coming to CIU are from Africa and Asia, the case studies are selected from these countries in addition to examples from Turkey and Cyprus. Currently, CIU has around 30 % international students.

### **International contents and intercultural aspects (Asterisk Criterion)**

#### **For all programmes**

In an effort to bolster the acquisition of intercultural competencies and skills, which form a significant part of the programme's learning objectives, students are encouraged to work together on assignments, projects, and presentations. This collaborative approach, involving students from diverse cultures, provides them with first-hand experience of teamwork in a multicultural environment. Moreover, the curriculum integrates case studies from diverse cultural contexts. Given the considerable number of the students coming from Africa and Asia, the HEI ensures the inclusion of case studies from these regions, alongside examples from Turkey and Cyprus.

The curriculum is designed with international content to prepare students for global challenges. English as the medium of instruction fosters communication and cultural exchange, enabling students to share diverse perspectives and act effectively in an intercultural environment. Collaborative assignments, projects, and presentations provide practical experience in teamwork, while case studies from Africa, Asia, Turkey, and Cyprus enhance students' understanding of international contexts and intercultural competency. This approach not only aids in the development of their understanding of international content but also instils a profound sense of intercultural competency.

### **Internationality of the Student Body**

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The Accounting and Finance program for the 2022-2023 academic year is renowned for its incredibly diverse student body, with an impressive 98% of students originating from various countries outside of Turkey. This diverse makeup truly embodies the program's global perspective and provides a rich multicultural environment for learning. The remaining 2% of students are Turkish, contributing to the vibrant mix of cultures within the program.

Since its inception in 2014 with only one student, the program has experienced remarkable growth and currently hosts a total of 252 enrolled students as of 2023. This impressive student population represents 32 different countries, with the largest numbers coming from the Democratic Republic of Congo, Nigeria, and the Turkish Republic of Northern Cyprus.

Moreover, the Accounting and Finance department has celebrated the successful graduation of students from 24 different nations. Notably, the highest number of graduates hails from Zimbabwe, Nigeria, and the Democratic Republic of Congo, underlining the program's ability to attract and educate students from diverse backgrounds and nationalities. These statistics truly highlight the program's substantial global influence and its commitment to providing a world-class education to students from around the globe.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The percentage of international students (which includes eight Turkish students) in the International Relations programme was over 99 % as of 2023-2024 academic year; there was only one Turkish Cypriot student enrolled in the program. An overwhelming majority of the students are from Africa and Central Asia.

**Table 17: Nationalities of the Current Students (Spring 2023-2024) - INRE**

	2017	2018	2019	2020	2021	2022	2023	Grand Total
AFGHANISTAN						1		1
BELARUS						1	1	2
BOTSWANA							1	1
CONGO	1					1		2
DEMOCRATIC REPUBLIC OF THE CONGO		6	6	5	5	2		24
GABON	1							1
GAMBIA		1		1				2
GHANA							1	1
IRAN					1			1
KAZAKHSTAN				1		4	17	22
KYRGYZSTAN						2	4	6
LIBERIA					1	1		2
MALAWI						1		1
MALI							1	1
MOROCCO						1	1	2
NIGERIA	1	5	9	21	18	17	4	76
PALESTINE					1			1
RUSSIA				1			2	3
SIERRA LEONE				7	2	1		10
SOUTH KOREA					1			1
SUDAN				2	2	2	4	10
TAJIKISTAN					1	3	4	12
TANZANIA					1	1	3	5
TURKEY	1		1	1	1	2	3	8
TURKISH REPUBLIC OF NORTHERN CYPRUS				1				1
TURKMENISTAN							1	1
UGANDA					1			1
UNITED STATES OF AMERICA							1	1
UZBEKISTAN					1	2	1	4
YEMEN					1			1
ZAMBIA		1			2	1	1	5
ZIMBABWE					1	1		2
<b>Total</b>	<b>1</b>	<b>9</b>	<b>16</b>	<b>42</b>	<b>43</b>	<b>47</b>	<b>52</b>	<b>211</b>

The data show an increasing trend in students coming to study the International Relations programme over the past few years, and this trend is expected to continue in the future. While the number of students coming from Turkey has been in decline, there is an increasing diversity in the incoming student composition. This diversity has been particularly evident since 2016, with the increasing number of students coming from various countries in Africa and Central Asia.

**Table 18: Nationalities of the Alumni - INRE**

INTERNATIONAL RELATIONS	GRADUATION YEAR																				Grand Total							
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024					
ALBANIA			1												2	6	1	3			1			1				
AZERBAIJAN																			1				13					
CAMEROON																	1		1				2					
DEMOCRATIC REPUBLIC OF THE CONGO																				1	2		3					
ESWATINI																	1	1	2	1			5					
ETHIOPIA																				1			1					
FRANCE															1								1					
GABON																					1		1					
GAMBIA																				1	1		2					
GEORGIA																1							1					
GHANA										1									1				2					
JORDAN																				1			1					
KAZAKHSTAN															1	3			1		1		6					
KENYA															1								1					
KYRGYZSTAN															1	1		1	3		2	2	10					
NAMIBIA																		1					1					
NIGERIA															5	6	8	10	7	6	7	10	10	13	6	9	5	102
NORTH KOREA															1												1	
OMAN																	1										1	
PAKISTAN																					1						1	
PALESTINE																				1							1	
RUSSIA																				1							1	
RWANDA																						1					1	
SOUTH AFRICA																	1										2	
TAJIKISTAN																		1	4	3	1	1				10		
TANZANIA																1	3										5	
TUNISIA																	1										1	
TURKEY	10	4	6		11	14	35	66	56	16	12	37	15	3	4	5	11	6	6	6	11	7	2		337			
TURKISH REPUBLIC OF NORTHERN CYPRUS	1	1			2	1	1	1				2	1	2	1			1	1	1						16		
TURKMENISTAN												2	3	3	4	4	6	1								24		
UGANDA																		1									1	
UKRAINE																1	1										2	
UNITED STATES OF AMERICA																												1
UZBEKISTAN																1	1										5	
YEMEN																				1							1	
ZAMBIA															1	1	4	3		1	2					11		
ZIMBABWE															1	2	4	4	1	3	3	5		1	2		26	
<b>Total</b>	<b>11</b>	<b>5</b>	<b>7</b>		<b>13</b>	<b>15</b>	<b>37</b>	<b>67</b>	<b>57</b>	<b>16</b>	<b>21</b>	<b>47</b>	<b>31</b>	<b>24</b>	<b>33</b>	<b>22</b>	<b>47</b>	<b>32</b>	<b>26</b>	<b>33</b>	<b>24</b>	<b>24</b>	<b>9</b>	<b>601</b>				

The International Relations programme is also strong in terms of students successfully completing the programme, with approximately 25-30 students graduating from the program each year for the last few years. The diverse student body and alumni from all over the world mean that the International Relations programme is successful in attracting students from all over the world, particularly from developing countries in Africa and Central Asia. The diversity of the student body offers students a unique opportunity to mingle with other students from different backgrounds and cultures.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Since the establishment of the department, students from various countries have studied together in the department. The data reveals a positive trend in the number of graduates from the Management Information Systems programme, with a strong representation from Turkey and Nigeria. The diversity of countries represented underscores the programme's international reach and its role in preparing students for global challenges. The steady increase in graduates in recent years indicates the growing popularity and success of the programme in attracting and retaining students from various cultural backgrounds.

The number of active students in the Management Information Systems Department has increased significantly in recent years, reaching 47 in 2023, indicating growing enrollment. The total number of graduates over the years is 152, with a noticeable peak in 2014 and steady numbers in recent years. The growth in active students and the consistent output of graduates reflect the programme's expanding reach and effectiveness.

Key observations include a clear increase in graduates over the years, particularly from Turkey and Nigeria. The programme's broad international representation underscores its global appeal. Additionally, the diverse student body and international curriculum contribute to developing strong intercultural competencies among graduates.

## **Internationality of Faculty**

Currently, CIU employs lecturers from different countries and cultures. This provides an advantage in terms of the diverse cultural structure of the university. Lecturers with additional insights provide broad knowledge to the students by involving their experiences from different countries. Besides, most Turkish lecturers have completed their higher education (Master's and Ph.D.) in foreign countries like England and the USA. Moreover, the University encourages the lecturers to participate in international conferences, seminars, or workshops to deepen their knowledge.

## **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

Continuously, lecturers of CIU have international academic publications such as articles, books, or case studies. In short, the lecturers try to keep their knowledge up-to-date by participating in these activities. The Accounting and Finance department features a diverse group of lecturers from across Europe, TRNC (Turkish Republic of Northern Cyprus), the Near East, and Africa. Moreover, the university collaborates with the EU or the SME Development Training Programme Centre in Cyprus (KOBIGEM). The latest cooperation initiated with the KOBIGEM under the European Second\* Project Programme was in 2012(\*Sustainable Economic Development and ICT Sector Programme in the northern part of Cyprus). EU enlargement, integration, and development policies seminars were given by Ryszard Kaminski on 12-13 December, 2020.

Some other training, like Entrepreneurship or Budgeting, Control and Revision Techniques, Conflict Management, etc., were given by the SME expert from the EU Information Centre and two academicians from the University.

## **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

To a large extent, the lecturers of the International Relations programme have completed their higher education abroad. To be more specific: Five of the six members of the full-time staff obtained their undergraduate degrees in Turkey. Five of the six members of the full-time staff obtained their master's degrees abroad, such as in Turkey and France, the United States, Germany and the United Kingdom. All six members of the full-time staff obtained their PhD degrees abroad, in countries like the United Kingdom, Germany, France, Austria, and Turkey.

The University encourages lecturers to participate in international conferences, seminars, and workshops to stay current. They also have numerous international academic publications. Most lecturers in the International Relations department hold PhDs from prestigious universities abroad. The full-time faculty members in the Accounting and Finance department hold PhDs from a range of distinguished institutions across Europe and specialize in diverse fields, including Political Science, International Relations, International Law, and Philosophy. Their academic backgrounds reflect a broad spectrum of expertise.

Additionally, faculty members are actively engaged in professional development through international conferences, seminars, and workshops. They regularly contribute to international peer-reviewed journals and books, ensuring their knowledge remains current and relevant.

## **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The faculty at MIS comprises lecturers from various countries and cultures, promoting international competencies and skills among students. These diverse insights and experiences contribute significantly to students' global awareness.

Educated at renowned universities worldwide, the faculty enriches the curriculum with varied perspectives and methodologies, equipping students with a global outlook and highly valued competencies in today's interconnected world. Four of the Turkish MIS faculty members have completed their higher education abroad, predominantly in the UK and the USA, bringing international academic and professional experiences to the classroom.

Faculty members also enhance their international exposure through exchange programs, where they teach and conduct research, fostering international collaborations and bringing new insights back to CIU. They are encouraged to participate in international conferences, seminars, and workshops, ensuring they stay current with the latest developments in their fields. Their frequent publications in internationally recognized journals, articles, books, and case studies elevate the department's profile and demonstrate a commitment to a vibrant, globally engaged academic environment.

This ongoing engagement with the international academic community underscores CIU's dedication to providing an educational setting with a global reach and impact. These activities highlight the faculty's efforts to maintain up-to-date knowledge and contribute to the international profile of the MIS program.

### **Foreign language contents**

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The accounting and finance programme is taught entirely in English. So, the students must succeed in the English Preparatory School's English exam to prove their proficiency in oral and written forms. After completing the Preparatory School, the students are allowed to take faculty courses. During the first and second years, while taking the faculty courses, the students must succeed with departmental English courses where they improve their academic reading and writing skills in Accounting and Finance.

Starting from the third year, the students can take free elective courses. The university provides language courses other than English, like German, Greek, French, Italian, and Russian. Most of these language courses are offered at three levels, from basic to advanced, so the students can learn the language of their interest up to the advanced level. The ability to write and speak an additional foreign language together with English provides an excellent opportunity for Accounting and Finance students after graduation.

Besides this, it allows them to work at international companies or represent their companies in the global market. On the other hand, the Lifelong Learning Centre of the University offers language certificate programmes to the students apart from their compulsory curriculum. Students who want to specialize in the languages can take the free elective course in the curriculum and register for a language certificate programme during the semester.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

International Relations programme is entirely taught in English language. So, the students are required to succeed in the English exam given by the English Preparatory School to prove their proficiency in oral and written forms. After completing the Preparatory School, the students are allowed to take faculty courses. During the first and second years, while taking the faculty courses, the students are required to succeed with departmental English courses where they improve their academic reading and writing skills in the field of business administration.

Starting from the third year, the students can take free elective courses. The university provides different language courses other than English like German, Greek, French, Italian and Russian languages. The majority of these language courses are offered on three different levels, from basic to advanced, so the students can learn the language of their interest up to the advanced level. The ability to write and speak an additional foreign language together with English provides a great opportunity for the business administration students after graduation.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The MIS programme at CIU is entirely taught in English. To ensure proficiency in this medium, students are required to pass an English exam administered by the English Preparatory School. This examination verifies their proficiency in oral and written English. Once the Preparatory School curriculum is completed, students are permitted to take faculty courses. Throughout their first two years, students take four English courses aimed at improving their academic reading and writing skills. From their third year onwards, students can choose free elective courses. These language courses are structured at three levels - basic to advanced, allowing students to attain proficiency in their chosen foreign language up to an advanced level. The ability to write and speak an additional foreign language, along with English, significantly enhances the students' prospects after graduation. It opens up opportunities for them to work in international companies or represent their companies in the international market.

#### **Appraisal:**

International contents are an integral part of the curricula of **all three study programmes**. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

A significant proportion of the students come from various language areas and cultural backgrounds, particularly African countries and Middle East. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition and promote internationality of the student body show a clear and sustainable effect. The panel is of the view that **CIU created a unique international environment on their campus** that trains students in their international and intercultural competences and skills, while promoting knowledge about other countries at the same time. The international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by CIU. There are lecturers from different countries teaching in the study programmes, as well as international academic and professional experiences of lectures that are integrated into teaching and further development of the programmes. The measures taken are goal-oriented. Therefore, **the panel recognises that international content is an integral part of the curriculum for all programme**, preparing students for challenges in an international working environment. Practical examples enable students to effectively operate in an intercultural setting.

**The panel considers the quality requirements for the internationality of the student body as exceeded**, as the diverse linguistic and cultural backgrounds of the students ensure international perspectives in classroom discussions and group work, with implemented measures showing clear and sustainable effects.

For the **Accounting and Finance programme** the panel commends for its culturally diverse lecturers, enhancing the learning environment with global perspectives. Many Turkish lecturers have studied abroad and engage in international conferences, supported by collaborations with entities like the EU and SME Development Training Programme Centre.

For the programme in International Relations the panel appreciates the HEI's culturally diverse faculty, providing students with broad international perspectives. Many Turkish lecturers have completed their education abroad and participate in international academic activities, ensuring a globally aware curriculum.

**The panel further recommends, that International Relations programme** should contain an explicit and visible treatment of the following problems of **International Relations**:

- International trade theory, especially on understanding the conditions under which globalization of trade leads to divisive effects with the potential of international conflicts.
- International finance, especially understanding the roots of international financial instability with the potential of catastrophic crises.
- Armed conflicts, especially better understanding the conditions under which peaceful conflicts can evolve into armed conflict and war, and the conditions under which wars end.
- The history of diplomacy's role shaping the international order should become more visible. (System of Westphalia, gradual development of renunciation of violence as an international principle with the exception of self-defense.)

**For all programmes** the panel acknowledges HEI's **internationally diverse faculty**, enhancing students' global competencies. Faculty members with varied backgrounds frequently participate in international academic activities, bringing current insights into their teaching and research. Additionally, they emphasize that these measures are purposefully aimed at achieving specific goals.

**All programmes** prominently features lectures and course materials in foreign languages, emphasizing its international profile and **exceeding in the option of the panel international criteria's for foreign language contents**. This commitment underscores the programme's dedication to internationality as a defining aspect of its profile. This commitment to internationality is a defining aspect of the HEI's programmes profile.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body		X			
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents		X			

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The Accounting and Finance programme graduates are well equipped with psychology, sociology, information technology, and interpersonal communication courses. Through a multidisciplinary approach, students gain skills—problem-solving, critical thinking, time management, self-management, communication and writing, analysis and research methodologies, teamwork, and much more—that are easily transferable across work environments.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The graduates of the International Relations programme are well equipped with different courses from different fields like psychology, sociology, information technology, and interpersonal communication. Through a multidisciplinary approach, students gain an arsenal of skills—problem-solving, critical thinking, time-management, self-management, communication and writing, analysis and research methodologies, teamwork, and much more—that are easily transferable across work environments.

The graduates of the International Relations programme are well equipped with theoretical basics of international relations, and they are able to apply the theory into practice. After having completed necessary basic courses, introduction to political science, interpersonal communication and introduction to world politics during the first two semesters the students are assigned to succeed in more specialized courses about the discipline of International Relations.

Moreover the “Research Methods for Social Sciences” that is taken in the fourth semester equips the students with the scientific knowledge related to the academic discipline of International Relations.

#### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Students in the MIS programme receive a comprehensive theoretical foundation in information systems and business management through core courses like 'Introduction to Business', 'Introduction to Computing', 'Foundations of Information Systems', and 'Introduction to Programming', among others. A key component of their education is a 30-day summer training session after their first two years. During this period, students select a company or organization, approved by the summer training committee.

This hands-on training enables students to observe business processes, develop problem-solving skills, and gain practical insights into business operations. It prepares them to address real-world challenges, bridging theory with practical application. Additionally, the training fosters networking opportunities that can benefit students in their future careers.

The MIS programme is crafted to equip students with academic knowledge and vital soft skills crucial for their careers after graduation. Classroom activities and assignments promote responsibility, analytical thinking, problem-solving, interpersonal communication, teamwork, and ethical practices. Integral to their education are group projects that cultivate management skills like meeting deadlines and fairly distributing tasks.

Students refine their communication and conflict resolution abilities through collaborative teamwork, classroom presentations, and case studies that encourage respect for diverse viewpoints. Beyond academics, CIU hosts 45 student clubs covering interests ranging from management information systems and computer science to cultural activities, music, social responsibility, and sports.

These clubs foster interpersonal skills, communication, conflict resolution, and ethical awareness, enriching students' overall learning experience. For instance, the community volunteer club arranges visits to nursing homes, orphanages, and rehabilitation centres, promoting solidarity, social responsibility, and environmental awareness among participants. The MIS programme includes courses dedicated to developing communication, public speaking, teamwork, and conflict management skills. Starting from their first year, students engage in coursework designed to enhance these competencies. For example, the 'Interpersonal Communication' course in the fifth semester introduces fundamental business communication principles, leveraging the diverse classroom environment for effective learning.

Similarly, the 'Organizational Behaviour' course enhances teamwork skills through activities such as group presentations that emphasize interpersonal communication. 'Academic English' courses in the first year encourage students to refine public speaking skills through various presentation assignments, some conducted in groups. This integrated approach of coursework and practical assignments ensures students thoroughly develop these essential skills.

### Appraisal:

The panel emphasizes that all programmes cultivate interdisciplinary skills like problem-solving, critical thinking, time management, and communication, crucial for various work environments. This diverse approach, supported by foreign language courses and practical training, enhances students' adaptability for the global job market. Additionally, the panel recognizes that students develop communication, public-speaking, cooperation, and conflict-resolution skills as outlined in the module/course descriptions, facilitated by appropriate teaching methods. Moreover, students are ensured to acquire additional multidisciplinary competencies, including leadership skills and broad contextual knowledge.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The Accounting and Finance programme graduates are well equipped with the theoretical basics of Accounting and Finance, and they can apply the theory into practice. The programme's curriculum, which has a variety of courses, allows the students to gain insights into all dimensions of accounting and finance. The programme graduates can easily find employment opportunities in accounting, banking, finance, human resources management, manufacturing, marketing, etc. They are equipped with analytical thinking abilities, which help them solve problems or conflicts they can encounter in their business life.

The programme aims to improve the student's communication and teamwork skills. The graduates also have experience working and studying in a multicultural environment, which is an advantage for their future business careers. Foreign language education opportunities also allow students to graduate from university as multilingual individuals. This provides an excellent benefit for their employment in international companies.

In courses like case studies in Business, Business Finance, Financial Management, Economics, Research Methods, etc., students can learn industry applications and establish contacts with representatives from several business sectors. These may provide an advantage to the students in establishing contacts and finding references for their future employment possibilities.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations programme aims to equip the students with academic knowledge as well as additional skills they will need after graduation. Both in-class and out of class activities encourage the students to take responsibility, perform analytical thinking, problem solving, good interpersonal communication and teamwork as well as ethical conducts. The students are reinforced to work in teams by assigning them group projects. Those projects help the students to improve their management skills to meet the deadlines, communication skills in order to carry out a project with their teammates and fairness in distribution of duties within a group. Moreover, being a part of a group also lets the students to improve their conflict resolution, leadership, and mediation skills. Case studies and discussions during the group assignments as well as presentations during the classes may lead the students to advocate their own ideas, at the same time to learn how to respect to the ideas of the others.

The graduates of the programme can easily find employment opportunities in the fields of public administration, embassies, banking, human resources management, private enterprises, etc. They are equipped with analytical thinking abilities, which help them to solve problems, or conflicts that they can come across in their business life. The programme aims to improve the communication capabilities and teamwork skills of the students too. The foreign language education opportunities also allow the students to graduate from the university as a multilingual individual. This provides a great advantage for their employment in international organisations and institutions.

#### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Graduates of the MIS programme possess a solid foundation in business administration, IT, and IS, adept at applying theory to practice, enhancing their employability. The programme's comprehensive curriculum covers business, management, IT, and IS, offering diverse employment opportunities.

Graduates can pursue roles such as IT Manager, System Designer, Programmer, Mobile Application Developer, Webmaster, Network Architect, Database Administrator, and Information Technology Consultant in various sectors. They excel in analysing and implementing IT solutions tailored to organizational needs, considering market dynamics, competition, finances, and technological advancements.

The programme emphasizes developing essential soft skills like analytical thinking, problem-solving, communication, and teamwork. Graduates also benefit from multicultural experience, enhancing their readiness for global careers.

Additionally, students receive foreign language education opportunities, enhancing their appeal to international employers. Through the Summer Training (MIS300), students gain practical experience in organizational settings, learning business applications and building industry contacts, further boosting their job prospects.

In conclusion, the MIS programme equips students with the skills needed to thrive in a dynamic job market, preparing them to meet the evolving demands of today's professional landscape.

The summer training coordinator guides students throughout the process, assisting with company selection. The MIS department maintains agreements with local and international companies, facilitating opportunities for students to choose from a recommended list or find other suitable companies for their training. This list is continually updated to ensure current and diverse options for student placements.

**Table 19: Company List**

Companies in Turkish Republic of Northern Cyprus	International Companies
Levent Motor Ltd.	Cimo Engineering LTD
Intergaz	EchoGlobal Istanbul
Bilmart Ltd.	Superteam Turkey
Levent Schools	European Innovation Council
Kıbrıs Mikro Destek	Vispera Information Technologies
Management Centre of the Mediterranean	River Rides Amusement
Moniepoint Trading	Vunon Software Solutions
Orhan Şevket Ltd.	Omowa IT consultant
KKTCELL	Kuda Microfinance Bank Abuja
Türk Bankası	Brela web design and development agency
Elexus Otel	Meno Computers
Kale Boya	Dual Techonology Services
Climate	
Innovia Yazılım	
BTHK	
Levent Şirketler Grubu	
Şevket Hançerli Ltd.	

The HEI department actively supports students in securing summer training opportunities, updating its company recommendation list based on student numbers. From 2018-2019 to 2021-2022, the number of students receiving summer training increased from 14 to a peak of 29, then dropped to 19 in 2022-2023.

Once a company is chosen, the summer training coordinator manages the student's 30-day training. Students must prepare documents including an Application Letter, Training Guidelines, Acceptance Letter, and a log book. After completing the training, students submit a report and present it to a committee of three lecturers for evaluation.

### Appraisal:

All programmes aim to equip graduates with theoretical knowledge and practical skills relevant to their respective fields. They offer diverse curricula that provide insights into various

dimensions of their disciplines, enhancing students' analytical thinking and problem-solving abilities. Graduates are well-prepared for employment opportunities in diverse sectors such as banking, public administration, IT, and consulting, equipped with strong communication, teamwork, and multicultural skills. Additionally, foreign language education opportunities further enhance their competitiveness in the global job market.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### Structure and quantity of faculty about curricular requirements (Asterisk Criterion)

The number of teaching staff in the programme is determined by student enrollment and curriculum needs, overseen through a merit-based selection process coordinated by the Rector's Office. The selection committee includes the department head, faculty dean, human resources manager, and university secretary general. Evaluation criteria for academic staff align with standards set by The Turkish Higher Education Board (YÖK) and the TRNC Board of Higher Education Planning, Accreditation, and Coordination Board (YÖDAK), in accordance with Ministry of Education requirements in North Cyprus.

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The programme's structure and teaching staff are tailored to student numbers and specific curriculum needs. Faculty selection is based on criteria such as holding a Ph.D., proven lecturing and coaching abilities, and proficiency in intercultural and language skills. Evaluation criteria for faculty application, appointment, and promotion align with guidelines from The Turkish Republic Higher Education Board (YOK) and The Turkish Republic of Northern Cyprus Board of Higher Education Planning, Accreditation and Coordination Board (YODAK), meeting Ministry of Education standards in North Cyprus.

The programme benefits from a dedicated teaching staff who excel in their fields, demonstrate high morale and engagement, cater to diverse student needs, and uphold excellence in a flexible, international learning environment. Collaboration and sharing of best practices are valued, supported by formal professional development through workshops, training, and conferences.

Senior and junior staff collaborate to analyze student work, review performance data, and enhance teaching practices. Flexible staffing arrangements ensure adequate support for the programme's academic goals, guided by strategic resource allocation and teamwork between teaching staff and administrators. Currently, the programme comprises 40 teaching staff members, including 30 full-time, eight part-time, and two "A" category assistants.

**Table 20: Faculty overview**

AF Faculty Overview	Compulsory Courses Taught (in percentages)	Required Courses Taught (in ECTS)
Core Faculty	87.5%	210
Complementary Staffs	12.5%	30

**BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

Currently, the Political Science and International Relations department has six full-time professors with PhDs and one PhD candidate serving as a teaching assistant. Additional courses are taught by professors from related departments, as detailed in the self-evaluation documentation (lecturer CVs). The professors are experienced in teaching international students and promote collaboration and sharing of effective teaching practices. Formal professional development is facilitated by CIU's Centre for Academic Development. Flexible staffing practices, including hiring part-time instructors, ensure adequate coverage to optimize the teacher-student ratio and support the programme's academic objectives.

Within the Faculty of Economics and Administrative Sciences, which houses the International Relations Programme, there are a total of 36 teaching staff: 26 full-time (including 6 in the International Relations programme) and 10 part-time instructors. Additionally, three teaching assistants contribute to the programme's curriculum delivery.

**Table 21: IR Faculty Overview, 2022-2023**

IR Faculty Overview	Compulsory Courses Taught (in percentages)	Compulsory Courses Taught (in ECTS)
Full-time Faculty	83%	168
Part-time Staff	17%	34

**BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The faculty are well-prepared in their fields, fostering high morale, engagement, and effective teaching across diverse student needs in a flexible, international learning environment. Collaboration and sharing of best practices are encouraged, supported by formal professional development opportunities including workshops and conferences. Senior and junior staff collaborate on student assessment and teaching methods to ensure excellence in education.

Flexible staffing arrangements optimize teacher availability for the programme's academic goals, with allocation decisions made collaboratively between teaching staff and administrators. Currently, there are six full-time teaching staff members. As indicated in table below 30 % of compulsory courses are taught by full-time faculty, while complementary courses are handled by adjunct staff.

**Table 22: MIS programme overview, 2022-2023**

MIS programme Overview	Compulsory Courses Taught (in percentages)	Compulsory Courses Taught (in ECTS)
Core Staff	30 %	71
Complementary Staff	70 %	169

## **Academic qualification of faculty (Asterisk Criterion)**

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

All the teaching staff (eight of whom are part-time and two others are "A" category assistants) in the faculty hold a doctorate except five. The five staff members with a Master's degree are current students in the Ph.D. in business programme. Furthermore, the teaching staff continuously updates their skills and competencies academically in their field of specialization. The changing economic, social, and political factors highly impact the topics in accounting, financial management, Investment, and computer applications in finance considered under the field of Accounting and Finance.

The teaching staff in the programme are required to follow these changes and, hence, developments through reading up-to-date academic and policy publications. Besides, as part of their career development, the teaching faculty must attend and present papers at national and international conferences, workshops, and seminars and publish articles in academic journals to gain the titles of associate professorship and professorship. In fulfilling the requirements mentioned earlier, they must regularly follow the current literature in Accounting and Finance.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

Six members of the teaching staff in the Department of International Relations hold a doctoral degree (two of them from British, one from French, one from German, one from Austrian, and one from Turkish universities) and there is a PhD candidate (at the IR Department's PhD programme) who teaches two courses. The teaching staff are motivated to develop their skills and competencies in their field of specialization.

The academic qualifications of the faculty members in the Political Science and International Relations department includes three Associate Professors and three Assistant Professors, along with one Ph.D. candidate who serves as a teaching assistant.

As part of their career development and promotion, the faculty are required to attend and present papers in national and international conferences and publish articles in peer-reviewed academic journals. The members of the faculty are evaluated based on their publication records. Furthermore, the university provides financial support for conference participation and offer bonus payments for articles published in ESCI, SSCI and Scopus indexed journals.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

All the teaching staff in the Management Information Systems department have doctoral degrees. In addition, faculty members constantly update their academic skills and competencies in their fields of expertise. Continuous changes in the economy, society, and politics significantly impact Information Systems Technology and Business environments related to the programme area. For this reason, faculty members should follow these changes and, therefore, developments in the programme by reading current academic publications.

In addition, as a part of their career development, instructors attend national and international conferences and/or workshops and seminars, present papers, and publish articles in academic journals to earn the titles of associate professorship and professorship. While fulfilling the requirements mentioned above, they regularly follow up-to-date literature in the field of management information systems.

Besides, as part of their career development, the teaching faculty are required to attend and present papers at national and international conferences and/or workshops and seminars and publish articles in academic journals to gain the titles of associate professorship and professorship. In fulfilling the requirements mentioned earlier, they regularly have to follow the current literature in the field of Management Information Systems.

### **Pedagogical/didactical qualification of faculty (Asterisk Criterion)**

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The teaching staff's teaching qualifications are mainly obtained through traditional pedagogical methodologies. Teaching skills are developed through this methodology when acting as a teaching assistant to senior teaching staff by attending and observing their lectures, assisting the senior teaching staff in preparing learning outcomes of a course, preparing weekly lecture topics, and making decisions on materials and equipment to be used in the course. This methodology helps junior faculty members learn from the senior ones and build on their working experience.

The junior teaching staff can also learn and gain teaching preparation experience and teaching experience from senior teaching staff when teaching a coordinated course under the supervision of senior teaching staff. The junior teaching staff gains teaching experience in various teaching activities, such as preparing a course syllabus, developing learning outcomes and evaluation tools, and preparing lecture slides. Besides, during the department and faculty meetings held at regular intervals, the teaching staff share their teaching experiences.

The teaching staff attending international professional development courses share their learning experiences. Finally, during their undergraduate or postgraduate studies, some teaching staff have completed courses in pedagogy.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The teaching staff's teaching qualifications are mainly obtained through practical work experience. All full-time professors in the department already had teaching experience when they joined the department. Furthermore, during the years of their undergraduate or postgraduate studies, some of the teaching staff have completed courses in pedagogy. The more junior teaching staff also can learn from their more senior colleagues when teaching a multi-section/group course under the coordination of senior teaching staff.

The collegial environment at university is also conducive for the teaching staff to share their teaching experiences.

#### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Teaching staff qualifications are mainly obtained through traditional pedagogical methodologies. Teaching skills are developed through this methodology when acting as a teaching assistant to a senior teaching staff member by attending and observing his/her lectures, assisting the senior teaching staff in preparing learning outcomes of a course, preparing weekly lecture topics, and making decisions on materials and equipment to be used in the course.

This kind of methodology helps junior staff learn from senior staff and build on their work experience. Junior teaching staff can also learn and gain teaching preparation experience and teaching experience from senior teaching staff when teaching a coordinated course under the supervision of senior teaching staff. The junior teaching staff gained experience in various teaching activities, such as preparing a course syllabus, developing learning outcomes and evaluation tools, and preparing lecture slides.

In addition, during department and school meetings held at regular intervals, the teaching staff shared their teaching experiences. Particularly, the teaching staff who attend international professional development courses share their experiences with others. Finally, during the years of their undergraduate or postgraduate studies, some of the teaching staff have completed courses in pedagogy.

### **Practical business experience of faculty**

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The teaching staff's business experience contributes to teaching the courses outlined in the programme curriculum. As shown in the table below, most teaching staff have obtained professional practical business experience by working in either the public sector or private organizations as managers, consultants, experts, project coordinators, financial coordinators, accountants, and trainers. The above-mentioned practical business experience of the teaching staff greatly facilitates and contributes to their teaching facilities, i.e., they relate to their practical business experience and provide lively examples of applying business concepts or theories.

The teaching staff's practical business experience spans various sectors and roles. One member served on a governmental economics and energy committee, chaired an insurance company, and is currently on an advisory board for the prime minister. Another member had an extensive tenure on a competition authority board, including serving as vice chair, and contributed to significant law amendments and advocacy efforts. This member also led a market research program for UNDP projects and provided strategic planning training for NGOs. Another member coordinated financial affairs at a university, supervised budget management, and acted as a financial analyst and consultant. Lastly, another member had brief experience in the banking sector at a local cooperative bank.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The teaching staff at the institution have garnered substantial practical business experience across diverse sectors, fulfilling roles such as consultants, experts, project coordinators, and trainers. For instance, one member has worked as a consultant for a labor market task force and served on a presidential economic advisory council. Another has experience in translation for the Ministry of Foreign Affairs. A third has been involved in numerous international research projects, contributing as an expert, consultant, and trainer, and is part of a Council of Europe project team. Additionally, another staff member co-established an international affairs website and participated in research on public hate speech in Cyprus. There are also members with roles as international representatives and agents for educational institutions, research assistants, correspondents for newspapers, and advisors in law offices. Finally, a research and teaching assistant served as the Secretary-General of a student society and worked as a teacher in Nigeria.

## **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The business experience of the teaching staff supports them in teaching the courses outlined in the programme's curriculum. The teaching staff in the MIS department have accumulated extensive practical business experience across various domains. One member serves as the director of a software development unit and has held positions in software development and project management. Another has experience as an e-commerce trainer and website project manager, with a background in web development. A third member worked as a software developer at a software development firm. Another faculty member managed system and network administration at a university, handled technical responsibilities for multiple organizations, and worked as a system support engineer and internet system engineer.

Additional staff experience includes roles such as marketing manager, project manager for web design companies, and director of a computer center. Another member has extensive experience in competition authority, including founding roles, capacity-building, and advocacy activities. They also led bi-communal market research projects and strategic planning programs for NGOs.

Furthermore, the department includes a branch manager with a long tenure at a systems company, an IT staff member at a university, and a project team member for a student information system. Collectively, their practical experiences span software development, project management, system administration, strategic consulting, and various IT and business-related roles, showcasing their diverse expertise and contributions to both public and private sectors.

The above-mentioned practical business experience of the teaching staff highly facilitates and contributes to their teaching facilities, i.e., they relate to their practical business experience and provide lively examples to the application of business concepts or theories.

### **Internal Cooperation (Asterisk Criterion)**

## **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The professors and chairs in the Accounting and Finance department collaborate to improve existing modules and develop new course modules. Each professor contributes to enhancing and developing their specialized field; however, all come together and make joint decisions. Remarkably, some of the teaching staff who have previously worked in different universities have shared their experiences with the other teaching staff. Meetings have taken place regularly, and teaching staff have provided their input on improving the curriculum after carefully revising other universities' Accounting and Finance programme curricula; they have also shared the previous curriculum's strengths and weaknesses by considering their learning experiences. Conferences, seminars, and training programmes are organized for students, and all the professors in the department support each other in the organization and attend these activities and events.

At the beginning of each academic year, the programme director and head of the department organize a meeting with the teaching staff and plan activities (conferences, seminars, and training programmes) to take place during the year. In addition, the head of the department also collaborates with the other heads of departments in the school and organizes joint conferences, seminars, and training programmes for the students.

In recent academic semesters, the Accounting and Finance program has hosted seminars and training sessions on various accounting and finance topics for its students. Additionally, similar seminars and training have been offered to students from other departments by the Accounting and Finance Department.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The professors in the International Relations department collaborate to improve existing modules and in developing new course modules. Particularly, those faculty members who had earlier worked at universities abroad share their experiences with the other teaching staff. Department meetings take place regularly and faculty members provide their inputs to improve the curriculum. Seminars and field trips are also organized in a collaborative manner. An Associate Professor and an Assistant Professor work together as board members of the Centre for Cyprus and Mediterranean Studies (CYPMED).

At the beginning of each academic year, the head of department organizes a meeting with the teaching staff where activities (seminars and field trips) to be organized during the year are discussed. In addition, the head of department also collaborates with the other heads of departments within the faculty and organizes joint seminars for the faculty students.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Professors and chairs in the Management Information Systems department collaborate to improve existing modules and develop new course modules. Each professor contributes to the improvement and/or development of his/her specialized field; however, all come together and make joint decisions. In particular, some teaching staff who have previously worked in international universities have shared their experiences with other teaching staff. Meetings have taken place regularly and teaching staff have provided their inputs on improving the curriculum after carefully revising other universities' (national and international) Management Information Systems curriculum, as well as shared the strengths and weaknesses of the previous curriculum by taking into consideration their learning experiences. Conferences, seminars, and training programmes are organized for students, and all the professors in the department support each other in the organization and attend these activities and events.

At the beginning of each academic year, the programme director and head of the department organized a meeting with the teaching staff and planned activities (conferences, seminars, and training programmes) to take place during the year. In addition, the head of the department also collaborates with the other heads of departments in the school and organizes joint conferences, seminars, and training programmes for students as a whole. During the past few academic semesters, seminars/trainings in various topics of Management Information Systems programme have been delivered to 'students' in the programme, followed by seminars/trainings in related fields provided to other engineering and business administration departments.

### **Student support by the faculty (Asterisk Criterion)**

#### **For BACHELOR IN ACCOUNTING AND FINANCE [ACFN] and BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Student support is provided through events the week before the timetabled teaching starts. The programme includes an orientation for first-year students (welcome, essential information, etc.). Each student in the department is provided with an academic course advisor. The

educational course advisor assists the students. They help choose courses each semester and guide and coach students with their future career plans and prospects. The teaching staff contributes to students' further skill development by organizing educational business trip fieldwork. These activities help students understand how theoretical knowledge can be applied. Furthermore, instructors and specialists from or outside the university organize seminars, training, conferences, and workshops. Students attending these events further improve their business and management skills. Additionally, applied class works are encouraged by most teaching staff, i.e., students are asked to do projects in their courses where they have to pay visits to local businesses and conduct interviews with the business owners and managers.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

Support for students is provided through events in the week before the start of the classes. For first-year students, the programme includes an orientation programme (including a welcome meeting aimed at providing them essential information). Each student is assigned an academic course advisor. The academic course advisor guides students through their course selection and registration process. The academic course advisor also helps students in planning their career path, assisting the students with guidance on how they can improve their career prospects.

Each professor assigns one office hour for each course they teach. Furthermore, the CIU maintains an open-door policy to encourage faculty-student interaction. The teaching staff also contributes to students' skills development by organizing educational field trips. These sorts of activities help students in understanding how theoretical knowledge can be applied in practice. Furthermore, seminars, training, conferences, and workshops are delivered by instructors and specialists from or outside of the university to equip students with knowledge and first-hand accounts of the challenges in professional life.

Additionally, most teaching staff encourage applied class work, asking students to complete projects that involve visiting international and local policy and research centres and conducting interviews with their staff.

#### **Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)**

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

Information and communication technology is a valuable start for virtual learning and teaching in an extended environment. Regardless of distance education, internet-based teaching and learning and electronic teaching and learning have become some of the most prominent eras among some alternatives. During the coronavirus pandemic (COVID-19), the university improved unique software systems via distance education fields, which had begun giving services.

The distance education institution provides 24/7 student registration and utilizes learning management systems to create virtual and innovative classes, enhancing the learning environment. It offers associate degrees, undergraduate programs, and master's programs with modern curricula and also provides certificate programs. During COVID-19, the institution integrated the BigBlueButton (BBB) application with Moodle. While most courses are now taught face-to-face, some courses, such as Information Technology and History of Civilization, are offered partially or fully online, with exams conducted in person. For more details, refer to the CIU website. A user manual is available on the Moodle homepage.

## **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations programme is taught entirely face to face in the campus in Nicosia. Only a few mass courses (such as History of Civilization) are currently conducted online. However, the University has the technological infrastructure and other necessary capabilities to continue online in case of a pandemic or other natural or man-made disasters preventing face-to-face education on campus. Course materials are regularly uploaded and updated on the Moodle.

The teaching staff can monitor the students' usage of the Moodle page of the course and also hold quizzes online. The students can submit their assignments through the Moodle. Although the teaching staff hold weekly office hours and students are encouraged to meet their lecturers in person for their questions and inquiries, the students can also contact their lecturers on Moodle.

The CIU has a dedicated unit for distance education, which offers the students various 7/24 services. There are virtual and smart classrooms for all students to take advantage of enriched learning environment. During the COVID-19 pandemic theoretical sessions of the courses were delivered online through the use of BigBlueButton application, which was integrated to the Moodle course portal.

## **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Not relevant.

### **Appraisal:**

The panel considers that the Accounting and Finance, International Relations, and Management Information Systems programmes exhibit a strong commitment to appropriate faculty staffing, aligning with student numbers and curriculum requirements. Faculty selection criteria are carefully crafted to ensure expertise with Ph.D. qualifications and teaching abilities, fostering collaboration; professional development opportunities and flexible staffing practices maintain an optimal teacher-student ratio and high-quality education delivery, with programmes balancing full-time and complementary staff to meet qualification objectives and academic and professional practice standards.

The panel evaluates that the teaching staff in the Accounting and Finance, International Relations and Management Information Systems programmes demonstrate advanced academic qualifications, predominantly holding doctoral degrees. They actively engage in continuous professional development, staying updated on evolving economic, social, and political landscapes through participation in conferences and publication in academic journals. This commitment to academic excellence aligns with the quality requirements of the study programmes, with the university implementing specific measures to verify and further enhance the qualifications of faculty members.

The pedagogical qualifications of teaching staff across the Accounting and Finance, International Relations, and Management Information Systems programmes are primarily acquired through traditional methodologies. Junior faculty members benefit from mentorship provided by senior staff, observing lectures, assisting in course preparation, and participating in teaching activities. This collaborative environment encourages the sharing of teaching experiences among staff members. Additionally, some faculty members have pursued

pedagogical courses during their academic studies, further enhancing their teaching capabilities.

The panel considers that the regular qualification of the teaching staff lacks written documentation, necessitating the establishment of a verification procedure by the HEI. This procedure should be integrated into the quality management system, with specific measures implemented to ensure qualification verification and mandatory training procedures.

Therefore, the panel stipulates the following **condition**:

- **The HEI sets up regular verification procedures to confirm faculty qualifications, aligning with specific measurement tools under the quality management system and implements mandatory training programmes for faculty development.**

Regarding the training of teaching staff, **the panel suggests following the guidelines outlined by YÖK** in their 'GUIDE FOR APPLICATIONS REGARDING EDUCATION AND TEACHING PROCESSES DURING THE GLOBAL PANDEMIC.' The guide emphasizes enhancing academic staff's online teaching competencies through standards setting, training initiatives, and 'training for trainers' sessions, aimed at improving overall teaching quality. Faculty in Accounting and Finance, International Relations, and Management Information Systems bring diverse practical business experiences as consultants, project coordinators, managers, and trainers, enriching their teaching with real-world insights. Integrating these experiences into coursework fosters lively discussions and enhances students' understanding of applying business theories to practical scenarios. Therefore, the panel recognizes that the practical business experience of the faculty aligns well with the programme's objective of bridging theory and practice.

The faculty across Accounting and Finance, International Relations, and Management Information Systems departments collaborate to refine existing modules and innovate new ones, leveraging their diverse backgrounds and routinely exchanging insights in department meetings. Through coordinated efforts, they host joint conferences, seminars, and training initiatives, fostering interdisciplinary learning and enriching the curriculum. With a focus on aligning modules with overarching qualification objectives, regular meetings among programme instructors are conducted.

The panel **recommends** reviewing the number and placement of committees involved in decision-making processes, advocating for decentralized decision-making to enhance responsiveness.

Departments are encouraged to take on decision-making authority for minor restructuring and the implementation of new initiatives, fostering adaptability and sustainability. Strengthening internal coherence is prioritized to effectively integrate emerging scientific developments and phase out outdated practices.

The panel acknowledges the prioritization of student support across all programme departments, offering pre-teaching events, academic advisors, and diverse skill-enhancing activities such as educational trips and seminars. Faculty commitment extends beyond office hours with personalized course advising and active social media engagement, fostering high student satisfaction. Therefore, **the panel evaluates that faculty members exceed quality**

**requirements by being available for students** outside specified office hours, leading to students being fully content with the support they receive.

CIU strengthened its virtual learning infrastructure by integrating BigBlueButton into the Moodle LMS, providing flexible online and face-to-face courses alongside 24/7 student support services.

The Accounting and Finance department utilizes BigBlueButton in their learning management system for flexible course delivery, while the International Relations programme emphasizes face-to-face teaching with contingency plans for online education, supported by dedicated distance education services and virtual classrooms.

The panel evaluates student support in distance learning, highlighting the effective use of flexible individual study counseling and methods to enhance learning processes, meeting quality standards. Not relevant for the Management Information Programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.1 Faculty</b>					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)				CON	
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)				X	

## 4.2 Programme management

### Programme Director (Asterisk Criterion)

#### For all programmes

As a programme director, the head responds to the students' needs and concerns, manages budgets with the Faculty Budget Coordinator, develops class schedules (with the Faculty Course Coordinator) and the Programme Internship Coordinator to update the guidance details for the students, and organizes departmental functions. The efforts also include the maintenance of facilities and equipment and the supervision of departmental staff. To be aware of the needs and concerns of the students, the head regularly meets with student representatives of the three programme departments.

The programme director regularly meets with the department staff to discuss conferences (dates, venue, etc.), seminars, the list of the people who will be invited to the department and

arranging certificate programmes. The meetings include discussions about the weaknesses and the strengths of the department (identifying areas where the department can excel in teaching, research, and services) and about the coaches of academic advisors. The head also comes together with collaborative faculty teaching staff to discuss the topics and needs of students to maintain a well-designed, forward-looking curriculum according to the programme's needs. In summary, the programme director encourages an integrated end experiential learning environment and fosters critical and strategic thinking, research-based reasoning, the consciousness of life-long learning, usage of improved technology, effective communication, ethical decision-making, and social responsibility to the public and environment. Overall responsibilities of the head are discussed with the dean at the beginning of each semester.

## **Process organization and administrative support for students and faculty**

### **For all programmes**

CIU provides robust administrative support across several units, incorporating feedback from faculty and students during their developmental phases. Key units include:

- Student Development and Counselling Centre: Enhances students' physical and psychological health, supports career shaping, organizes sports events, club projects, and career days.
- Human Resources Department: Manages job advertisements, hiring, orientation, on-the-job training, and social rights information for personnel.
- Computer Centre: Supports electronic services for academic and administrative units, ensuring high-quality communication and practical use of technology.
- Campus Department: Maintains accommodation, gardens, security, and dormitories for students.
- Library: Provides access to books, magazines, and electronic sources, with inter-unit cooperation for unavailable resources.
- Public Relations and Corporate Communications Department: Informs and conducts projects on university activities locally and internationally.
- International Office: Facilitates international collaborations and student exchanges.
- Accounting Department: Manages financial matters for personnel and student fees.
- Marketing Department: Promotes university recognition and sustainability efforts.

These units benefit from institutional support through ongoing professional development and electronic service support, crucial for uninterrupted operations in the digital age. The Advisory Board, consisting of university leaders and elected professors, guides CIU in achieving its national and international educational goals.

CIU's Advisory Board consists of the Rector, Vice-Rector, Deans, and three elected professors from various fields. The goal of the Advisory Board is to assist the University in achieving its vision of becoming a nationally and internationally recognised higher education institution.

The purpose of the University Advisory Council is to:

- understand and advocate for the mission and vision of the College and its needs,
- provide an academic perspective on all College,
- activities,
- identify issues of importance to the future of the College,

- provide guidance and advice and offer critical and supportive advice,
- provide assistance and support in any form,
- review the College's plans and provide insight into the concepts of competing institutions.

The Advisory Council shall report all of its activities to the Board of Trustees. The Faculty Advisory Council, on the other hand, consists of the Dean of the Faculty, the department chairs, a professor, an associate professor and an assistant Professor.

The goals of the Advisory Board are:

- Promote and support the quality, educational facilities and programme for students,
- bridge the gap between industry and the programmes,
- develop and implement innovative programmes that benefit the programmes and better serve industry,
- provide advice and vision for the programmes.

The committee shall report all activities to the Rector.

### **Appraisal:**

As a programme director, the head oversees all aspects of student needs, budget management, curriculum design, and faculty collaboration to promote experiential learning, critical thinking, and ethical decision-making. Regular meetings with stakeholders and department staff ensure ongoing improvements and strategic planning, reviewed with the dean each semester. At CIU, administrative units like Student Development, Human Resources, and the Computer Center support operations, while departments such as the Library, Public Relations, and Marketing serve distinct functions. Advisory boards and specialized committees contribute to maintaining educational standards and strategic direction.

**The panel recognizes the programme director's proactive efforts in facilitating the holistic advancement of the study programme, ensuring the engagement of all relevant stakeholders exceeding quality requirements.**

The panel has also observed a high degree of bureaucracy and increased efforts in committees and decision-making boards. Therefore, **it recommends granting the highly dedicated Programme Director certain freedom and simplified decision-making processes to further support this motivation and the positive internal developments.**

CIU's programme directors exhibited exceptional leadership during the FIBAA accreditation, demonstrating efficiency, motivation, and collaboration to uphold high standards of quality. Their efforts have enhanced CIU's reputation and commitment to excellence in education. Student feedback is pivotal for ongoing programme evaluation, with recent discussions reflecting predominantly positive sentiments about management improvements and effective communication channels fostering a supportive environment for continuous enhancement.

In order to strengthen the framework for YOK and YODAK, it's recommended to document the process and complete flowcharts for clarity in future endeavours. **The panel suggests enhancing student involvement by including at least two student members in each relevant committee, proportionate to the size of the committee.**

Student feedback highlighted excellent support from teaching staff, strong commitment from educators, a professional alumni network, and minimal downtimes. However, areas needing improvement include transportation to the university, module description adjustments, support for navigating initial studies, financial assistance, communication clarity for disabled students' compensation, designated faculty contacts, and elective alignment with the curriculum.

The panel acknowledges the administration's support for faculty and students in programme organization, emphasizing sufficient administrative staff. Decision-making processes involve teachers and students, with enhanced personal counseling through electronic services. Ongoing professional development opportunities are available for administrative staff.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty				X	

### 4.3 Cooperation and partnerships

#### **Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)**

##### **For all programmes**

YOK and YODAK recognize CIU, playing key roles in maintaining and enhancing the quality of Turkish higher education and driving quality assurance development. The university holds full memberships with prestigious institutions like the Federation of the Universities of the Islamic World (FUIW), The European Council for Business Education (ECBE), and others listed, bolstering its international position and enabling continuous improvement in research, teaching, and global policy development.

CIU collaborates extensively with academic institutions worldwide, including Michigan State University, University of Jordan, and others across Europe, Asia, and Central Asia. These collaborations enhance students' international perspectives and skills in communication, creativity, strategic thinking, and adaptation to diverse cultures. Additionally, students develop core competencies for lifelong learning and global ethical perspectives applicable to public, business, and environmental contexts, while effectively utilizing international information technologies.

#### **Cooperation with business enterprises and other organizations (Asterisk Criterion for educational and vocational programmes, franchise programmes)**

##### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The department of Accounting and Finance has several cooperation with enterprises and organizations. Close contacts with local associations and businesses help improve students' performance. The Accounting and Finance programme has several cooperation with local organizations and accounting companies like G. Saydam Company for Accounting, Güzey

Şemsettin and Co., Levent Company group, and Nova Bank. Joint seminars and training programmes are organized, and these organizations help students gain information on practical aspects of using accounting software and enhance their knowledge of auditing in business.

Furthermore, Nova Bank, G. Saydam Accounting Company, and Levent Company group are providing students with internship opportunities in various areas. Also, graduate students could find employment opportunities in such organizations. Both groups of students gain the chance to practice their theoretical knowledge in these organizations, develop interpersonal, communication, and strategic thinking skills, and learn the importance of lifelong learning with an understanding of ethical issues. In addition, the Levent Company group provides opportunities for research and field study for accounting and finance students.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations program is a full member of the European Consortium for Political Research (ECPR). Furthermore, the Department has informal ties with international bodies on the island which makes it possible to invite practitioners to interact with students (Please see Table 5.1). In addition, ad hoc site visits are organized to visit local authorities such as the Ministry of Foreign Affairs, Parliament as well as civil society organizations' premises to expose students to practical aspects of international relations.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The department of Management Information Systems collaborates closely with enterprises and organizations to enhance student performance. Partnerships include local entities like The Management Centre of the Mediterranean, HASDER (The Folk Arts Association), Bilmark LTD. (Logo Yazılım), Kıbrıs Mikro Destek, and Levent Motor LTD. These collaborations have led to significant initiatives such as organizing the "19th European Conference on Digital Government" and "International Project Management Day" events. Students actively participated in developing an online dance competition platform for HASDER and gained practical experience through summer training at software companies like Bilmark LTD. and Kıbrıs Mikro Destek, where they engage with various software solutions and business processes, including transaction processing systems and customer relationship management. Additionally, collaborations with Levent Schools aim to develop integrated management information and decision support systems software, providing students with valuable practical skills, interpersonal development, and career opportunities upon graduation.

#### **Appraisal:**

CIU is endorsed by YOK and YODAK, enhancing Turkish higher education quality, while its global memberships and collaborations with universities like Michigan State University and The University of Jordan enrich student learning through international perspectives and opportunities for academic mobility, promoting skills in communication, strategic thinking, and global ethics. **The panel acknowledges the programmes' efforts to enhance collaboration with other HEIs and suggests further support and strengthening of programme heads by the HEI.**

**The panel acknowledges the comprehensive documentation** and active pursuit of cooperation with HEIs and academic institutions, ensuring quality standards are maintained

and positively impacting the implementation of study programmes, thus enhancing student development.

Additionally, the department of Accounting and Finance collaborates with local enterprises, facilitating joint seminars, training programmes, and internships. Similarly, the Management Information Systems department partners with local and international organizations, organizing events and projects such as international conferences and online platforms, offering students practical experience and employment opportunities. **The panel acknowledges the well-documented scope of cooperation with business enterprises and relevant institutions for the programme, highlighting the active pursuit of agreements with clear impacts on programme conception and implementation.** These collaborations contribute significantly to student development, with the HEI ensuring quality standards are met for any external involvement in the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)				X	
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		INRE

#### 4.4 Facilities and equipment

##### **Quantity, Quality and Media and IT equipment of Teaching and Group Rooms (Asterisk Criterion)**

CIU is currently situated five kilometres from the city centre of Nicosia. The campus of the University involves educational and scientific buildings as well as dormitories, sports facilities and buildings for social activities. The student capacity of the classrooms differs between 20 and 70. Exam capacity is 60 % (max) of class capacity. There are also a few lecture theatres with a capacity of up to 250 students. All classrooms are equipped with projectors and are climatised. Wireless network access has been established at many points and covers all the buildings and cafeterias.

The infrastructure is improved according to the needs of disabled students. These improvements may include the installation of ramps, elevators, and other mobility aids, as well as adjustments to classroom seating arrangements and other accommodations that allow for greater accessibility and ease of use. By prioritizing the needs of disabled students in its infrastructure planning, the institution demonstrates its commitment to ensuring that all students have equal opportunities to succeed and thrive within the academic community.

**Table 23: Classrooms and lab facilities with their size and normal seat capacities**

Çevik Uraz Building							
Ground Floor Description				First Floor Description			
Class room	Area [m <sup>2</sup> ]	Type	Student Capacity	Class room	Area [m <sup>2</sup> ]	Type	Student capacity
CU101	58	Medical laboratory	11	CU 216	70	Class	35
CU 102	74	Medical laboratory	14	CU 217	60	Class	24
CU 103	76,5	Medical laboratory	15	CU 218	70	Class	35
CU 104	59,5	Medical laboratory	11	CU 221	70,3	Class	35
CU 105	25	Medical laboratory	5	CU 223	70	Class	35
CU 106	28,4	Medical laboratory	5	CU 224	70	Class	35
CU 107	62,3	Class	31	CU 225	70	Class	35
CU 109	65	Class	32	CU226	70	Class	35
CU 110	102	Class	51	AMFI3	307,3		200
CU 111	103,3	Class	51				
CU 112	63,3	Class	33				
CU 113	66	Class	60				
CU 113	44	Computer Lab.	12				
CU 125	18,4	Medical laboratory	3				
CU 126	13,3	Medical laboratory	2				
CU127	56	Medical laboratory	11				
CU128	48	Medical laboratory	9				
ANFI1	159	Class	105				
ANFI2	159	Class	105				
Class room	Area [m <sup>2</sup> ]	Type	Student Capacity	Class room	Area [m <sup>2</sup> ]	Type	Student capacity
CL104	75,0	Drawing	30	CL201	134,0	Drawing	53
CL 105	75,0	Drawing	30	CL202	157,0	Drawing	62
CL 108	70,0	Drawing	28	CL203	70,0	Class	35
CL 109	118,0	Computer Lab.	33	CL204	120,0	Com. Lab	34
CL 112	141,0	Chemistry Lab.	28	CL205	71,0	Class	35
CL 113	75,0	Drawing	30	CL206	142,0	Class	94
CL 114	75,0	Drawing	30	CL207	157,0	Class	104
CL 115	51,0	Medical Lab.	10	CL208	135,0	Class	90
Educational Center							

Ground Floor Description				First Floor Description			
Class room	Area [m <sup>2</sup> ]	Type	Student Capacity	Class room	Area [m <sup>2</sup> ]	Type	Student capacity
EC101	65,7	Class	40	EC201	96,1	Class	64
EC103	120,4	Drawing	48	EC203	119,8	Class	80
EC104	166,7	Med. Lab.	40	EC204	120,3	Class	80
EC105	91,0	Class	48	EC205	121,3	Class	80
EC106	64,3	Chemistry Lab.	31	EC206	90,4	Med. Lab	30
EC107	74,8	Court Hall	34	EC207	90,0	Med. Lab	30
EC108	74,4	Class	56	EC208	90,0	Class	64
EC109	122,1	Drawing	48	EC209	122,1	Class	80

Graduate Studies and Education Building							
Ground Floor Description				First Floor Description			
Class room	Area [m <sup>2</sup> ]	Type	Student Capacity	Class room	Area [m <sup>2</sup> ]	Type	Student capacity
GE101	84,4	Class	50	GE201	149,0	Class	119
GE102	78,9	Class	48	GE202	72,5	Class	49
GE120	65,5	Computer Lab	31	GE211	68,6	Class	47
GE121	76,3	Computer Lab	36	GE212	110,3	Class	108
GE122	60,8	Class	42	GE233	81,3	Class	70
GE134	78,0	Class	50	GE234	58,1	Class	40
GE135	51,0	Class	36	GE235	53,1	Class	36
GE138	66,4	Class	65	GE236	57,0	Class	41
GE139	75,0	Computer Lab	35	GE237	38,6	Lab	8
				GE238	41,5	Lab	20

Education and Humanities Building											
Ground Floor Description				First Floor Description				Second Floor Description			
Class room	Area [m <sup>2</sup> ]	Type	Student Capacity	Class room	Area [m <sup>2</sup> ]	Type	Student capacity	Class Room	Area [m <sup>2</sup> ]	Type	Student Capacity
EH 101	49,1	Class	20	EH 201	49,1	Class	20	EH 301	253	Class	169
EH 102	49,1	Class	20	EH 202	49,1	Class	20	EH 308	72,3	Class	36

EH 103	49,1	Class	20	EH 203	49,1	Class	20	EH 309	98,1	Class	49
EH 104	49,1	Class	20	EH 204	49,1	Class	20	EH 310	98,1	Class	49
EH 105	49,1	Class	20	EH 205	49,1	Class	20	EH 311	98,1	Class	49
EH 106	49,1	Class	20	EH 206	49,1	Class	20	EH 312	91,7	Class	45
EH 107	72,3	Class	36	EH 207	49,1	Class	20	EH 313	78,8	Drawing	16
EH 110	49,1	Lab	20	EH 208	49,1	Class	20	EH 314	78,8	Class	39
EH 111	98,1	Class	49	EH 210	98,1	Com. Lab.	28	EH 316	34,9	Class	14
EH 114	28,4	Medical Lab.	5	EH 211	98,1	Com. Lab.	28	EH 317	77,5	Music Lab.	10
EH116	49,1	Class	20	EH220	49,1	Class	20	EH 325	49,1	Class	20
EH 117	49,1	Class	20	EH 221	49,1	Class	20	EH 326	38	Com. Lab.	20
EH 118	49,1	Class	20	EH 222	49,1	Class	20	AMFI4	353,7	Class	210
EH 119	49,1	Class	20	EH 223	49,1	Class	20				
EH 120	49,1	Class	20	EH 224	49,1	Class	20				
EH 121	87,8	Com. Lab.	28	EH 225	49,1	Class	20				
EH122	21,8	Meeting Hall	8								

Science and Technology Building – ST Building							
Ground Floor				First Floor			
Classroom	Area [m2]	Type	Student Capacity	Classroom	Area [m2]	Type	Student Capacity
ST101	114,6	Class	57	ST230	86,4	Com. Lab	25
ST102	112,5	Class	56	ST231	121,4	Com. Lab	35
ST103	112,1	Class	56	ST232	122,3	Com. Lab	35
ST104	112,5	Class	56	ST233	163,9	Class	109
ST105	112,5	Class	56	ST234	120,8	Com. Lab	35
ST106	81,2	Class	40	ST235	122,0	Com. Lab	35
ST107	84,3	Class	42	ST236	205,0	Class	137

ST108	86,5	Class	43	ST237	259,5	Class	173
ST109	86,8	Class	43	ST262	86,6	Com. Lab	25
ST110	172,5	Class	115	ST263	290,5	Class	194
ST111	110,4	Class	55	STB20	159,9	Eng. Lab	30
ST112	86,0	Class	43	STB21	35,3	Eng. Lab	7
ST113	85,9	Class	42	STB22	54,6	Med. Lab	10
ST114	30,2	Med. Lab	6	STB23	41,4	Med. Lab	8
ST115	85,9	Class	42	STB24	103,8	Med. Lab	20
ST116	85,3	Class	42	STB25	102,6	Med. Lab	20
ST117	112,1	Class	56	STB26	104,5	Med. Lab	21
ST118	112,5	Class	56	STB28	12,7	Med. Lab	1
ST119	112,1	Class	56	STB29	27,7	Med. Lab	3
ST120	112,5	Class	56	STB30	116	Eng. Lab	23
ST121	112,5	Class	56	STB30B	71,0	Eng. Lab	14
ST122	81,5	Class	40	STB31	181,1	Eng. Lab	36
STB01	58,6	Eng. Lab.	11	STB32	131,4	Eng. Lab	26
STB02	74,4	Eng. Lab	14	STB33	47,2	Eng. Lab	9
STB03	50,8	Eng. Lab	10	STB33C	17,9	Eng. Lab	3
STB04	88,2	Eng. Lab	17	STB33D	15,7	Eng. Lab	3
STB05	19,0	Eng. Lab	18	STB34	142,0	Eng. Lab	28
STB06	93,9	Med. Lab	12	STB34A	17,7	Eng. Lab	3
STB06A	61,9	Med. Lab	2	STB07A	106,0	Med. Lab	4
STB06B	13,8	Med. Lab	1	STB07D	22,8	Med. Lab	2
STB06C	9,2	Med. Lab	2	STB07E	13,4	Med. Lab	2
STB06D	13,2	Med. Lab	1	STB09			10
STB07	9,0	Med. Lab	21	STB09-10	14,8	Med. Lab	2
STB10	52,4	Eng. Lab	36	STB14	40,2	Eng. Lab	20
STB11	12,0	Eng. Lab	21	STB15	117,4	Eng. Lab	10
STB11-12A	180,0	Eng. Lab	2	STB16	104,2	Eng. Lab	26
STB11-12B	106,6	Eng. Lab	8	STB17	109,0	Eng. Lab	22
STB12	11,8	Eng. Lab	23	STB18	105,6	Eng. Lab	21

The Health Centre (HC), as another service, offers first aid service in case of emergency as well as full-time in-patient service when needed. CIU has an ambulance in order to transfer the patient to the Public Hospital. Shuttle Service, as a welfare service, has two different routes between the CIU campus and the city, which operates between 08:00-22:00 hours on weekdays and weekends. CIU Arena, one of the services considered, is the most advanced sports complex in North Cyprus. It spans a total area of 22,000 m<sup>2</sup> (closed area of 7,500m<sup>2</sup>

and an open area of 15,000 m<sup>2</sup>) and includes a semi-Olympic swimming pool, a 2,000-seat indoor sports hall, a fully-equipped 780m<sup>2</sup> fitness centre, a climbing wall, indoor squash courts, indoor 10m shooting range, and fitness area as well as an outdoor jogging track, football, tennis, volleyball, basketball, bocce, beach volleyball and handball courts. Dormitories have a superior status as the highest capacity ratio in proportion to the total number of the students at the University and social facilities.

### **Access to relevant literature (Asterisk Criterion)**

#### **For all programmes**

CIU Library, in line with the mission of university and library, aims to acquire, register and put into service all kinds of materials that will meet the information needs of academicians, students and staff, arising from both academic and special interest areas and provide suitable useful media. The library is continuously updated according to the needs of the departments and with the increase in the number of the students and staff, the resources are improved in each year.

CIU Library goal is to be at the centre of the academic and social life of the University. For this purpose, CIU library collection is able to serve different learning types and the material needs of users that may arise from their special interests.

At CIU, books are placed on open shelves and accordingly with Dewey Decimal Classification System. The library provides opportunities for students, academic and administrative staff to benefit from library services by joining for free. There is a collection consisting of books (75.619), e-books (coming from 297.366 databases of 3.556 libraries), e-journals (35.933 coming from data base of 15 libraries), conference proceedings (37.037), daily newspapers (4) and databases (10 subscription and 51 equal databases).

Cyprus International University Library offers its users up-to-date and scientific information resources in different formats and environments. It pays a high degree of attention to the use, protection and development of these resources. All information sources, especially printed or electronic books and journals, can only be used within the framework of copyright and information services based on these sources can be maintained. These rights are protected by relevant regulations and laws within national and international borders. All copyright regulations and laws limit the use of copyrighted publications outside of copyright holders to some extent. Unauthorised copying, reproduction of copyrighted publications, automatic downloads mean violating the legal rights of the copyright holder or affiliated rights holders. All copyright violations, whether intentional or unintentional, may be subject to sanctions by the copyright owner and/or intermediary institutions (publishers, content providers) on an individual and University basis.

An orientation programme is held in the beginning of each education year for the new students in order to introduce library services and knowledge sources.

The CIU Library is a member of ANKOS, KİTS, TÜBİTAK EKUAL, TÜBESS, Ulusal Toplu Katalog, Kıbrıs Üniversiteler Birliği (KÜB) and GETEM. It is also possible to reach all the electronic sources with the on-campus IP control system. The existing and new addresses and manuals of new databases are sent by e-mail to users. In addition, it is possible to scan printed materials that are available in the library by using the University's automated system.

Databases in the Electronic Sources of International Academic Certificate (ESIAC) Taylor and Francis: students and academic staff can read full text material from the journals covering fields including Physics, Mathematics, Technology, Pharmacy, Biology, Psychology, Business, Chemistry and Human Sciences.

Here is the list of subscribed databases by CIU Library:

#### Citation Indexes and Networks

- Scopus
- Web of Science
- TR Dizin
- Mendeley

#### Interdisciplinary & Multidisciplinary

- CAB Direct
- EBSCO (Academic Search Ultimate)
- EBSCO - Applied Science & Business Periodicals Retrospective
- EBSCO - eBook Academic Collection
- EBSCO – GreenFile
- EBSCO - Central & Eastern European Academic Source
- EBSCO - The Belt and Road Initiative Reference Source
- Elgaronline
- Emerald Premier eJournal
- JSTOR Archive Journal Content
- ProQuest Dissertations & Theses
- Springer Nature - Springer Link
- Taylor & Francis
- Wiley Online Library

#### Business and Economics

- EBSCO - Business Source Ultimate
- EBSCO - Business Periodicals Index Retrospective
- EBSCO - Regional Business News
- EIKON
- The Case Journal

#### Other Subject Areas (History, Art, Periodicals)

- EBSCO - Applied Science & Technology Index Retrospective
- EBSCO - Art Index Retrospective
- EBSCO - European Views of the Americas: 1493 to 1750
- EBSCO - Humanities & Social Sciences Index Retrospective
- EBSCO - Library Information Science & Technology Abstracts (LISTA)
- EBSCO - MasterFILE Complete
- EBSCO - MasterFILE Reference eBook Collection
- EBSCO - Newspaper Source Plus
- EBSCO – OpenDissertations
- EBSCO - Web News

- GETEM
- Springer Nature - Palgrave Macmillan Journals

### Open Access Databases

Open-access databases provide open information to all researchers. Open Access Databases include reference resources (dictionaries, encyclopedias, atlases, biographies), course resources (Open Textbook Library), e-books (Open Library, Directory of Open Access Books (doab)), e-journals (Directory of Open Access Journals (DOAJ), Dergi Park, Science Direct, IGI Global, Journal of Turkish Science Education (TUSED)), theses (Dart Europe, YOK Thesis Center, PQDTOpen), plagiarism (Dupli Checker, Search Engine Reports, Plagium) and freetime (Classic Cinema Online, Open Culture, Pera Museum Publications).

The rules and procedures concerning membership, borrowing and returning books, extending a loan, lost and damaged publications, reserved items, and cancellation are covered by the CIU Library regulations.

The library is open seven days a week and it provides a total of 101 hour of service to its users. The library is open between 08:30 to 24:00 (during weekdays), 10:00 to 22:00 (weekends) during the semester, and between 09:00 to 17:00 (weekdays) and it is closed in the weekends during the summer semester.

In the "Information Centre" building where the library is located there are 114 personal computers (PCs). The Information Centre is open seven days a week and 13 hours per day where students can access to internet facilities and access to electronic databases.

The relevant international databases for the teaching-learning curriculum are present. Access to e-books, e-magazines, conference proceedings and standard and full-text articles are available to users with library's membership. IP controlled access to all electronic sources in the campus is possible. Access addresses to present and new databases and user manuals are e-mailed regularly to users of the library. Wired LAN and Wireless internet access is available in the library building.

### **Appraisal:**

All classrooms feature projectors and air conditioning, with exam capacity restricted to 60% of class size, while computer labs and classroom details including sizes and capacities are available. The facilities meet programme standards with disabled access, free wireless internet, and support for blended-learning, ensuring modern multimedia requirements and comprehensive participant support. **The panel acknowledges based on the sight visit that the quality requirements are exceeded in terms of facilities.** The teaching rooms and labs are furnished with cutting-edge technology, including specialized equipment for activities like business games and virtual elements. Additionally, for blended-learning or distance learning programmes, students receive extra support beyond regular hours.

The CIU Library supports education and research with updated collections tailored to departmental needs, offering diverse materials such as books, e-books, journals, and electronic sources. It provides modern facilities, including computer labs, internet access, and orientation programmes for new students. Membership grants access to top databases, enhancing the educational experience, while stringent regulations ensure efficient resource

management. Operating seven days a week with extended hours during the semester, the library fosters a conducive environment for study and research, including amenities like a relaxation lounge, meeting students' needs for literature and digital resources as noted by the panel.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

## 4.4 Additional services

### Career counseling and placement service

#### For all programmes

The Career Centre at CIU assists students in planning their careers post-graduation, establishing partnerships with businesses, and organizing 'CIU Career Days' each academic year in December and April. These events feature guidance from academics and professionals on CV writing, interview techniques, and other aspects of professional life. The Centre also supports students interested in academic careers by providing information on postgraduate programmes, scholarships, overseas summer camps, and newly launched master's programmes, collaborating with educational consultants in Turkey, Northern Cyprus, and abroad.

#### Alumni Activities

#### For all programmes

The Alumni Organisation exists to keep CIU community together and to maintain links with students after graduation. All study programmes maintain communication with its alumni through the CIU alumni platform<sup>7</sup> as well as through personal communication and via different social media such as LinkedIn and Facebook and via email. On the website, there are sections that can lead students to give information about their jobs, companies they are working at and countries they are working in. Online information forms and questionnaires are used to obtain the information provided by the alumni for the improvement of the programme.

The introduction of the 'Graduate Community' software at CIU doubled alumni engagement from 1300 to 2800 within a year, facilitated by the efforts of a new director who successfully located one of the first graduates, with plans to expand the network further. These efforts underscore the initiative's success in strengthening ties among CIU alumni.

CIU meticulously plans and regularly conducts alumni activities to assess and enhance programmes, supported by ample staff resources dedicated to comprehensive alumni engagement and programme development.

<sup>7</sup> see: <https://www.ciu.edu.tr/en/alumni> (last access April 26, 2024)

## **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The Management Information Systems department maintains regular contact with graduates, updating their business information each semester and seeking feedback for future plans. The Alumni Organization ensures continued engagement with CIU graduates through satisfaction surveys and platforms like LinkedIn and Facebook, where alumni share their career details and provide feedback on the B.Sc. programme's impact on their professional lives, highlighting satisfaction with the quality of education and guidance received.

### **Appraisal:**

The Career Centre at CIU offers comprehensive support to students in planning their post-graduation careers through various services, including collaboration with businesses, organizing career days, providing guidance on CV writing and interviewing techniques, and facilitating access to academic and scholarship opportunities domestically and internationally, while also fostering partnerships with educational consultancy firms. **The panel commends the HEI for offering robust career counseling and placement services** to students and graduates, thereby enhancing their employability, with adequate provision of resources to support these initiatives.

The CIU Alumni Organization enhances connections between graduates and the university community via the website and social media, using alumni feedback from satisfaction surveys and online platforms to improve programmes. Graduates praise all programme's educational quality and guidance, often achieving swift employment post-graduation. The Management Information Systems department maintains ongoing contact with alumni, updating their details and seeking input for future initiatives.

**The panel finds that alumni activities exceed** quality requirements with long-term planning, regular execution, active use in programme assessment and evolution, and ample resource support.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service				X	
4.5.2	Alumni Activities			X		

## **4.5 Financing of the study programme (Asterisk Criterion)**

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

Financial planning and financing of the programme are reported at the beginning of the academic year according to the requirements of the Accounting and Finance programme, and the growth of the student population is submitted to the Dean of the Faculty for review, then to the Rectorate and later on to the Board of Trustees for the approval.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

Financial planning and financing of the programme is reported at the beginning of the academic year according to the requirements of the International Relations programme and the growth of the student population which is being submitted to the Dean of the Faculty for review, then to the Rectorate and later on to the Board of Trustees for approval.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Financial planning and financing of the programme is reported at the beginning of the academic year according to the requirements of the Management Information Systems programme and the growth of the student population which is being submitted to the head of school for review and later on to the Board of Trustees for the approval.

#### **Appraisal:**

Financial planning and funding for all programmes are submitted at the beginning of each academic year, aligning with their unique program requirements. The growth of student numbers undergoes evaluation by programme heads and is subsequently presented to higher authorities, such as the Dean, Rectorate, and Board of Trustees, for approval.

The panel observes that the programme's income guarantees that every group of students commencing studies within the accreditation period can successfully finish the programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

## **5. Quality assurance and documentation**

### **For all programmes**

The CIU Quality Board carries out quality and internal audit studies. Additionally, the CIU Quality Board with ESG and Turkish NQF-HETR standards, guiding institutional evaluations through the THEQC's 14 criteria and 46 sub-criteria in categories like Leadership, Governance, Learning, Teaching, Research, Development, and Service. Utilizing the Plan-Do-Check-Act (PDCA) cycle for continuous improvement, CIU systematically identifies areas for enhancement, implements targeted changes, and evaluates their effectiveness. Chaired by the Rector, the commission includes academic, administrative, and student representatives, overseeing quality assurance through direct relationships with units and programme-level assessments conducted by Academic Unit Quality Board.

Stakeholders, including students, employees, and industry, collaborate closely to enhance quality through continuous improvement initiatives informed by student surveys and industry feedback. The University's Strategic Plan and Quality Outcomes uphold international standards, overseen by the CIU Quality Board, ensuring faculties and administrative units adhere to robust quality assurance systems for ongoing enhancement. This is because quality is a critical factor in guaranteeing long-term success. In this regard, the issues concerning the quality assurance system and the development of programmes of CIU can be given as follows:

- A – Quality Assurance System
- B – Student-centred Education and Learning
- C – Research and Development
- D – Contribution to Society

Therefore, the Quality Board has the following duties and responsibilities<sup>8</sup>:

- 1) To evaluate educational and research activities and administrative services, and establish the internal and external quality assurance system of the institution related to the evaluation and quality improvement of its services in line with the targets of the University,
- 2) to identify, develop, and update institutional indicators,
- 3) to ensure the implementation of the preliminary evaluation procedures for institutional internal and external evaluation,
- 4) to inform the units about the internal and external evaluation criteria and method, and provide training,
- 5) to evaluate the work programme of the units, to follow the operation of the quality system university-wide activities aimed at increasing the quality and efficiency of the University and to submit these studies to the Senate for approval,
- 6) to prepare a report on the improvement of the deficiencies identified in the results of the surveys and submit it to the Rectorate,
- 7) to prepare a report on the improvement of the defects determined in the results of the surveys and submit them to the Rectorate,
- 8) to carry out internal evaluation studies, to create and review the annual institutional evaluation report containing the results of institutional evaluation and quality improvement studies, to prepare summary feedback reports, to submit to the Senate by the Rectorate, and to ensure that the approved annual institutional evaluation report is shared through appropriate channels,
- 9) to support the preparation of external evaluation reports, to examine and evaluate the reports.

Moreover, for increasing efficiency and speed in the management system, the use of Information Technologies (IT) in the operations gains more importance. In addition to the online Student Information System (SIS), the University also uses the Student Recruitment System (SRS). Similar systems are under construction for other units of the University for speeding up the administrative processes and obtaining healthy performance measures. All experience and knowledge learned in this endeavour will be used to achieve better, transparent and institutionalised organisation structure for improving student and employee satisfaction.

Cyprus International University has a quality assurance and development criteria that give shape to the content, processes and outcomes of the programmes. In this regard, these criteria are used to continuously control and monitor the quality of programmes.

CIU takes into account the quality control processes given below:

- Analysis of collaboration agreement and its effects on curriculum
- Analysis of active participation of students in education

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<sup>8</sup> see: Working Procedures and Principles Directive of the Quality Assurance Board, Article 7

- Ongoing monitoring of courses
- Assessment of students and teachers
- Outcome based teaching and learning, assessment and evaluation.

Moreover, CIU ensures that its academic programmes are accredited by international accrediting bodies. In this respect, The Academic Board has responsibility for the quality management of academic programmes. It approves the programmes and the table of contents of courses with an ongoing review process.

CIU also follows a curriculum proposal and update process to design or update curriculums. The process starts with the proposed curriculums offered by the academic staff. Then, the Academic Board discusses the proposed curriculum and gives feedback to the department. At the end of each academic semester, the success of the curriculum in achieving both the intended learning outcomes and the proposed teaching techniques is analysed. If there are some issues to be added, these issues such as an additional learning outcome or a new teaching technique are discussed in the academic board meetings to address the contemporary needs of the curriculum. However, during the interviews, the panel noted slight differences between the contents in the documentation and the contents presented.

## 5.2 Instruments of Quality Assurance

### Evaluation by Students

#### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

Regular student evaluations at CIU include semester-end assessments, satisfaction surveys, and graduation surveys to collect comprehensive feedback. The university's student representative programme ensures student involvement in decision-making processes, where representatives participate in meetings and contribute to decisions affecting their departments.

Since 2021 CIU has implemented an annual structured survey to measure student satisfaction, with results shared by the President of the Board of Trustees via email to all students. In addition to overall satisfaction, students evaluate instructors and courses through surveys, providing valuable feedback for continuous improvement. This ongoing evaluation process helps instructors enhance course effectiveness and adapt to the dynamic educational landscape. Moreover, satisfaction levels with CIU's services and offerings are analysed through dedicated surveys, while the graduation survey focuses on programme outcomes and departmental strengths and weaknesses. Insights from these surveys inform regular updates to the Accounting and Finance programme to ensure it meets current educational standards.

#### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

Evaluation by the students is carried out on a regular basis. At the end of each academic semester, evaluation, satisfaction, and graduation surveys are conducted to gather information from students. In accordance with the evaluation surveys, students evaluate the instructor and the course. The results of student evaluations of courses are reported to the instructors. Therefore, the instructor can always have a chance to improve the efficiency of courses. As a result, it can be said that the evaluations by students help CIU to have an ongoing course monitoring process in today's highly dynamic educational environment.

The levels of satisfaction regarding the services and prospects that CIU provides, on the other hand, are analysed via the satisfaction survey. Programme qualifications, outcomes of business administration, the strengths and weaknesses of the department are also analysed through the graduation survey. In this respect, by considering the survey results, International Relations programme is developed on a regular basis to meet contemporary educational needs.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Evaluation by the students is carried out on a regular basis. At the end of each academic semester, evaluation, satisfaction, and graduation surveys are conducted to gather information from students. Each year, the President of the Board of Trustees shares the survey results via e-mail to all university students. In accordance with the evaluation surveys, students evaluate the instructors and the courses. The results of student evaluations of courses are reported to the instructors.

Therefore, the instructor can always have a chance to improve the efficiency of courses. As a result, it can be said that the evaluations by students help CIU to have an ongoing course monitoring process in today's highly dynamic educational environment. The levels of satisfaction regarding the services and prospects that CIU provides, on the other hand, are analysed via the satisfaction survey. Programme qualifications, outcomes of Management Information Systems, and the strengths and weaknesses of the department are also analysed through the graduation survey. In this respect, by considering the survey results, the Management Information Systems programme is developed on a regular basis to meet contemporary educational needs.

### **Evaluation by Faculty**

#### **For all programmes**

Faculty of Economics and Administrative Sciences has a questionnaire regarding the working conditions and facilities provided to the teaching staff. Heads of departments analyse the results of the questionnaire. Then, heads of departments report the results of the questionnaire to the dean of faculty, who is primarily responsible for solving problems that may arise within the faculty. Finally, the Dean of faculty solves problems by recognizing activities to be carried out.

It is also important to emphasize that quality assurance is one of the most critical factors that highlights strategies for teaching staff to help their students succeed. Indeed, there is a very close relationship between quality assurance and success. This is because quality assurance provides advances in student learning opportunities. Teachers use quality assurance to ensure effective teaching in the university. In this regard, teachers prepare a syllabus for each course. These syllabuses include data concerning the grade-evaluation method, learning outcomes, course objectives, preparation and reading list, and teaching techniques. Thus, teachers commit to adhering to the principles of the course outline. As a result, they provide teaching and assessment plans to students throughout their education. CIU staff uses evaluation, satisfaction, and graduation surveys to enhance productivity in teaching. Different types of feedback are obtained mainly from the evaluation surveys. To illustrate, students can need a new topic to be added to learning outcomes, or a further reading list, which will increase the total workload, can be added.

Thus, CIU academic staff always receives student feedback and uses it to redesign course outlines.

### **External Evaluation by Alumni, Employers, and Third Parties**

Evaluations by the alumni, employers, and third parties are performed at the end of each academic semester. These evaluations are done to get feedback to increase the university's quality performance. Data are collected from the alums, employers, and third parties through interviews. According to the interview data, the suggestions are listed and considered to strengthen the department. Indeed, CIU obtains feedback from graduates regarding the structure of academic programmes.

CIU also works closely with employers, especially regional ones, to diversify education to meet their needs. As a result, evaluations play a critical role in the quality development of the department.

## **5.3 Programme documentation**

### **Programme Description (Asterisk Criterion)**

General information about the study programmes, the curriculum and the academic calendar is provided on CIU's website. The course syllabi are given to the students at the beginning of the semester and uploaded to the Moodle platform. The study and examination regulations can also be found in Moodle.

The documentation covers important programme policies and procedures, such as course content, grading criteria, attendance requirements which take place on syllabuses and vary from lecture to lecture. All these procedures are announced to the students at the beginning of each academic semester verbally and via Moodle (student course portal). The study programmes also have internship regulation which involve all requirements that the students are supposed to fulfil as well as internship documents, which were prepared in accordance with the regulation.

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The Accounting and Finance programme, part of the Faculty of Economics and Administrative Science at CIU, prepares students to excel in the globalized and competitive landscape of industry, trade, banking, and finance sectors. Emphasizing European Union norms and fostering creativity and social responsibility, the faculty aims to equip students with a robust academic foundation and professional skills.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations programme at CIU provides clear documentation on key policies and procedures, such as attendance and internship regulations, accessible via the university's website and Moodle. The programme equips students with strong analytical, research, and communication skills, emphasizing interdisciplinary knowledge and ethical awareness. Advanced courses cover various aspects of International Relations, preparing students to be dynamic and responsible team players. Graduates are well-prepared for diverse careers, possessing a comprehensive understanding of global studies and the ability to integrate insights from multiple disciplines.

## **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

The Management Information Systems (MIS) programme at the School of Applied Sciences provides comprehensive documentation on key policies and procedures, such as attendance and internship regulations, which are communicated to students via the university's website and Moodle platform. The programme focuses on building strong academic foundations and practical skills, incorporating real-life projects and internships that reflect current technological advancements. It emphasises analytical thinking, research skills, and strategic creativity, preparing students for dynamic roles in various sectors. Graduates are well-equipped for careers in information management, software development, consultancy, and entrepreneurial ventures, while also addressing ethical, environmental, and societal issues.

Regarding activities, which take place in the academic year, documentation is first done by filling in Public Relations and Corporate Communication Directorate Event Request Form and send it to the Head of the School for approval. Then, the forms are sent to department of public relations and publicity through rectorate. The announcement of the activities is done on memorandums on CIU website and CIU official social media accounts. Finally, these activities are recorded by the secretary of the department after having been controlled by department head. It is also important to emphasise that these activities are published in an annual report.

### **Information on activities during the academic year**

#### **For all programmes**

The Research and Development Conference outlines goals and fundamental frameworks for upcoming activities. It includes various sporting, academic, and social events for students. Each semester's activities are documented based on conference outcomes. Academic staff report their activities to the Department Chair, who forwards them to the Faculty Dean. The department secretary records these activities under the Chair's supervision.

In general, activities which take place during academic years can also be given as follows:

- Academic staff attends regional and international conferences/symposiums regularly.
- Meetings are arranged regularly for the faculty's academic staff to inform them about new topics. To illustrate, an instructor can participate in the conference. The instructor presents the new topic discussed during the meeting session at the conference.
- Studies regarding international standards are done to get certified to ISO's management system standards. This is because the CIU would like to increase the efficiency of the activities in the faculties. Indeed, as outlined in the Strategic Plan prepared by the University Rector's Office, Academic Accreditations and Quality Management Systems have an essential role in providing better services and education to the students and employees.
- Apart from students' education, many social and sports activities spice students' lives within the campus facilities. Social activities and festivals such as city walking tours, swimming festival, 'Orientation Days' (for newcomers), Spring Festival' and 'New Academic Year Festival' (to enjoy students), Library Week' (for culture and art enjoyment), and 'International Night' (to make students socialize and learn about different cultures) are organized.

To sum up, CIU gives importance to not only students' academic development but also their cultural and social development. In this context, various activities and festivals organized by authorities at CIU help students to be social, develop their personality and practical skills, encourage their leadership qualities to emerge, and gain the ability to identify and solve problems.

### **BACHELOR IN ACCOUNTING AND FINANCE [ACFN]**

The Accounting and Finance Department at CIU has organised various conferences and events over the years. Highlights include the "Power of Women in Business" event, featuring a local entrepreneur; a series of talks on business progress and HR management with speakers from Turkey; and several Trademaster Trading Competitions, where students make investment decisions in virtual environments. Other events include an entrepreneurship competition and a debate on cryptocurrencies versus gold, showcasing students' research and discussion skills on contemporary financial topics.

The Department of Accounting and Finance at CIU has actively engaged with the Chamber of Industry and Chamber of Commerce in Nicosia to foster collaborations. They have organized various student activities, including seminars and panels. Highlights include a seminar on gender quotas, guest lectures by entrepreneurs and business consultants, and discussions on topics like water crisis management and sustainable development. Notable events also featured talks on the ecological footprint of farming businesses and economic aspects of violence against women.

### **BACHELOR IN INTERNATIONAL RELATIONS [INRE]**

The International Relations Department at CIU has organized a series of conferences featuring prominent guest lecturers. These events have covered a range of topics, including the liberal world order, the Cyprus problem, and international trade. Notable conferences include discussions on diplomatic missions, challenges to reunification, and peacebuilding efforts. The lectures have taken place at various venues within the Çevik Uraz Center and Graduate Sciences and Education Center at Cyprus International University.

### **BACHELOR IN MANAGEMENT INFORMATION SYSTEMS [MIS]**

Activities are documented through a structured process where academic staff report their activities to the Department Head, who then informs the Head of the School. The Department Head oversees the recording of these activities by the department secretary, and the activities are compiled into an annual report.

Selected activities organized by the department include workshops, seminars, and conferences on various topics, such as digital technologies, career success, and global issues. Notable events include workshops on digital escape rooms and augmented reality, and conferences like the "Digital Global Future Conference" featuring alumni and industry professionals. The department also supports staff participation in regional and international conferences, facilitates meetings on new topics, and aims to align with international standards to enhance efficiency. Additionally, the university hosts various social and cultural activities, including orientation days, festivals, and international events to enrich student life.

To sum up, CIU gives importance not only to students' academic development but also to their cultural and social development. In this context, every year various activities and festivals are organized by authorities at CIU to help students to be social, to develop their personality and

practical skills, to encourage their leadership qualities to emerge, and to gain the ability of identifying and solving problems.

## Appraisal:

The CIU Quality Board, led by the Rector, oversees a comprehensive quality assurance system aligned with European and Turkish standards, utilizing the PDCA cycle to continuously enhance quality in leadership, governance, learning, teaching, research, and societal contributions, while prioritizing a student-centered approach and integrating IT for operational efficiency and standardized structures, with active participation from academic and administrative units to ensure rigorous standards and high-quality student experiences. Nevertheless, and despite the overflowing systems of overarching committees, the panel identified several issues due to the absence of a quality management system which interacts with programme heads: lack of process documentation, unclear responsibility assignments, insufficient personalization of quality management, and no recognizable management department in the organizational chart, concluding this absence as a root cause of other findings in the report (e.g. during exchanges with the lecturers and program heads, they were sometimes surprised by the contents of the syllabi, which were automatically updated with new content due to a change in the IT system). The panel considers the decision-making regarding the curriculum change to be overly centralized, hindering effective implementation by programme organizers. Therefore, the panel sets the following **strong recommendation**:

- **The University delegates minor programme changes to departments and faculties to leverage their expertise and to ensure swift research-aligned decisions.**

According to the expert panel CIU should establish documented processes for admission, faculty qualifications verification, and comprehensive quality assurance and development, ensuring regular verification and maintenance. The absence of a structured quality management system has been identified as a critical issue, characterized by undocumented processes, unclear responsibilities, and insufficient personalization of quality management, highlighting its pivotal role in addressing other findings identified by the panel.

The panel mandated implementing and documenting a quality assurance procedure, noting the establishment of a new "quality committee" among other CIU departments. While comprehensive process details were shared, none have undergone verification yet. The absence of this system is a root cause of other issues identified in the report. In the later updated version of the self-evaluation report, much has been revised - obviously based on the concluding remarks of our panel. The installed "quality committee" is placed in a chart with many other areas of the CIU. There is also a lot written about processes. However, no process could be verified by the panel on site.

Therefore, the panel **strongly recommends**:

- **CIU ensures to establish a documented quality management system that outlines all processes and procedures, provides an overview of interactions, and clearly defines responsibilities. Additionally, the system must be depersonalised, with the management department clearly shown in the organisational chart.**

The panel further expresses concerns and recommends specific actions regarding content. They recommend creating a process landscape overview to clarify interactions and presenting processes clearly, with clearly defined responsibilities for system management. Tailoring quality management processes to organizational needs and ensuring the visibility of the Management Department in the organizational chart are also recommended. These measures aim to address the absence of a quality management system and resolve various issues identified in the report, ensuring the institution meets quality standards.

Additionally, the panel observes an improvement in the institution's adherence to quality requirements. Regular student evaluations are now conducted according to a newly introduced, though not yet fully integrated, prescribed procedure. This contributes to ongoing course monitoring and ensures alignment with contemporary educational needs, as evidenced by the continuous development of all study programmes. Based on the on-site discussions and available documentation, the panel still sees a need for action from the original condition from the previous accreditation. Therefore, the panel **recommends** CIU

- to fully integrate the newly introduced procedure for student evaluations to further enhance course monitoring and ensures continued alignment with contemporary educational needs, extending this also to faculty and external evaluations.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students		X			
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)		X			
5.3.2	Information on activities during the academic year			X		

# Quality profile

HEI: CIU

## Bachelor programme:

Bachelor in Accounting and Finance [ACFN]

Bachelor in International Relations [INRE]

Bachelor in Management Information Systems [MIS]

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)				X	
1.2*	International orientation of the study programme design (Asterisk Criterion)				X	
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market				X	
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)				X	
1.3.3	Positioning of the study programme within the HEI's overall strategic concept				X	
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)				X	
2.2	Counselling for prospective students				X	
2.3*	Selection procedure (if relevant)				X	
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)				X	
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)				X	
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)				X	
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)				X	
3.1.3*	Integration of theory and practice (Asterisk Criterion)				X	
3.1.4	Interdisciplinary thinking		INRE		X	
3.1.5	Ethical aspects				X	
3.1.6*	Methods and scientific practice (Asterisk Criterion)				X	

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7*	Examination and final thesis (Asterisk Criterion)				x	
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				x	
3.2.2*	Study and exam regulations (Asterisk Criterion)				x	
3.2.3*	Feasibility of study workload (Asterisk Criterion)				Condition	
3.2.4	Equality of opportunity				x	
3.3						
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)				x	
3.3.2*	Course materials (Asterisk Criterion)				x	
3.3.3	Guest lecturers			INRE MIS		ACFN
3.3.4	Lecturing tutors					x
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)				x	
3.4.2	Internationality of the student body			x		
3.4.3	Internationality of faculty				x	
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)				x	
3.6*	Skills for employment / Employability (Asterisk Criterion)				x	
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)				x	
4.1.2*	Academic qualification of faculty (Asterisk Criterion)				x	
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)				Condition	
4.1.4	Practical business experience of faculty			x		
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x
4.2	Programme management					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty				X	
4.3						
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)				X	
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)				X	INRE
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service				X	
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)				X	
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				X	
5.2						
5.2.1	Evaluation by students				X	
5.2.2	Evaluation by faculty				X	
5.2.3	External evaluation by alumni, employers and third parties				X	
5.3						
5.3.1*	Programme description (Asterisk Criterion)				X	
5.3.2	Information on activities during the academic year				X	