Decision of the FIBAA Accreditation and Certification Committee

13ᵗʰ Meeting on March 6, 2024

Project Number:	23/012 cluster 2
Higher Education Institution:	Ibn Haldun University
Location:	Istanbul, Turkey
Study programme:	1. BA in Psychological Counseling and Guidance (BA)
	2. BA in Philosophy (BA)
	3. BA in Psychology (BA)
	4. BA in Sociology (BA)
Type of accreditation:	initial 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 accredited.

Period of Accreditation: March 6, 2024, until March 5, 2029.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Ibn Haldun University, Turkey

Bachelor programmes:

1. BA in Psychological Counseling and Guidance
2. BA in Philosophy
3. BA in Psychology
4. BA in Sociology

Qualification awarded on completion:

 Bachelor of Arts, BA

General information on the study programmes

Brief description of the study programmes:

BA in Psychological Counseling and Guidance
The Bachelor programme aims to train psychological counselors who can bridge the gap between Eastern and Western cultures with the aim of solving current problems that arise in the family and education system in the selection of profession, along with the rapid social change brought about by industrialisation and urbanisation. It aims to provide learning environments for students to explore psychological counseling and support methods in different cultures and to find research opportunities.

BA in Philosophy
The Bachelor programme focuses on contemporary human and social problems, analysing them from an in-depth perspective and offering solutions. In this context, students will focus on areas such as artificial intelligence, the relationship between religion and science in the contemporary period, the philosophy of cognitive sciences, and issues arising from global warming and environmental problems. In addition, students will have the chance to discuss philosophical problems in the context of different traditions.

BA in Psychology
The aim of the programme is to introduce students to various sub-areas without restricting them to psychotherapy and clinical psychology. This entails having students take courses from various subfields of psychology including cognitive, biological, social, developmental, experimental, and clinical fields, as well as training in research methods and statistics. Students are able to conduct qualitative and quantitative research and have the ability to think internationally about issues facing modern psychologists.

BA in Sociology
The Bachelor programme aims to provide students with a comprehensive introduction to the fundamental concepts and debates within sociology. Students will be equipped with a solid foundation to analyse local and global problems from a sociological perspective. Courses on oral history and anthropological methods, southeast Asian studies, urban studies, and gender and women's studies are offered, among others. The programme additionally provides students with alternative methodological approaches in relation to other disciplines. Students are able to carry out field studies and develop alternatives to existing forms of explanation using sociological perspectives.

Type of study programme:
All programmes: Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
BA in Psychological Counseling and Guidance: 8 semester, 142 credits/240 ECTS credits
BA in Philosophy: 8 semester, 144 credits/240 ECTS credits
BA in Psychology: 8 semester, 144 credits/240 ECTS credits
BA in Sociology: 8 semester, 142 credits/240 ECTS credits

Mode of study:
All programmes: full-time

Didactic approach:
All programmes: study programme with obligatory class attendance

Double/Joint Degree programme:
BA in Psychological Counseling and Guidance: no
BA in Philosophy: no
BA in Psychology: no
BA in Sociology: no

Scope (planned number of parallel classes) and enrolment capacity:
For all programmes: The university receives annual quotas from the Ministry for the maximum number of national and international students that can be admitted.

Programme cycle starts in:
All programmes: fall semester

Initial start of the programme:
All programmes: 2017

Type of accreditation:
All programmes: initial accreditation

Procedure

A contract for the initial accreditation of the BA in Psychological Counseling and Guidance (B.A.), BA in Philosophy (B.A.), BA in Psychology (B.A.), BA in Sociology (B.A.) was made between FIBAA and Ibn Haldun University on April 3, 2023. On September 12, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the 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[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Dipl.-Psych. Ute Beyer
The Federal Employment Agency, Nurnberg, Germany
Senior Expert Personnel Development/ Competence Management

Prof. Dr. Stephan Bongard
Goethe University Frankfurt, Germany
Associate Professor of Psychology

Prof. Dr. Jutta M. Bott
Potsdam University of Applied Sciences, Germany
Professor for Theory and Practice of Social Work

Prof. Dr. Sonja Drobnič
University of Bremen, Germany
Professor of Sociology

Marc-Dirk Harzendorf
Friedrich-Schiller-University Jena, Germany
Student Sociology (M.A.)

Prof. Dr. Tomas Kačerauskas
Vilnius Gediminas Technical University, Lithuania
Professor for Philosophy

Assistant Professor Donald Francis Staub, Ed.D.
Izmir University of Economics, Turkey
Assistant Professor

FIBAA project manager:
Adriane Janosch

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 November 9 and 10, 2023, at the HEI's premises in Istanbul, Turkey. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

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[1] The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on February 14, 2024. The statement on the report was given on February 26, 2024. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The BA in Psychological Counseling and Guidance (B.A.), BA in Philosophy (B.A.), BA in Psychology (B.A.), BA in Sociology (B.A.) offered by Ibn Haldun University fulfil the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024, and finishing on March 5, 2029. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines 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 two areas where the programmes could be further developed:
- The panel recommends further expanding cooperation for exchange programmes (see chapter 4.3).
- The panel recommends making the structure of the programmes more transparent in a written form, for example in a study handbook (see chapter 5).

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

There are many criteria in which the programmes exceed the quality requirements:
- International orientation of the study programme design (see chapter 1.2),
- Interdisciplinary thinking (see chapter 3.1),
- International contents and intercultural aspects (see chapter 3.4),
- Internationality of the student body (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4),
- Access to literature (see chapter 4.4).

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

Ibn Haldun University (IHU) was established as a private foundation-supported university in Istanbul by the Turkey Youth and Education Service Foundation (TURGEV), subject to the provisions of the Law on Higher Education Institutions for Foundation Higher Education Institutions (CoHE), as amended by Law No. 6641 published in the Official Gazette No. 29335 on April 23, 2015.

At its inception, the university consisted of five faculties and two institutes. Administrative and academic operations began in December 2016, and since then, the university has continued its educational activities with six faculties, twelve departments, and two institutes. There are nine doctoral and 19 master's programmes within the Graduate School, as well as one doctoral and one master's programme within the Alliance of Civilizations Institute. In addition, the university has established 19 applied research centers in various disciplines to conduct scientific research, develop programmes, generate projects, implement initiatives, and organise various certificate programmes.

A total number of 1,831 students comprising 1,030 graduate students and 801 undergraduate students study in these faculties and institutes. Among them, 905 are identified as male while 926 are identified as female. The proportion of graduate students (both master's and doctoral) is currently about 55 % and it is planned that this figure will be increased to 75 % (master and doctoral students) in the near future. Furthermore, a total of 633 international students come from 81 different countries, and the overall percentage of international students is 35 %.

At Ibn Haldun University, plenty of scholarship opportunities including full tuition fee waivers are available for the majority of students since IHE's establishment. With 1,521 students currently receiving full scholarships, the university holds an enviable scholarship recipient rate of 84 %. Additionally, with educational grants, the university offers undergraduate students the opportunity for free dormitory room use as well as lunch tickets. 320 out of 800 undergraduates at the university (or 40 %) enjoy the right to reside in the dormitory (see self-evaluation report, p. 5).

As of March 2023, 281 academicians and lecturers are working at IHU. According to the Council of Higher Education (CoHE), IHU favorably reports a ratio of 6.52 students per academician.

As a social sciences-focused university, IHU envisions itself to become a globally respected and influential institution, known for developing original knowledge and approaches within the social sciences (see self-evaluation report, p. 6). The strategic goals of the university are:
- to foster an interdisciplinary business curriculum by which students are challenged to think in an analytical, critical and intellectually independent way,
- to adopt and leverage high-quality research, thus enabling strong industry-university collaboration, and

- to create a multi-cultural learning environment enriching students with the highest global and humanitarian social and ethical values.

The university produced its first batch of undergraduate students at the end of the 2021-22 academic year. Despite being a young university, Ibn Haldun has prioritised quality since its inception and has improved its core service areas institutionally. The university aims to distinguish itself as a reputable academic institution within Turkey and globally, through its internationally recognised educational standards, as well as research it undertakes.

Ibn Haldun University offers undergraduate and graduate programmes in the field of social sciences and has been classified as a research-based university by Turkish Higher Education Institution. It adheres to the following principles in all its educational programmes:

- Implementing active curricula for young people to acquire competitive skills
- Adopting interactive and innovative teaching methods that support critical learning
- Creating an effective learning ecosystem with support of applied teaching methods and toolkits
- Implementing creative evaluation approaches to ensure active development and the acquisition of competitive skills for students
- Providing student-oriented education and teaching programmes
- Supporting double-major, minor, and certificate programmes to improve the multidisciplinary attitudes and analytics skills of the students
- Continuously developing the education programmes with the contribution of internal and external stakeholders
- Ensuring that all teaching staff uses active and interactive teaching techniques that transform the role of the instructor into a "facilitator" or "manager of the learning process"
- Strengthening the relationship between education-teaching programmes and research and development activities to provide students with research experience

The following steps have been taken to achieve these goals:

- IHU has provided full tuition fee waivers, dormitory facilities, and MacBook laptops to all its undergraduate students.
- The university has established a significant proportion in the form of quotas for international students, with partial scholarship opportunities. Furthermore, for international students enrolled in some graduate programmes, IHU has extended a full tuition fee waiver with different scholarship opportunities including cash assistance and use of the dormitory as well
- The University aims to maintain 75 % of its overall student population as graduate students for fulfilling the main criterion of being designated as a research university by Turkish Higher Education Institute
- In addition to the university's trilingual curricular policy of Turkish, English, and Arabic, IHU encourages students to learn other foreign languages as well, to assist in the creation of a multilingual and multicultural university
- IHU requires that the curricula of all undergraduate and graduate programmes are developed with the integration of multidisciplinary courses, including civilization, history of art, culture, humanities, digital literacy. Furthermore, IHU promotes social activities and workshops at campus

- IHU encourages all graduate programmes to continuously improve the content of their Seminary Courses with innovative and research-based approaches. Professors from interdisciplinary backgrounds from different fields disseminate ideas and promote research-based knowledge with graduate students through Seminary courses and workshops.

According to the University Monitoring and Evaluation General Report (2022), based on 199 universities in Turkey and written by the Council of Higher Education (CoHE), Ibn Haldun University ranked the second in the list of universities with the highest percentage of courses that can be taken outside of the registered programme, and second among private foundation universities with the highest percentage of students benefiting from scholarships provided by the university (see self-evaluation report, p. 7). The University also ranked fourth in the list of foundation universities with the highest amount of donations received, as well as fourth in the list of foundation universities with the highest amount of current expenditure per student (see self-evaluation report, p. 7).

BA in Guidance and Psychological Counselling is part of the School of Education, while **BA in Psychology**, **BA in Sociology** and **BA in Philosophy** are taught in the School of Humanities and Social Sciences.

The School of Education and School of Humanities and Social Sciences at IHU provide students with theoretical knowledge and practical skills in their Bachelor programmes, which can be used in the educational, psychological, philosophical, and sociological settings.

The mission of School of Education and the School of Humanities and Social Sciences is as follows:

- To educate individuals who have assimilated classical and modern theories and have developed application skills at the highest level.
- To adopt an impartial and ethical work culture with the notion of intellectual independence.
- To be able to identify the problems of everyday life and to produce practical and creative solutions to these problems.
- Provide psychological services to educationally and socially disadvantaged groups with a sense of social responsibility.
- To be able to work in coordination with schools and other social institutions, to produce projects in accordance with the needs, to provide training and consultancy services.
- To be able to present new, creative and alternative application proposals using modern research methods.
- To provide an interdisciplinary and innovative curriculum promoting knowledge-based learning ecosystem.
- To promote high-quality research enabling a strong sectorial-university collaboration.
- To create a multi-cultural learning ecosystem blended with distinguished social and ethical values.

Statistical data

Table 1 Statistical Data: BA in Psychological Counseling

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022
# Study Places offered by HEI		20	20	20	18	15	13
# Applicants	∑	20	20	20	18	15	13
	f	13	18	17	16	13	12
	m	7	2	3	2	2	1
Application rate		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# First-Year Students *(accepted applicants)*	∑	12	5	1	3	1	4
	f	7	5	1	3	1	4
	m	5	0	0			
Rate of female students		0,58	1	1	1	1	1
# Foreign Students	∑	10	4	1	3	1	3
	f	7	4	1	3	1	3
	m	3	0	0	0	0	0
Rate of foreign students		0,83	0,8	1	1	1	0,75
Percentage of occupied study places		60,00%	25,00%	5,00%	16,67%	6,67%	30,77%
# Graduates	∑	11	6	0	0	0	0
	f	10	6	0	0	0	0
	m	1	0	0	0	0	0

Success rate *(students who finished their studies)*		55,00%	30,00%	0,00%	0,00%	0,00%	0,00%
Dropout rate *(students who dropped their studies)*		34,38%	29,17%	23,81%	33,33%	37,50%	12,50%
Average duration of study		3,4	0,036	3,2	2,4	1,3	0,8
Average grade of final degree		3,69	3,39				

Table 2 Statistical Data: BA in Sociology

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023
# Study Places offered by HEI		10	10	8	8	8	8	9
# Applicants	∑	10	10	8	8	8	8	9
	f	8	8	8	6	7	8	6
	m	2	2		2	1		3
Application rate		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# First-Year Students *(accepted applicants)*	∑	5	6	2	2	5	1	3
	f	4	1	1	1	1	0	2
	m	1	5	1	1	4	1	1
Rate of female students		0,8	1	0,5	0,5	0,2	0	0,67
# Foreign Students	∑	5	6	2	2	5	1	3
	f	4	1	1	1	1	0	2
	m	1	5	1	1	4	1	1
Rate of foreign students		1	1	1	1	1	1	1
Percentage of occupied study places		50,00%	60,00%	25,00%	25,00%	62,50%	12,50%	33,33%
# Graduates	∑	5	2	0	0	0	0	0
	f	3	1	0	0	0	0	0
	m	2	1	0	0	0	0	0

Success rate *(students who finished their studies)*		50,00%	20,00%	0,00%	0,00%	0,00%	0,00%	0,00%
Dropout rate *(students who dropped their studies)*		*17,65%*	*23,53%*	*55,56%*	*44,44%*	*0,00%*	*11,11%*	*0,00%*
Average duration of study		3,82	3,41	2,44	2,33	1,53	1	0,08
Average grade of final degree		3,47	3,39					

Table 3 Statistical Data: BA in Psychology

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023
# Study Places offered by HEI		10	10	10	12	12	12	13
# Applicants	∑	10	9	10	12	12	12	13
	f	8	8	10	7	10	10	10
	m	2	1		5	2	2	3
Application rate		100,00%	90,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# First-Year Students *(accepted applicants)*	∑	6	4	3	5	3	11	7
	f	5	2	2	4	3	7	6
	m	1	2	1	1	0	4	1
Rate of female students		0,83	1	0,67	0,8	1	0,64	0,86
# Foreign Students	∑	5	4	3	3	3	11	6
	f	4	2	2	3	3	7	5
	m	1	2	1	0		4	1
Rate of foreign students		0,83	1	1	0,67	1	1	0,86
Percentage of occupied study places		60,00%	40,00%	30,00%	41,67%	25,00%	91,67%	53,85%
# Graduates	∑	9	6	0	0	0	0	0
	f	7	6	0	0	0	0	0
	m	2		0	0	0	0	0
Success rate *(students who finished their studies)*		90,00%	60,00%	0,00%	0,00%	0,00%	0,00%	0,00%

Dropout rate *(students who dropped their studies)*		10,00%	11,11%	0,00%	33,33%	0,00%	0,00%	0,00%
Average duration of study		4,27	3,67	4	2,75	2,06	1,45	0,2
Average grade of final degree		3,67	3,45					

Table 4 Statistical Data: BA in Philosophy

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021
# Study Places offered by HEI		10	10	6	6	8
# Applicants	∑	10	10	6	6	8
	f	4	5	0	1	4
	m	6	5	6	5	4
Application rate		100,00%	100,00%	100,00%	100,00%	100,00%
# First-Year Students *(accepted applicants)*	∑	7	0	0	0	0
	f	4	0	0	0	0
	m	3	0	0	0	0
Rate of female students		0,57	0	0	0	0
# Foreign Students	∑	5	0	0	0	0
	f	3	0	0	0	0

	m	2	0	0	0	0
Rate of foreign students		0,71	0	0	0	0
Percentage of occupied study places		70,00%	0,00%	0,00%	0,00%	0,00%
# Graduates	∑	1	1	0	0	0
	f	1	0	0	0	0
	m	0	1	0	0	0
Success rate *(students who finished their studies)*		10,00%		0,00%	0,00%	0,00%
Dropout rate *(students who dropped their studies)*		*61,11%*	*50,00%*	*61,54%*	*77,78%*	*33,33%*
Average duration of study		3,22	2,57	*2,38*	*1,22*	*1,50*
Average grade of final degree		3,48	3,56			

Appraisal

During the site visit, the panel spoke to the programme management of the **BA in Philosophy** about the low graduation rate and the fact that few students actually start their studies. One of the reasons given by the University was that students have to complete a compulsory English Preparatory Programme before commencing their studies (see chapter 2), which is free of charge or national students receive a full scholarship. Often, students transfer to another university after completing this one-year programme. Secondly, for many prospective students, the start is delayed because they either need longer for the language programme (students are allowed to take a maximum of two years) and/or start a second language such as Arabic. Consequently, the current cohorts of the study programme exhibit a low success rate.

Due to the low success rate and high drop-out rate, the programme has not accepted any students in the full-time programme for the past two years in order to revise the programme and rethink its strategy. However, since there are still students from other study programmes pursuing the programme in a double major or minor (see chapter 3.2 for more information), it was decided to carry out the accreditation procedure for this study programme. The panel suggests exploring ways to mitigate the misuse of the Language Preparatory Programme, but at the same time is aware that this free preparatory programme is also a strategic factor in attracting more prospective students.

However, this problem is pertinent to all four study programmes, as the majority of drop-outs are also attributed to this reason.

Programme Description and Appraisal in Detail

1.   Objectives

1.1   Objectives of the study programme (Asterisk Criterion)

BA in Psychological Counseling and Guidance

The programme aims to train individuals who possess analytical skills, respect diversity, and are committed. The programme provides a range of guidance and psychological counseling courses, aiming to bridge the gap between Eastern and Western cultures by addressing current challenges with esteemed teaching staff in the field. The programme shall offer diverse learning environments that allow students to explore various psychological counseling and support methodologies across different cultures, providing valuable research opportunities. As part of IHU's teaching philosophy, students are encouraged to recognise existing practices, discover innovative approaches, think critically, and develop new ideas independently. Therefore, the University strives to foster students' unique and autonomous abilities by facilitating the development of new, original projects and practical applications. A collaborative approach shall ensure that students are actively engaged in these efforts, empowering them to fulfil their potential and make a difference in the field of psychological counselling and guidance.

The programme is designed to provide students with comprehensive knowledge and practical skills in the field. Throughout the programme, students will be exposed to a diverse range of subjects, enabling them to develop a deep understanding of the key principles and theories of the field. They will gain insight into literature and learn to connect these concepts to real-life situations. Students who have successfully completed the Psychological Counseling and Guidance programme will acquire the following skills:

1. Understanding Psychological Counseling and Guidance Concepts: Students will be able to define and comprehend fundamental psychological counseling and guidance concepts and apply them to various psychological problems and situations.
2. Comparative Analysis: Through exploring various perspectives, students will learn to compare and contrast different theories and approaches, including both classic and contemporary ones.
3. Summarization and Assessment: Students will be proficient in summarizing and outlining theories, research findings, and therapeutic techniques among the field.
4. Application of Knowledge: The programme equips students with both theoretical and practical knowledge, allowing them to apply principles to real-world scenarios and develop effective solutions with practicum courses and course contents.
5. Research and Analytical Abilities: Students will have the skills to conduct research on current issues related to the field, gather relevant data, and draw meaningful conclusions.
6. Historical Perspectives: Students will gain insight into the historical evolution of the field and be able to analyse and evaluate various viewpoints.

7. Effective Communication: The programme emphasizes the importance of effective communication, enabling students to engage in conceptual discussions with diverse perspectives and present their ideas backed by evidence.
8. Identifying Causal Relationships: Graduates will possess the ability to identify causal relationships between events and make informed inferences, contributing to a deeper understanding of the field.

Furthermore, as part of a commitment to providing a well-rounded education, students will have the opportunity to learn foreign languages, with English being a primary focus, as well as additional languages such as Arabic, English and Turkish. This linguistic proficiency will enhance their ability to connect with a broader range of counselees and colleagues.

Graduates of the BA in Psychological Counseling and Guidance programme will be well-prepared to pursue fulfilling careers in various fields, including Psychological Counseling and Guidance in educational settings, mental health centers, human resources of companies, and non-profit organisations. Additionally, they may choose to specialize in specific areas of the field or continue their education at the graduate level to further enhance their expertise.

BA in Philosophy
The BA in Philosophy is a research-oriented programme that aims to train its students to become qualified academics. The main goal of the philosophy department of IHU is to train philosophy students who can think deeply and can analyse problems. Furthermore, the philosophy department aims to produce knowledge in international standards, in addition to considering its own historical and cultural codes.
The Department focuses its efforts on contemporary human and social problems with an in-depth perspective and analysis and offers solutions. In this context, members of the Department direct intellectual efforts on such areas as artificial intelligence, the relationship between religion and science in the contemporary period, the philosophy of cognitive sciences, and issues arising from ecological problems.

The BA in Philosophy cultivates students' analytical thinking skills and broadens their critical thinking perspectives. Students completing the programme will be able to:

1. Define basic concepts and problems learned about the branches of philosophy and relate them to each other.

2. Establish and compare the basic concepts and problems of Islamic thought, as well as ancient Eastern and Western philosophies.

3. Summarize and outline philosophical theories.

4. Apply both theoretical and practical knowledge and perspectives obtained from their philosophy education to concrete events and facts and develop solutions.

5. Conduct research on an issue and conclude such research.

6. Analyse and comment on philosophical views in history.

7. Enter into conceptual discussions with different opinion holders and put forward their own idea by using evidence.

8. Prove causal relationships in events and make inferences.

In addition, graduates will have learned English and Arabic as foreign languages at an advanced level. Graduate students will be able to work in different business fields, such as

publishing, editorial, advertising, human resources, non-governmental organisations, and educational consultancy.

BA in Psychology

The programme seeks to deliver both quality instruction and advanced research at the national and international levels. The mission of the Department is to educate students who are thoughtful, constructive, creative, and self-critical; who are rationally and scientifically oriented, and committed to life-long learning; who have an interdisciplinary perspective; who embrace democratic values, and uphold human rights and liberties; and who are motivated to make original contributions to the field of psychology without being alienated from their own society, culture, and knowledge tradition. This includes a critical approach to current theories and models of psychology, the utilisation of one's own tradition of knowledge in the form of philosophies, historical material and knowledge, and the development of a strong theoretical and research-based perspective in order to address the social and ethical issues of the present day.

The programme aims to introduce students to basic concepts and debates in psychology, and to equip them with an initial capacity to follow current debates, by reading research and theoretical articles and conducting research. The programme will take students further into the area of advanced, in-depth theoretical, research-related and methodological discussions as well as experimental, quantitative or qualitative research projects. They can then pursue academic careers in various fields of the social sciences, or find public or private sector employment in a variety of areas.

Students completing the BA in Psychology will be able to:

1. demonstrate knowledge of basic psychological concepts and debates.
2. critically read and evaluate review and research articles in the field.
3. be familiar with common theoretical frameworks in psychology; and compare and contrast different theories and models.
4. possess the statistical and methodological skillset to comprehend the theories and models in psychology and critically comment on them.
5. be familiar with various subfields in psychology and understand different approaches to the same problem.
6. produce academic studies in different languages that prioritize social benefit globally, and engage in developing research methods from an interdisciplinary perspective.
7. be aware of the social and cultural context in a way that will bring about the most benefit to society for individual and societal well-being.
8. create research questions, design experimental, quantitative and qualitative research with a critical approach, knowing which theoretical approach to make use of, how to use it, what methods and techniques to use, and apply it without prioritizing a single knowledge system.
9. share their independent research through scientific publications and presentations in any of the three languages, English, Turkish and Arabic.
10. use software and scientific technologies appropriately; and follow global developments and changes within the scope of academic research.
11. adopt a prosocial, and ethical values-based approach in academic research.

A graduate of the BA in Psychology will be well placed, depending on their individual ability and skills, to apply for jobs as psychologists in education, healthcare or industry, through

numerous private or state organisations as well security institutions. Some students will pursue graduate education and academic careers.

BA in Sociology

The programme aims to introduce students to sociology's basic concepts and debates, and to equip them with an initial capacity for analysing local and global problems from a sociological perspective. The programme will take students further into more advanced, in-depth theoretical and methodological discussions as well as ethnographic, historical or comparative research projects. This prepares them for academic careers in fields of social sciences, or employment in the public or private sectors.

The programme's approach is to engage critically with existing thought systems in order to build a new epistemological, ontological and methodological foundation for intellectual independence. The programme seeks to train students with a critical approach and an interdisciplinary perspective, drawing from rich and complex historical heritage while also providing cutting-edge knowledge in higher thought, research, and methodology. This stance entails critically analysing dominant academic approaches, making use of historical materials and knowledge, and developing the ability to grasp the changing currents in the world.

The Department's mission is to train researchers with a critical approach, capable to analyse the dominant academic approaches, benefit from historical knowledge accumulation and discern the contemporary zeitgeist. Graduates are intellectually independent, comparative and interdisciplinary in their approach, and open to new ideas, methods and concepts. They can envision alternatives to existing forms of explanation and can carry out field studies and thus contribute to the existing body of human knowledge by developing original theories to explain social events and facts.

Students completing the BA Sociology, students will be able to:

1. demonstrate knowledge of basic sociological concepts.
2. define the scope and limits of sociology by showing similarities and differences with other social sciences.
3. know the place and importance of theory in the development of sociological knowledge.
4. use basic theoretical approaches by comparing similar and different aspects and develops alternative analyses.
5. demonstrate how to use theory in the conceptualization of a social problem from a critical and comparative perspective.
6. comprehend theories within the context of time and space, in the context of culture, society and civilization, and generate pluralistic, multi-layered and innovative ideas built on past experiences.
7. define and use basic methodological approaches, advantages and disadvantages to each other in relation to sociological research.
8. produce academic studies in different languages that prioritize social benefit globally and engage in developing research methods from an interdisciplinary perspective.
9. adopt to research, understand and find solutions to social issues using the sociological imagination, based on critical-analytical thinking skills.
10. design social research with a critical approach, know which theoretical approach, why, and how to use it; know what methods and techniques to use; apply such methods without prioritizing a single knowledge system.

11. share independent research through scientific publications and presentations in any of the three languages, English, Turkish and Arabic.
12. use the computer programmes and other relevant information technologies; and follow the global developments and changes within the scope of academic research.
13. adopt prosocial and ethical values-based approach in academic research.

Graduates of the BA in Sociology programme will possess a broad skill set that will prepare them for continuing their career in academia in relevant departments, or the media sector, think tanks, social research centers, social service and rehabilitation centers.

Appraisal:

The qualifications of the programmes are adequately explained. They provide an insight into their target groups, graduate profiles and the professional fields that they take as the basis for the development of the study programmes. The objectives are defined based on the national qualification framework and allow students to develop their personalities and gain academic proficiency.

With regard to the **BA in Philosophy**, the panel clarified what exactly "produce knowledge in international standards" means and learned that the programme encompasses not only Islamic philosophy and standards, but also includes Western and Asian standards, thus offering an international outlook.

The panel emphasises positively that the objectives and curricula are reviewed every two years in order to ensure the quality of the training.

	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)

Ibn Haldun University (IHU) strives to establish itself as a globally recognised institution that attracts students from around the world and facilitates international career opportunities for its graduates. According to IHU, as a research-oriented university, it has gained international acclaim over the past five years and hosts scholars and students from diverse regions, spanning from Far East countries to the Western hemisphere.[2]

All four programmes are conducted in English, allowing students to acquire proficiency in three languages: English, Turkish, and Arabic. Consequently, teaching and learning materials, including textbooks and other resources, are available in both Turkish and English, offering students a platform to broaden their intellectual horizons. The programmes' international outlook is further reinforced by the inclusion of faculty members from different nationalities.

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[2] See self-evaluation report, p. 12.

The multicultural and competitive environment within the department and across the campus provides students with an international stage (see chapter 3.4). In addition, ERASMUS+ exchanges allow them to study abroad during their academic journey which also exposes students to the international academic and socio-cultural environment. Key aspects of the school in terms of international orientation include in addition:

Cross-Cultural Competence: IHU's social science programmes, which are offered at a global level, are based and nourished by tradition, and connected with culture and art. These courses put a strong emphasis on fostering students' cross-cultural competence, enabling them to work effectively in diverse teams and understand the cultural nuances that influence business practices and communication. Students from 81 different nationalities constitute 35 % of the total number of students at IHU, providing an international and diverse learning environment.

Global Academic Environment: The programmes are structured with a significant focus on a global outlook. To make sure the curriculum is current and in line with international academic standards, it is constantly evaluated and revised. The curriculum seeks to develop students who are well-equipped to navigate and contribute to the global academic environment by embracing various traditions and concepts from around the world.

Research: The programme encourages professor-student cooperation across various disciplines and around the world. Intellectual life is enriched by hosting conferences, workshops, and seminars that bring together academics from different disciplines and geographical regions to discuss research on international issues.

Language Skills: The international orientation policy of the programmes´ emphasizes the development of language skills, particularly in languages commonly used in global academic philosophy, such as, German, Russian, French, Chinese in additional to compulsory languages of Turkish, Arabic, English. Furthermore, the programmes aim to provide multilingual education, primarily in Turkish, English, and Arabic as compulsory languages, to a diverse student body from various cities in Turkey and around the world. Its focus on the social sciences is geared towards developing researchers, and its commitment to offering high-quality education for its students is guided by the principle of becoming an influential high-ranking institution on the international stage.

International Projects: These projects provide an opportunity for students to actively participate in research and collaborate with scholars from around the world from other universities, such as Oxford and Yale, fostering an international outlook in their academic pursuits. Students have the chance to interact and collaborate with peers from different countries, learning to navigate cultural differences, appreciate alternative viewpoints, and engage in fruitful intellectual exchanges. Furthermore, participating in international projects enhances the students' research abilities and fosters critical thinking. Moreover, involvement in international projects enhances the students' academic and professional networks. They have the opportunity to establish connections with renowned scholars and experts in the field, which can lead to future collaborations, research opportunities, and career prospects on a global scale.

Appraisal:

By talking to lecturers and students during the site visit and by reviewing the documents provided, the panel gained the impression that the international orientation of the study programmes is quite advanced.

All courses are offered in English, so the programmes not only provide students with an important language tool, but are also attractive to exchange students (see also chapter 3.4). In addition, students learn three languages throughout their studies. The content of the programme is not only focused on Islamic countries, but also includes Asian and Western countries. In order to attract international students, discounts are also established to cover the study fees (see also chapter 3.4).

The University makes every effort to provide its students with international experience, be it through student exchanges, summer schools or empirical, experimental research; students are offered the opportunity to gain international experience. Only the outgoing system could be strengthened through further cooperation (see recommendation in chapter 4.3) in order to offer students even more opportunities to study abroad.

	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 programmes on the education market

The University explains that Turkish Higher Education Institutions (HEIs) have made significant progress and advancements in recent years, positioning themselves as important players in the global education landscape. Here are some key aspects of the position of Turkish HEIs: academic diversity, strategic location, quality education, research and innovation, internationalisation, government support, and cultural heritage and diversity.[3]

Turkey has a total of 208 HEIs, comprising 129 state universities, 75 foundation universities, and 4 foundation vocational schools. The total number of students in universities is estimated to be around 8.2 million, with approximately 7.6 million students enrolled in state universities and 600,000 students in private foundation universities.

Among these universities are numerous business schools, and institutions compete fiercely to offer a high standard of instruction and draw in qualified applicants. IHU as a research-based university was established with the mission of providing high-quality education to students interested in pursuing a business career. According to IHU, since it was founded, the University has been successful in attracting top-performing students due to its focus on providing a comprehensive and practical education that prepares students for the real world.[4] Since its inception, IHU has progressively enhanced its reputation as one of the premier universities in Turkey's business arena, thus solidifying its standing among the country's foundation institutions.

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[3] See self-evaluation report, p. 17.
[4] See self-evaluation report, p. 17.

On an annual basis, universities submit their requests for student quotas to the Council of Higher Education (CoHE), which meticulously assesses these submissions and ultimately determines the allocated number of students for each university.

In additional to programme quotas, the programmes offer comprehensive financial assistance to their students, covering their tuition fees, accommodation costs, and meals, through the provision of full scholarships. To facilitate the academic endeavours of the students, the HEI presents them with the latest model of MacBook laptops as gifts, equipped with cutting-edge features to enable seamless utilization in their scholarly pursuits.

IHU explains that the programmes are designed to achieving their objectives and learning outcomes through various strategies, including systematic revision of curricula based on input from external experts, prioritizing the involvement of students in research projects, and providing plenty of elective courses that allow students to refine their academic interests and professional profiles.[5]

IHU has strategically positioned its programmes in the education market by conducting meticulous research to identify the unfulfilled needs of the academic world. Furthermore, the curricula of the BA programmes have been continuously updated in the light of technological advances and digital transformation. This process aligns with thorough analysis of surveys, field research, and alumni and expert opinions from various industries. An advisory board, comprised of executive managers, entrepreneurs, and alumni from diverse sectors, has been established since 2023; and once per year, its members convene with academic staff to share their opinions on all aspects of the curriculum, educational processes and industrial needs.

<u>Positioning of the study programme on the job market for graduates (Employability)</u>
IHU systematically analyses the job market for its graduates through its Career Center. All relevant data regarding the employment of graduates in public and private organisations, internship opportunities and job-seeking alumni is collected and monitored systematically via IHU's Administrative Data Management System at https://ubys.ihu.edu.tr.

Istanbul as Turkey's current *financial capital* with its geostrategic location is a focal point for global enterprises and international investors seeking business opportunities, thus providing students with a valuable exposure to a diverse range of industries. IHU uses an alumni-tracking programme and the IHU Career Center reports to continually refine their programme outcomes, syllabus, and curriculum to stay up-to-date with the dynamic demands of the industry.

BA in Guidance and Psychological Counseling
Graduates of the programme have diverse career opportunities in various sectors. While some graduates may choose to pursue advanced degrees in psychology, education or related fields, others may find careers in the following areas:

- *Mental Health Clinics:* They can take part in all areas where preventive studies on mental health are carried out, in state institutions or in the private sector.
- *Education:* Within educational institutions, they can serve as School Psychological Counselors, supporting students throughout their development process, mitigating risk factors, and prioritizing interventions during crisis moments. They can work as psychological counselors and work as administrators in institutions such as nurseries, kindergartens and study centers.

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[5] See self-evaluation report, p.18.

- *Security General Directorate and Courts:* They can work as an expert witness in family and juvenile courts, child branch units of the general directorates of security, prisons, observation and follow-up of children under state protection, and have the authority to report on issues related to their fields.
- *Guidance Research Centers:* They can work in Guidance Research Centers (RAM) within the District National Education Directorates, develop guidance programs, and apply psychological tests.
- *Academic Sector:* They can work in academic positions within universities. They can continue their education life with master's and doctorate options and get expertise. They can work in psychological counseling units that focus on the mental health of students and staff of universities.
- *Rehabilitation Centers:* They can work in special education and rehabilitation centers with students who have various disabilities.
- *Human Resources:* They can work in human resources units of public and private organizations, career counseling centers, vocational training and public education centers.

BA in Philosophy

The programme provides graduates with a range of transferable skills that can be applied to various career paths in the following areas:
- *Education:* Philosophy graduates can pursue careers in teaching at various levels, including primary, secondary, or post-secondary education. They can become philosophy teachers, ethics instructors, or pursue careers in educational administration.
- *Writing and Publishing:* Philosophy graduates often have good writing and communication skills, making them suitable for careers in writing, journalism, editing, or publishing. They can work as writers, content creators, editors, or pursue careers in academic publishing.
- *Public Service and Policy:* Philosophy graduates can contribute to public service and policy-making roles. Their critical thinking skills and ethical reasoning abilities can be valuable in government organizations, non-profit organisations, or think tanks, where they can work in areas such as public policy analysis, ethics consulting, or advocacy.
- *Business and Consulting:* Philosophy graduates possess strong problem-solving and analytical skills that can be applied in business and consulting roles. They can work in areas such as management consulting, business analysis, market research, or ethical consulting.
- *Non-profits and NGO Sector:* Philosophy graduates often have a passion for social justice and ethical issues, making them well-suited for roles in non-profit organisations and NGOs. They can work in areas such as advocacy, community outreach, programme management, or fundraising.
- *Human Resources:* Philosophy graduates' strong analytical and communication skills make them suitable candidates for roles in human resources. They can work in areas such as employee relations, talent acquisition, training and development, or organisational ethics.
- *Journalism and Media:* Philosophy graduates can pursue careers in journalism, media, or broadcasting. Their ability to analyse complex issues and present coherent arguments can be valuable in roles such as reporters, journalists, or media analysts.
- *Research and Academia:* While further education is often required for research and academic careers, a BA in Philosophy can be a stepping stone towards pursuing

graduate studies and becoming a researcher or academic in philosophy or related fields.

BA in Psychology

A graduate possesses a broad range of skills that prepare them for entry-level positions in various industries:

- *Social Worker:* A social worker helps individuals, families, groups, and communities cope with various challenges and problems. A social worker can provide counseling, advocacy, referral, or intervention services in settings such as schools, hospitals, prisons, or community centers.
- *Human Resources Assistant:* Graduates can start their careers in human resources departments, working as HR assistants, supporting recruitment processes, assisting in employee onboarding, maintaining HR records, and assisting with HR initiatives.

- *Research Assistant:* Graduates can continue their career as research assistant in labs and research projects both for qualitative and quantitative/experimental research projects. They can collect data, prepare the data for analysis, perform statistical and qualitative analyses using the relevant software, and interpret the result at a sufficient level.
- *Psychotherapist:* After completing the necessary training that is required to be a psychotherapist in a particular therapy school, graduates can choose to become psychotherapists. They can also work in hospitals, psychiatry departments to see in- and out-patients.
- *Counselor:* Graduates can start working as a psychological counselor both in schools and in business. A psychological counselor supports students' and workers' well-being and psychological health. The counselor can also guide the client through distress and hardship in achieving their goal.
- *School Teacher:* Graduates can work as high school teachers to teach students high school-level psychology and related subjects such as philosophy and sociology.

BA in Sociology

Some of the possible career paths for sociology graduates are:

- *Social Researcher:* Sociology graduates can work as social researchers, conducting studies and surveys to collect data on social issues and trends. They can work in research institutions, think tanks, government agencies, or non-profit organisations.

- *Data Analyst:* With a strong foundation in research methods and data analysis, sociology graduates can pursue careers as data analysts. They can work in various industries, such as market research, social media analysis, or data-driven policymaking.
- *Human Resources Specialist:* Sociology graduates possess a deep understanding of human behaviour and social dynamics, which can be valuable in the field of human resources. They can work as HR specialists, helping organisations manage their workforce, develop policies, and foster a positive work environment.
- *Community Development Officer:* Sociology graduates can work as community development officers, collaborating with local communities, NGOs (nongovernmental organizations), and government agencies to identify and address social issues. They can develop and implement programmes that promote social change, community

empowerment, and sustainable development.

- *Policy Analyst:* Sociology graduates can pursue careers in policy analysis, where they examine social problems and propose evidence-based solutions. They can work for government departments, research institutes, or advocacy organisations, providing insights and recommendations to inform policy decisions.

- *Social Worker:* Sociology graduates can choose to become social workers, supporting individuals and communities facing various challenges. They can work in areas such as child welfare, mental health, substance abuse, or community outreach, striving to improve the well-being and social functioning of their clients.

- *Market Researcher:* Sociology graduates can apply their knowledge of human behaviour and social trends in the field of market research. They can help businesses understand consumer preferences, conduct surveys and focus groups, and analyse market data to inform marketing strategies and product development.

- *Non-profit Administrator:* Sociology graduates can work as administrators in non-profit organisations, overseeing programme development, fundraising efforts, and community outreach. They can contribute to addressing social issues such as poverty, education, healthcare, or environmental sustainability.

- *Policy Advocate:* Sociology graduates can pursue careers as policy advocates, working for advocacy groups, think tanks, or NGOs. They can research and analyse social issues, engage in public education and awareness campaigns, and advocate for policy changes that address social inequalities and promote social justice.

- *Education and Training:* Sociology graduates can work in education and training, becoming teachers, trainers, or curriculum developers. They can teach sociology or related social science subjects at high schools or provide training on diversity, social justice, and cultural competence to organisations and institutions.

For all programmes
The University's focus on *policy of trilingualism* enhances the career prospects of its students, as they can communicate effectively with individuals from diverse backgrounds and navigate various cross-cultural contexts. Through the provision of effective education in English as a global language, the University endeavours to equip its students with the necessary language skills to succeed in their future careers. Domestic and international graduates are fluent in at least three languages, namely Turkish, English, and Arabic.

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

Some insights for the *BA in Guidance and Psychological Counseling, BA in Philosophy, BA in Psychology* and *BA in Sociology* within the IHU's overall strategic concepts:

- *Unique Academic Approach:* The study programmes within IHU are known for its interdisciplinary and holistic approach to education. It integrates social sciences, humanities, and natural sciences to provide a comprehensive and well-rounded academic experience. This approach sets IHU apart from traditional disciplinary-focused universities.

- *Emphasis on Social Sciences:* Our study programs within IHU place a strong emphasis on social sciences, offering programs in fields such as sociology, management, international relations, psychology, economics, and political science. The university aims to foster critical thinking, analytical skills, and a deep understanding of social

dynamics.

- *Research and Collaboration:* The study programmes within IHU emphasize research and aim to contribute to academic knowledge and societal development. The University promotes research collaborations with national and international partners, encouraging faculty and students to engage in research activities and scholarly pursuits.

- *Global Outlook:* The programmes within IHU aim to foster a global outlook among its students and faculty. It strives to provide international opportunities through collaborations, exchange programmes, and participation in international conferences and projects. This international outlook promotes cultural diversity and cross-cultural understanding.

- *Strong Faculty:* The programmes within IHU see to attract qualified faculty members who are experts in their respective fields. These faculty members contribute to the quality of education, research, and mentorship at the University. Their expertise enhances the academic environment and contributes to the overall positioning of the institution.

Appraisal:

The panel finds the reasons for the positioning of each study programme on the educational market to be convincing. The case of the BA in Philosophy programme also demonstrates to the panel that IHU is geared towards the needs of the educational market. The panel learned that IHU is currently assessing the demand for philosophy programmes in the educational market and aims to enhance the programme with additional content, such as digitalisation, in order to become more competitive and attract more students.

The panel also concludes that current and future needs of the job market are accurately grasped by each study programme.

With respect to IHU's mission and vision as a social science university, all four study programmes express aligned objectives. Their qualification goals also demonstrate a clear connection to the University's strategic planning.

		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

The Higher Education Act (No. 2547), which was passed on November 4, 1981, and the rules and decisions of the Council of Higher Education (CoHE) both play a role in the admission to Bachelor programmes for applicants who have Turkish citizenship and completed their entire education in Turkey or Northern Cyprus. The process consists of two stages. An annual, countrywide university entrance exam that is run by the Students Selection and Placement Center (SSPC). In addition, the Higher Education Entrance Test (HEEE, YGS in Turkish). To be eligible to take the second exam, the University Placement Exam (UPE, LYS in Turkish), which is administered over five sessions, students must receive at least 140 out of a possible 500 points. These tests evaluate applicants' verbal and quantitative skills as well as their knowledge of language and literature, science (e.g., physics, chemistry, biology, maths, geometry), and social sciences. The second stage requires a passing grade on the TM-1 (Turkish and Math) exam.

The candidates' final placement in a HEI is determined by adding their results from the two rounds of university entrance exams and their grade point averages from high school, as determined by the SSPC. They register for the programmes on the days set forth by the institution after the announcement of the candidates' placement, showing the following documents:

i. Application Form
ii. High School Certificate
iii. Original copy of Certificate of Examination Results (SAT DI: 7226) (if any)
iv. The passport or national ID, including the applicant's photo
v. A passport photo

All other applicants (those with dual citizenship, education abroad, etc.) are regarded as international students who must substantiate that they have successfully completed their secondary education at a high school or other comparable institution where the curriculum is comparable to that offered at Turkish high schools.

Students who enrol for programmes in which the medium of instruction is fully or partially in a foreign language are subject to compulsory foreign language preparatory programmes in the relevant foreign language. In the case of the four study programmes presented in this report, the language of instruction is English. Students who want to be exempted from the English Preparatory Programme must submit a document showing that they have received the valid score to the School of Languages. Accepted exams and scores are as follows: YDS/YÖKDİL: 90, TOEFL-IBT: 80, PTE ACADEMIC: 55, CPE: C, CAE: C, FCE: B.

The University is given yearly quotas by the Ministry specifying the maximum number of national and international students that may be admitted. While the universities are not obligated to utilise this entire allocation, they are not allowed to admit more students than the specified number permits. In accordance with the Higher Education Act in Turkey regarding the allocation of study places, the University cannot be involved in the selection process for Bachelor programmes and is assigned the students.

Counselling for prospective students
Every summer, the IHU routinely hosts campus visits. Candidates and students have the chance to meet the faculty, speak with students, and tour the campus. They get a chance to learn more about IHU's academic programmes. IHU also hosts informational sessions for high

schools interested in learning more about the programmes. Prospective students might receive counselling from a call center as well. IHU offers applicants personal communication during set office hours, over the phone, and via email. The international students' registration and counselling are handled by the international office. Every step of the procedure, the requirements, the contact information, and the period for registration are stated on the IHU website.

<u>Ensuring foreign language proficiency</u>

The proficiency levels of the students are ascertained upon their documentation of the success at the determined level in the English Proficiency Exam (YDYS) or one of the national/international exams recognised by the Council of Higher Education (YÖK) and the Senate. Students who do not attend or are not successful in at least one of these exams for the required language are enrolled in the compulsory foreign language preparatory programme. In this case an English preparatory programme is obligatory.

Students will only register in language courses that conform with their levels, which will be decided after the placement test held by the Language School.

The programmes do not solely focus on language skills and proficiency but also prepares these skills and competencies according to the academic needs of the University's students. At this level, students take courses related to their departments, such as Principles of Academic Research, Civilization Studies, and Global Affairs. Pre-Faculty students continue to enhance their reading, analytical, and discussion skills by exposing them to long academic texts, listening, and note-taking excerpts. Students are expected to develop academic research skills throughout the process of source selection, evaluation, and use for a significant research assignment.

To be eligible to take the English Proficiency Exam, students enrolled in the English Preparatory Programme must successfully complete each module throughout the academic year. In total, there are five modules in an academic year, with each module lasting for eight weeks.

<u>Transparency and documentation of admission procedure and decision</u>

In the following is a description of how the admission procedure at IHU is documented, accessible, and based on transparent criteria, with decisions communicated in writing:

- *Admission Guidelines:* IHU has a clear and comprehensive admission guideline that outline the criteria and requirements for admission. These guidelines are easily accessible to interested parties, such as prospective students and their parents.
- *Published Policies:* The admission policies and procedures at IHU are documented and made publicly available. They can be accessible on the institution's website, in brochures, or in admissions handbooks.
- *Timelines and Deadlines:* IHU clearly communicates the application timelines, including the opening and closing dates for applications, as well as any specific deadlines for document submission, interviews, or tests. IHU ensures that this information is readily available to interested parties.
- *Written Communication:* After evaluating applications, the admission decision is communicated to applicants in writing. This is done through formal admission letters or emails. The communication clearly states whether the applicant has been accepted, rejected, or placed on a waiting list. If additional conditions or requirements need to be fulfilled, they are clearly mentioned.

Appraisal:

The panel finds the admission requirements to be clearly defined. The rules for admission to IHU's Bachelor programmes are developed on the basis of the state regulatory documents issued by Council of Higher Education (YÖK).

Applicants seeking information regarding personal aptitude or career perspectives can rely on multiple channels, such as a call enter. Personal interaction is possible as well.

Since all lectures of the four programmes are conducted in English, the regulations require a sufficient level of language proficiency. The Preparatory English Programme is designed to ensure that students are able to successfully complete the programme.

Overall, the admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. For Bachelor programmes, this is a state process applied equally to every applicant. In addition, the admission decision contains detailed information on the results of the admission procedure.

		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 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		

3. Contents, structure and didactical concept of the programme

3.1 Contents

At the end of the academic year, the curricula are evaluated by the Chair, Faculty Board and Faculty Advisory Board (FAB) members. Based on the feedback from FAB members, industry experts, alumni, professors and students, the programme chair invites academic staff of the relevant programme to further plan and develop new course content or curriculum.

All programmes consist of compulsory courses and general elective courses. Fundamental courses include subjects in the humanities and social sciences, obligatory courses specific to their respective fields, and opportunities for students to apply their knowledge through practical exercises and simulations.

The implementation of qualification objectives varies according to the strategic competencies of the programme and the strategic vision of the IHU, although a general overview of how qualification objectives are typically incorporated into a curriculum in the study programmes is provided:

- *Identify qualification objectives:* The first step is to clearly define the qualification objectives of the study programme. These objectives outline the knowledge, skills, and competencies that students are expected to acquire upon completion of the program. The objectives are usually based on industry standards, professional requirements, and educational goals.
- *Curriculum design:* Once the qualification objectives are established, the curriculum is designed to align with these objectives. The curriculum consists of a structured plan of courses and learning activities that aim to develop the desired competencies in students.
- *Course selection:* Courses are selected and organised in a way that ensures coverage of the qualification objectives. Each course is designed to address specific aspects of the objectives and may focus on different knowledge areas or skills. The courses may be categorized into core courses, elective courses, or specialized tracks, depending on the programme structure.
- *Learning outcomes:* For each course, specific learning outcomes are defined. Learning outcomes describe what students are expected to achieve or demonstrate upon completing the course. These outcomes should be aligned with the qualification objectives and reflect the knowledge, skills, and competencies students need to acquire.
- *Curriculum review and improvement:* The curriculum is regularly reviewed and evaluated to ensure its effectiveness in achieving the qualification objectives. Feedback from students, faculty, employers, and other stakeholders is considered to identify areas for improvement. Based on this feedback, the curriculum may be updated, modified, or revised to enhance its alignment with the qualification objectives and meet the evolving needs of the field.

By following these steps, the programme´s curriculum can effectively implement the qualification objectives, providing students with the necessary knowledge, skills, and competencies to succeed in their chosen profession.

Table 5: Curriculum of the BA in Psychological Counseling and Guidance

| Course | ECTS Credits | | | | | | | | Workload | | Methods of Teaching |
	1	2	3	4	5	6	7	8	Hours in Class	Hours in Self-Study	i.e. Lecture,Tutorial, Seminar
Semester 1	Total: 30										
History of Modern Turkey I	5								56	94	L/PE/P/PwD/H
The World Through Art and Literature I	5								56	94	L/PE/P/PwD/H
Nature and Science	5								56	94	L/PE/P/PwD/H
Introduction to Psychology	5								42	108	L/PE/PwD
Humanity and Society I	5								56	94	L/PE/P/PwD/H
Modern Turkish Literature I	5								56	94	L/PE/P/PwD/H

Semester 2		Total: 30									
History of Modern Turkey II		5							56	94	L/PE/P/PwD/H
Biological Basis of Human Behavior		5							42	108	L/PE/PwD
Introduction to Education		5							42	108	L/PE/P/PwD/H
Modern Turkish Literature II		5							56	94	L/PE/P/PwD/H
University Courses-Art Elective*		5							56	94	L/PE/P/PwD/H
University Courses-Civilization Elective*		5							56	94	L/PE/P/PwD/H
Semester 3		Total: 30									
Research Methods in Psychology			5						42	108	L/PE/PwD/H
Introduction to Special Education			5						42	108	L/PE/P/PwD/H

Developmental Psychology			5						42	108	L/P/PwD/H
Statistics			5						56	94	L/PE/P/PwD/H
Introduction to Counseling Psychology			5						42	108	L/P/PwD/H
General / Departmental Elective*			5						42	108	L/PE/P/PwD/H
Semester 4			**Total: 30**								
Counseling Theories			5						42	108	L/PE/PwD/H
Psychology of Learning			5						42	108	L/PE/PwD/H
Statistical Mehods in Psychology			5						42	108	L/PE/PwD/H
Inclusive Education			5						42	108	L/PE/P/PwD/H
General / Departmental Elective*			5						42	108	L/PE/P/PwD/H
General / Departmental Elective*			5						42	108	L/PE/P/PwD/H

Semester 5					**Total: 30**						
Test and Measurments in Psychology					5				42	108	L/PE/PwD/H
Measurement and Evaluation					5				42	108	L/PE/PwD/H
Career Guidance and Counseling Theories					5				42	108	L/PE/PwD/H
Educational Technology					5				42	108	L/PE/PwD/H
Teaching Principals and Methods					5				42	108	L/PE/P/PwD/H
Departmental Elective/ General Elective*					5				42	108	L/PE/P/PwD/H
Semester 6					**Total: 30**						
Psychopathology					5				42	108	L/PE/PwD
Career Guidance and Counseling Practicum					5				42	108	L/PE/P/PwD/H
Non-test techniques					5				42	108	L/PE/P/PwD/H

Classroom management							5			42	108	L/PE/P/PwD/H
Techniques and Principals of Counseling Psychology							5			42	108	L/PE/P/PwD/H
Arabic / Departmental Elective/ General Elective*							5			42	108	L/PE/P/PwD/H
Semester 7							**Total: 30**				
Practicum 1 (School practice)							10			42	258	PE
Individual Counseling (Field Work I)							5			42	108	L/PE/P/PwD/H
Group Counseling							5			42	108	L/PE/P/PwD/H
Departmental Elective							5			42	108	L/PE/P/PwD/H
General/Departmental Elective*							5			42	108	L/PE/P/PwD/H
Semester 8							**Total: 30**				
Practicum 2 (School practice)							10			42	258	PE

History of Turkish Education									5	42	108	L/PE/P/PwD/H
Individual Counseling (Field Work II)									5	42	108	L/PE/P/PwD/H
Departmental Elective									5	42	108	L/PE/P/PwD/H
General/Departmental Elective*									5	42	108	L/PE/P/PwD/H
TOTALS										**2072**	**5128**	
		240 ECTS								**7200**		

Abbreviations

E   English

FT   Full Time

H.   Homework

L   Lecture

P   Presentation

PE   Practical Exercises

PT   Part Time

PwD Presentation with Documentation

S   Seminar

T   Tutorial

TR   Turkish

TT   Test

Q   Quiz

WE   Written Examination

Table 6: Department Elective Courses: Psychological Counseling and Guidance

Course Name	Hours		Credit	ECTS	Prerequisite
	Theory	Practice			
Guidance and Counseling in Schools	3	0	3	5	–
Gifted Children and Education	3	0	3	5	–
Human Nature	3	0	3	5	–
Spiritual Counseling	3	0	3	5	–
Family and child in Turkish Culture	3	0	3	5	–
Learning Disabilities	3	0	3	5	–
Attention Deficit and Hyperactivity Disorders	3	0	3	5	–
Family Counseling	3	0	3	5	–
Ethics and Legal Issues in Counseling	3	0	3	5	–
Posttraumatic Counseling	3	0	3	5	–
Seminar in Guidance and Psychological Counseling	3	0	3	5	–
Turkish Education System and School Management	3	0	3	5	–
Classical Texts in Turkish Traditional Mental Health	3	0	3	5	–
Group Counseling Practicum	3	0	3	5	–

Course Name	Theory	Practice	Credit	ECTS	Prerequisite
Objective Tests	3	0	3	5	–
Individual Differences and Theories of Personality	2	2	3	5	–
Social Psychology	3	0	3	5	PSY 101
Introduction to Positive Psychology	3	0	3	5	–
Childhood and Adolescent Psychopathology	3	0	3	5	–
Comparative Ethics: Self, Society, and Politics	3	0	3	5	–
Creative Drama	3	0	3	5	–
Philosophy of Education	3	0	3	5	–
Educational Sociology	3	0	3	5	–

Language Courses	Hours		Credit	ECTS	Prerequisite
Course Name	Theory	Practice			
Basic Arabic I	1	4	3	5	*
Basic Arabic II	1	4	3	5	*
Intermediate Arabic I	1	4	3	5	*
Intermediate Arabic II	1	4	3	5	*
Advanced Arabic I	1	4	3	5	*
Advanced Arabic II	1	4	3	5	*

Intensive Basic Arabic	2	8	6	10	*
Intensive Intermediate Arabic	2	8	6	10	*
Basic French I	1	4	3	5	*
Basic French II	1	4	3	5	*
Intermediate French I	1	4	3	5	*
Intermediate French II	1	4	3	5	*
Basic German I	1	4	3	5	*
Basic German II	1	4	3	5	*
Intermediate German I	1	4	3	5	*
Intermediate German II	1	4	3	5	*
Basic Greek I	1	4	3	5	*
Basic Greek II	1	4	3	5	*
Basic Hebrew I	1	4	3	5	*
Basic Hebrew II	1	4	3	5	*
Basic Latin I	1	4	3	5	*
Basic Latin II	1	4	3	5	*
Basic Persian I	1	4	3	5	*

Basic Persian II	1	4	3	5	*
Intermediate Persian I	1	4	3	5	*
Intermediate Persian II	1	4	3	5	*
Intensive Basic Persian	2	8	6	10	*
Intensive Intermediate Persian	2	8	6	10	*
Basic Spanish I	1	4	3	5	*
Basic Spanish II	1	4	3	5	*
Intermediate Spanish I	1	4	3	5	*
Intermediate Spanish II	1	4	3	5	*
Basic Ottoman Turkish	1	4	3	5	*
Intermediate Ottoman Turkish	1	4	3	5	*
Advanced Ottoman Turkish I	1	4	3	5	*
Advanced Ottoman Turkish II	1	4	3	5	*
Ottoman Paleography and Diplomatica	1	4	3	5	*
Advanced Readings in Ottoman Historical Texts	1	4	3	5	*
Intensive Basic Ottoman Turkish	2	8	6	10	*
Intensive Intermediate Ottoman Turkish	2	8	6	10	*

Intensive Advanced Ottoman Turkish   2   8   6   10   *

* School of Languages Approval

Table 7: Curriculum of the BA in Philosophy

Course	ECTS Credits								Workload		Methods of Teaching	Form and Duration of Examinations
	1	2	3	4	5	6	7	8	Hours in Class	Hours in Self-Study	i.e. Lecture,Tutorial, Seminar	
Semester 1	Total: 30											
Humanity and Society I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
The World Through Art and Literature I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
History of Modern Turkey I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face)

														avg. 100 minutes
Modern Turkish Literature I	5										56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Nature And Science I	5										56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Basic Questions of Philosophy	5										56	94	L/H/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Semester 2		**Total: 30**												
History of Modern Turkey II		5									56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes

Course														
Modern Turkish Literature II		5									56	94	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Introduction to Ethics		5									56	94	L/H/P/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
University Courses - Art Elective		5									56	94	L/H/P/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
University Courses - Civilization Elective		5									56	94	L/H/P/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
University Courses - Science Elective		5									56	94	L/H/P/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
Semester 3			**Total: 30**											
Statistics I			5								56	94	L/PE/P/PwD/H	P/PwD/H/ WE (face

															to face) avg. 100 minutes
Informal logic			5								56	94	L/PE/P/PwD/H/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Theory of Knowledge			5								56	94	L/H/WE	P/PwD/H/WE (face to face) avg. 100 minutes
General Elective			5								56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
General Elective			5								56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Arabic / Turkish / General Elective			5								56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes

Semester 4				Total: 30						56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Formal Logic				5						56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Ancient Philosophy				5						56	94	L/H/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Metaphysics				5						56	94	L/H/WE	P/PwD/H/WE (face to face) avg. 100 minutes
General Elective/ Departmental Elective				5						56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Arabic / Turkish / General Elective				5						56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
University Courses - Communication and Thinking Skills Elective				5						56	94	L/H/P/WE	P/PwD/H/WE (face

											to face) avg. 100 minutes
Semester 5				**Total: 30**							
Islamic Philosophy I				5				56	94	L/H/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
Introduction to Medieval Christian Thought				5				56	94	L/H/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
Philosophy of Science				5				56	94	L/H/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish / General Elective				5				56	94	L/H/P/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish / General Elective				5				56	94	L/H/P/WE	P/PwD/H/ WE (face to face)

												avg. 100 minutes
General Elective					5				56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Semester 6					**Total: 30**							
Islamic Philosophy II					5				56	94	L/H/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Early Modern Philosophy					5				56	94	L/H/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Arabic / Turkish / General Elective					5				56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes

Arabic / Turkish / General Elective						5			56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Departmental Elective						5			56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
General Elective						5			56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Semester 7						**Total: 30**						
Later Modern Philosophy							5		56	94	L/H/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Departmental Elective							5		56	94	L/H/WE	P/PwD/H/WE (face to face) avg. 100 minutes

General Elective									5		56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Arabic / Turkish / General Elective									5		56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
General Elective									5		56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
General Elective									5		56	94	L/H/P/WE	P/PwD/H/WE (face to face) avg. 100 minutes
Semester 8									**Total: 30**					
Contemporary Philosophy									5		56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes

Graduation Project									5	56	94	P/PE	P/PwD/H/ (face to face) avg. 100 minutes
General Elective									5	56	94	L/H/P/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish / General Elective									5	56	94	L/H/P/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
General Elective									5	56	94	L/H/P/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
General Elective									5	56	94	L/H/P/WE	P/PwD/H/ WE (face to face) avg. 100 minutes
TOTALS										**2688**	**4512**		
	240									**7200**			

Table 8: Department Elective Courses: BA in Philosophy

Course Name	Hours		Credit	ECTS	Prerequisite
	Theory	Practice			
Ancient Thought	3	0	3	5	–
Introduction to Modern Thought	3	0	3	5	–
Introduction to Islamic Thought	3	0	3	5	–
Classical Turkish Philosophy	3	0	3	5	–
Contemporary Turkish Thought	3	0	3	5	–
Early Turkic Thought and Mythology	3	0	3	5	–
Chinese Philosophy	3	0	3	5	–
Indian Philosophy	3	0	3	5	–
Philosophy and Literature	3	0	3	5	–
The Sophists	3	0	3	5	–
Philosophy of Nature	3	0	3	5	–
Plato	3	0	3	5	–
Hellenistic Philosophy	3	0	3	5	–
Mutezilite School	3	0	3	5	–

Neo-Platonism	3	0	3	5	–
Stoics	3	0	3	5	–
Philosophy of Kalam	3	0	3	5	–
History of Science	3	0	3	5	–
Mythology	3	0	3	5	–
Aristotle	3	0	3	5	–
Heraclitus and Parmenides	3	0	3	5	–
Farabi and Ibn Sina	3	0	3	5	–
Human Rights	3	0	3	5	–
Sufi Metaphysics	3	0	3	5	–
Science in Ottoman Turkey	3	0	3	5	–
Philosophy and Theology	3	0	3	5	–
Philosophy and Economics	3	0	3	5	–
Philosophy of Mathematics	3	0	3	5	–
Philosophy and Psychoanalysis	3	0	3	5	–
Philosophy of History	3	0	3	5	–
Philosophy of Love	3	0	3	5	–

Readings on Descartes, Spinoza, Leibniz	3	0	3	5	–
Readings on Locke, Hume and Berkeley	3	0	3	5	–
Philosophy of Natural Sciences	3	0	3	5	–
Existentialism	3	0	3	5	–
Hermeneutics	3	0	3	5	–
Phenomenology	3	0	3	5	–
Philosophy of Technology	3	0	3	5	–
Philosophy of Mind	3	0	3	5	–
Contemporary Islamic Thought	3	0	3	5	–
Philosophy and Film	3	0	3	5	–
Analytical Philosophy	3	0	3	5	–
Philosophy of Religion	3	0	3	5	–
Ethics and Political Philosophy in Ottoman Turkey	3	0	3	5	–
Introduction to Ibn Khaldun's Muqaddima	3	0	3	5	–
Philosophy of Language	3	0	3	5	–
Philosophy of Islamic Jurisprudence	3	0	3	5	–
Methods in Philosophy	3	0	3	5	–

Classical Political Theory			3	0	3	5	–

Language Elective Courses	Hours		Credit	ECTS	Prerequisite
Course Name	Theory	Practice			
Basic Arabic I	1	4	3	5	**
Basic Arabic II	1	4	3	5	**
Intermediate Arabic I	1	4	3	5	**
Intermediate Arabic II	1	4	3	5	**
Advanced Arabic I	1	4	3	5	**
Advanced Arabic II	1	4	3	5	**
Intensive Basic Arabic	2	8	6	10	**
Intensive Intermediate Arabic	2	8	6	10	**
Basic French I	1	4	3	5	**
Basic French II	1	4	3	5	**
Intermediate French I	1	4	3	5	**
Intermediate French II	1	4	3	5	**
Basic German I	1	4	3	5	**
Basic German II	1	4	3	5	**

Intermediate German I	1	4	3	5	**
Intermediate German II	1	4	3	5	**
Basic Greek I	1	4	3	5	**
Basic Greek II	1	4	3	5	**
Basic Hebrew I	1	4	3	5	**
Basic Hebrew II	1	4	3	5	**
Basic Latin I	1	4	3	5	**
Basic Latin II	1	4	3	5	**
Basic Persian I	1	4	3	5	**
Basic Persian II	1	4	3	5	**
Intermediate Persian I	1	4	3	5	**
Intermediate Persian II	1	4	3	5	**
Intensive Basic Persian	2	8	6	10	**
Intensive Intermediate Persian	2	8	6	10	**
Basic Spanish I	1	4	3	5	**
Basic Spanish II	1	4	3	5	**
Intermediate Spanish I	1	4	3	5	**

Intermediate Spanish II	1	4	3	5	**
Basic Ottoman Turkish	1	4	3	5	**
Intermediate Ottoman Turkish	1	4	3	5	**
Advanced Ottoman Turkish I	1	4	3	5	**
Advanced Ottoman Turkish II	1	4	3	5	**
Ottoman Paleography and Diplomatica	1	4	3	5	**
Advanced Readings in Ottoman Historical Texts	1	4	3	5	**
Intensive Basic Ottoman Turkish	2	8	6	10	**
Intensive Intermediate Ottoman Turkish	2	8	6	10	**
Intensive Advanced Ottoman Turkish	2	8	6	10	**

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Some possible ways to specialise would be as follows:
- **Philosophy of Science**: Scientific Methodology, Scientific Process, Purpose of Science.
- **Philosophy of Mind:** Sociobiology, Computer Science, Artificial Intelligence, Evolutionary Psychology.
- **Islamic and Ottoman Philosophy:** History of Islamic Philosophy, Metaphysical and Logical Theories in Islamic Philosophy, Political and Ethical Traditions.
- **Philosophy of Religion:** Knowledge and Belief, Faith and Reason, Religious Experience, Religion and Ethics, Religious Language
- **Science and Religion:** The Scientific Study of Religion, Evolution

Table 9: Curriculum of the BA in Psychology

Course	ECTS Credits								Workload		Methods of Teaching	Form and Duration of Examinations
	1	2	3	4	5	6	7	8	Hours in Class	Hours in Self-Study	i.e. Lecture,Tutorial, Seminar	
Semester 1	**Total: 30**											
History of Modern Turkey I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
The World Through Art and Literature I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Nature and Science	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Introduction to Psychology	5								42	108	L/PE/PwD	P/PwD/H/WE (face to face)

															avg. 100 minutes
Humanity and Society I	5											56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Modern Turkish Literature I	5											56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Semester 2		**Total: 30**													
History of Modern Turkey II		5										56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Biological Basis of Human Behavior		5										42	108	L/PE/PwD	P/PwD/H/WE (face to face) avg. 100 minutes
History of Psychology		5										42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes

Course		ECTS								Contact hours	Self-study	Teaching methods	Examination
Modern Turkish Literature II		5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
University Courses-Art Elective*		5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
University Courses-Art Elective*		5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Semester 3		**Total: 30**											
Research Methods in Psychology		5								42	108	L/PE/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Social Psychology		5								42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Developmental Psychology		5								42	108	L/P/PwD/H	P/PwD/H/WE (face

													to face) avg. 100 minutes
Statistics			5							56	94	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
General / Depertmental Elective*			5							42	108	L/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish/ General Elective*			5							42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Semester 4			**Total: 30**										
Individual Differences and Theories of Personality			5							42	108	L/PE/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Psychology of Learning			5							42	108	L/PE/PwD/H	P/PwD/H/ WE (face to face)

												avg. 100 minutes
Statistical Mehods in Psychology				5						42	108	L/PE/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Depatmental Elective				5						42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish/ General Elective*				5						42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
University Courses - Communication and Thinking Skills Elective*				5						56	94	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Semester 5				**Total: 30**									
Test and Measurments in Psychology				5						42	108	L/PE/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes

Clinical Psychology					5				42	108	L/PE/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Cognitive Psychology					5				42	108	L/PE/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Departmental Elective*					5				42	108	L/PE/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Arabic / Departmental Elective/ General Elective*					5				42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Arabic / Departmental Elective/ General Elective*					5				42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes
Semester 6					**Total: 30**							
Psychopathology					5				42	108	L/PE/PwD	P/PwD/H/WE (face

												to face) avg. 100 minutes
Conducting Experiments in Psychology					5			42	108	L/PE/P/PwD/H		P/PwD/H/ WE (face to face) avg. 100 minutes
Departmental Elective*					5			42	108	L/PE/P/PwD/H		P/PwD/H/ WE (face to face) avg. 100 minutes
General/Departmental Elective*					5			42	108	L/PE/P/PwD/H		P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Departmental Elective/ General Elective*					5			42	108	L/PE/P/PwD/H		P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Departmental Elective/ General Elective*					5			42	108	L/PE/P/PwD/H		P/PwD/H/ WE (face to face) avg. 100 minutes

Semester 7						Total: 30					
Clinical Interviewing Skills						5		42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Departmental Elective*						5		42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Depatmental Elective						5		42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Departmental Elective						3		42	48	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
General/Departmental Elective*						5		42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Departmental Elective/ General Elective*						5		42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face

											to face) avg. 100 minutes
Semester 8								**Total: 30**			
Neuropsychology								5	42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Departmental Elective								5	42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Departmental Elective								5	42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Departmental Elective								5	42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face) avg. 100 minutes
General/Departmental Elective*								5	42	108	L/PE/P/PwD/H	P/PwD/H/ WE (face to face)

															avg. 100 minutes
Arabic / Departmental Elective/ General Elective*										5	42	108	L/PE/P/PwD/H		P/PwD/H/WE (face to face) avg. 100 minutes
TOTALS											**2170**	**5030**			
	240 ECTS										**7200**				

Table 10: Department Elective Courses: BA in Psychology

Course Name	Hours		Credit	ECTS
	Theory	**Practice**		
Cognitive Psychology II	3	0	3	5
Selected Topics in Biological Psychology	3	0	3	5
Applied Experimental Research	3	0	3	5
Memory	3	0	3	5
Sensation and Perception	3	0	3	5
Cognition and Emotion	3	0	3	5
Selected Topics in Social Psychology	3	0	3	5
Cultural Psychology	3	0	3	5
Developmental Psychology II	3	0	3	5
Applied Psychological Explanation of Human Behaviour	3	0	3	5
Cognitive and Social Development	3	0	3	5
Intimate Relationships	3	0	3	5

Industrial and Organizational Psychology	3	0	3	5
Gender and Sexuality	3	0	3	5
Individual Differences and Theories of Personality II	3	0	3	5
Language and Thinking	3	0	3	5
Political Psychology	3	0	3	5
Gender	3	0	3	5
Introduction to Positive Psychology	3	0	3	5
Childhood and Adolescent Psychopathology	3	0	3	5
Introduction to the Psychology of Trauma	3	0	3	5
Introduction to Counseling Psychology	3	0	3	5
Health Psychology	3	0	3	5
Clinical Case Researches	3	0	3	5
Selected Cases in Clinical Psychology	3	0	3	5
Forensic Psychology	3	0	3	5
Family Therapy	3	0	3	5
Research Methods in Psychology II	3	0	3	5
Statistical Methods in Psychology II	3	0	3	5
Math for Psychology	3	0	3	5
Neuropsychological Tests and Assessment	3	0	3	5
Conducting and Reporting Research Project in Psychology	3	0	3	5
Qualitative Research Methods	3	0	3	5
Psychology of Music	3	0	3	5
Internship in Psychology	3	0	3	4
Psychology in the Islamic Tradition	3	0	3	5
Psychology of Sport	3	0	3	5
Psychology of Religion	3	0	3	5
Psychology of Education	3	0	3	5

Language Courses	Hours		Credit	ECTS	Prerequisite
Course Name	Theory	Practice			
Basic Arabic I	1	4	3	5	*
Basic Arabic II	1	4	3	5	*
Intermediate Arabic I	1	4	3	5	*
Intermediate Arabic II	1	4	3	5	*
Advanced Arabic I	1	4	3	5	*
Advanced Arabic II	1	4	3	5	*
Intensive Basic Arabic	2	8	6	10	*
Intensive Intermediate Arabic	2	8	6	10	*
Basic French I	1	4	3	5	*
Basic French II	1	4	3	5	*
Intermediate French I	1	4	3	5	*

Intermediate French II	1	4	3	5	*
Basic German I	1	4	3	5	*
Basic German II	1	4	3	5	*
Intermediate German I	1	4	3	5	*
Intermediate German II	1	4	3	5	*
Basic Greek I	1	4	3	5	*
Basic Greek II	1	4	3	5	*
Basic Hebrew I	1	4	3	5	*
Basic Hebrew II	1	4	3	5	*
Basic Latin I	1	4	3	5	*
Basic Latin II	1	4	3	5	*
Basic Persian I	1	4	3	5	*
Basic Persian II	1	4	3	5	*
Intermediate Persian I	1	4	3	5	*

Intermediate Persian II	1	4	3	5	*
Intensive Basic Persian	2	8	6	10	*
Intensive Intermediate Persian	2	8	6	10	*
Basic Spanish I	1	4	3	5	*
Basic Spanish II	1	4	3	5	*
Intermediate Spanish I	1	4	3	5	*
Intermediate Spanish II	1	4	3	5	*
Basic Ottoman Turkish	1	4	3	5	*
Intermediate Ottoman Turkish	1	4	3	5	*
Advanced Ottoman Turkish I	1	4	3	5	*
Advanced Ottoman Turkish II	1	4	3	5	*

Ottoman Paleography and Diplomatica	1	4	3	5	*
Advanced Readings in Ottoman Historical Texts	1	4	3	5	*
Intensive Basic Ottoman Turkish	2	8	6	10	*
Intensive Intermediate Ottoman Turkish	2	8	6	10	*
Intensive Advanced Ottoman Turkish	2	8	6	10	*
Basic Modern Turkish I	1	4	3	5	*
Basic Modern Turkish II	1	4	3	5	*
Intermediate Modern Turkish I	1	4	3	5	*
Intermediate Modern Turkish II	1	4	3	5	*

Advanced Modern Turkish I	1	4	3	5	*
Advanced Modern Turkish II	1	4	3	5	*
Intensive Basic Modern Turkish	2	8	6	10	*
Intensive Intermediate Modern Turkish	2	8	6	10	*
Advanced Readings in Modern Turkish I	1	4	3	5	*
Advanced Readings in Modern Turkish II	1	4	3	5	*

Table 11: Curriculum of the BA in Sociology

Course	ECTS Credits								Workload		Methods of Teaching	Form and Duration of Examinations
	1	2	3	4	5	6	7	8	Hours in Class	Hours in Self-Study	i.e. Lecture,Tutorial, Seminar	
Semester 1	Total: 30											
Humanity and Society I	5								56	94	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes
The World Through Art and Literature I	5								56	94	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Nature and Science I	5								56	94	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Modern Turkish Literature I	5								56	94	L/PE/P/H	P/PwD/H/ WE (face to face)

													avg. 100 minutes
History of Modern Turkey I	5									56	94	L/PE/P/H	P/PwD/H/WE (face to face) avg. 100 minutes
Introduction to Sociology	5									42	108	L/PE/P/H	P/PwD/H/WE (face to face) avg. 100 minutes

Semester 2		**Total: 30**											
Social-Cultural Anthropology		5								42	108	L/PE/P/H	P/PwD/H/WE (face to face) avg. 100 minutes
Modern Turkish Literature II		5								56	94	L/PE/P/H	P/PwD/H/WE (face to face) avg. 100 minutes
History of Modern Turkey II		5								56	94	L/PE/P/H	P/PwD/H/WE (face to face)

Course														
														avg. 100 minutes
University Elective Courses*		5									56	94		P/PwD/H/ WE (face to face) avg. 100 minutes
University Elective Courses*		5									56	94		P/PwD/H/ WE (face to face) avg. 100 minutes
University Elective Courses*		5									56	94		P/PwD/H/ WE (face to face) avg. 100 minutes
Semester 3			**Total: 30**											
Qualitative Research Methods			5								42	108	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Statistics			5								42	108	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes

Departmental Elective*			5						42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
Departmental Elective*			5						42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
General / Departmental Elective*			5						42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish/ General Elective*			5						42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
Semester 4			**Total: 30**									
Social Statistics			5						42	108	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Departmental Elective*			5						42	108		P/PwD/H/ WE (face

												to face) avg. 100 minutes
General Elective*				5					42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
General Elective*				5					42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish/ General Elective*				5					42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
University Elective Courses*				5					56	94		P/PwD/H/ WE (face to face) avg. 100 minutes
Semester 5				**Total: 30**								
Classical Sociological Theory				5					42	108	L/PE/P/H	P/PwD/H/ WE (face to face)

												avg. 100 minutes
Departmental Elective*					5				42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
General Elective*					5				42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
General Elective*					5				42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish/ General Elective*					5				42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish/ General Elective*					5				42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
Semester 6					**Total: 30**							

Contemporary Sociological Theory						5			42	108	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Departmental Elective*						5			42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
General Elective*						5			42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
General Elective*						5			42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish/ General Elective*						5			42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish/ General Elective*						5			42	108		P/PwD/H/ WE (face to face) avg. 100 minutes

Semester 7							Total: 30					
Graduation Thesis I							10		42	258	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Khaldunian Sociology							5		42	108	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Classical Social Thought in the Muslim World							5		42	108	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes
General Elective*							5		42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish/ General Elective*							5		42	108		P/PwD/H/ WE (face to face) avg. 100 minutes

Semester 8								Total: 30				
Graduation Thesis II								10	42	258	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes
Contemporary Social Thought in the Muslim World								5	42	108	L/PE/P/H	P/PwD/H/ WE (face to face) avg. 100 minutes
General Elective*								5	42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
General Elective*								5	42	108		P/PwD/H/ WE (face to face) avg. 100 minutes
Arabic / Turkish/ General Elective*								5	42	108		P/PwD/H/ WE (face to face) avg. 100 minutes

TOTALS									2086	5114		
	240 ECTS								7200			

Table 12 Department Elective Courses: BA in Sociology

Course Name	Hours		Credit	ECTS	Prerequisite
	Theory	Practice			
Anthropology of Media	3	0	3	5	–
Cultures of the Middle East	3	0	3	5	–
Ethnography of Turkey	3	0	3	5	–
History of Anthropological Thought I	3	0	3	5	–
History of Anthropological Thought II	3	0	3	5	–
Anthropology of Emotions	3	0	3	5	–
Anthropology of State	3	0	3	5	–
Anthropology of Islam	3	0	3	5	–
Political Violence, Identity and Memory in Turkey	3	0	3	5	–
Anthropology of Islam and Muslim Societies	3	0	3	5	–
Nations and Nationalism	3	0	3	5	–

Oral History	3	0	3	5	–
Ordinary People and Daily Life in the Late Ottoman Empire	3	0	3	5	–
Revolutions in History	3	0	3	5	–
Introduction to Sociology	3	0	3	5	–
Gender	3	0	3	5	–
Feminist Thought	3	0	3	5	–
Social Change	3	0	3	5	–
Economy and Society	3	0	3	5	–
Sociology of Education	3	0	3	5	–
Historical Sociology	3	0	3	5	–
Sociology of the Family	3	0	3	5	–
Sociology of Childhood	3	0	3	5	–
Sociology of Religion	3	0	3	5	–
Social Stratification	3	0	3	5	–
Political Sociology	3	0	3	5	–
Education and Society	3	0	3	5	–
Sociology of Crime and Deviance	3	0	3	5	–

Course Name	Theory	Practice	Credit	ECTS	Prerequisite
Sociology of Organizations	3	0	3	5	–
Population and Society	3	0	3	5	–
Migration and Refugees	3	0	3	5	–
Urban Studies	3	0	3	5	–
Citizenship and Human Rights	3	0	3	5	–
Special Topics in Sociology I	3	0	3	5	–
Special Topics in Sociology II	3	0	3	5	–
Sociology of Media	3	0	3	5	–

LANGUAGE COURSES	Hours		Credit	ECTS	Prerequisite
Course Name	Theory	Practice			
Basic Arabic I	1	4	3	5	**
Basic Arabic II	1	4	3	5	**
Intermediate Arabic I	1	4	3	5	**
Intermediate Arabic II	1	4	3	5	**
Advanced Arabic I	1	4	3	5	**
Advanced Arabic II	1	4	3	5	**
Intensive Basic Arabic	2	8	6	10	**

Intensive Intermediate Arabic	2	8	6	10	**
Basic French I	1	4	3	5	**
Basic French II	1	4	3	5	**
Intermediate French I	1	4	3	5	**
Intermediate French II	1	4	3	5	**
Basic German I	1	4	3	5	**
Basic German II	1	4	3	5	**
Intermediate German I	1	4	3	5	**
Intermediate German II	1	4	3	5	**
Basic Greek I	1	4	3	5	**
Basic Greek II	1	4	3	5	**
Basic Hebrew I	1	4	3	5	**
Basic Hebrew II	1	4	3	5	**
Basic Latin I	1	4	3	5	**
Basic Latin II	1	4	3	5	**
Basic Persian I	1	4	3	5	**
Basic Persian II	1	4	3	5	**

Intermediate Persian I	1	4	3	5	**
Intermediate Persian II	1	4	3	5	**
Intensive Basic Persian	2	8	6	10	**
Intensive Intermediate Persian	2	8	6	10	**
Basic Spanish I	1	4	3	5	**
Basic Spanish II	1	4	3	5	**
Intermediate Spanish I	1	4	3	5	**
Intermediate Spanish II	1	4	3	5	**
Basic Ottoman Turkish	1	4	3	5	**
Intermediate Ottoman Turkish	1	4	3	5	**
Advanced Ottoman Turkish I	1	4	3	5	**
Advanced Ottoman Turkish II	1	4	3	5	**
Ottoman Paleography and Diplomatica	1	4	3	5	**
Advanced Readings in Ottoman Historical Texts	1	4	3	5	**
Intensive Basic Ottoman Turkish	2	8	6	10	**
Intensive Intermediate Ottoman Turkish	2	8	6	10	**
Basic Modern Turkish I	1	4	3	5	**

Basic Modern Turkish II	1	4	3	5	**
Intermediate Modern Turkish I	1	4	3	5	**
Intermediate Modern Turkish II	1	4	3	5	**
Advanced Readings in Modern Turkish I	1	4	3	5	**
Advanced Readings in Modern Turkish II	1	4	3	5	**
Intensive Basic Modern Turkish	2	8	6	10	**
Intensive Intermediate Modern Turkish	2	8	6	10	**

** Approval of School of Languages

Some possible ways to specialise would be as follows:
- Migration and Refugee Studies
- City and Space
- Political Anthropology and Sociology
- Oral History, Social Memory and Emotions
- Gender and Family Studies
- Sociology and Anthropology of Religion

For all programmes

All courses, including language courses, in the curricula of all Ibn Haldun University's Bachelor programmes, as well as the Department Elective courses of the individual programmes, can be taken as general electives.

Rationale for degree and programme name

In Turkey, the Council of Higher Education (CoHE) is responsible for regulating the names of academic programmes. Prior to the establishment of new programmes by either state or foundation universities, the institutions must provide evidence that they have the necessary infrastructure to support these programmes. Therefore, at IHU, all programmes and their programme application files including contents and name are reviewed by the CoHE to ensure that they meet all the necessary CoHE's higher education principles and standards.

Integration of theory and practice

To give students a well-rounded education that prepares them for real-world applications, study programmes must link theoretical and practical information. The normal relationship between theoretical and applied content in the curricula is summarised as follows:

- The programmes start out by establishing a strong theoretical framework. This entails instructing students in the core ideas, tenets, theories, and frameworks underlying the discipline. Students who possess theoretical knowledge are better able to comprehend the conceptual structure and setting upon which practical applications are based.
- The program stresses the practical application of theoretical concepts when students have a firm grasp of them. Numerous techniques, including case studies, simulations, projects, and problem-solving exercises, are used to accomplish this. These activities require students to apply their theoretical knowledge to real-world situations, allowing them to see the relevance and practical implications of the concepts they have learned.
- *Fieldwork and internships*: Students may be placed in real-world settings relevant to their field, such as companies, organisations, or research institutions. Through these experiences, students gain practical exposure, work on real-life projects, and interact with professionals, applying their theoretical knowledge in practical scenarios.
- *Courses with a practical focus:* The study programmes contain certain courses or modules that put a clear emphasis on developing practical skills. These programs may include workshops, training sessions, or practical exercises specific to the industry or subject area. They give students the chance to hone and acquire abilities directly connected to their future vocations.
- *Industry collaborations and guest speakers:* To enhance the practical relevance of the academic programmes, collaborations with industry partners and guest speakers are often integrated. Professionals are invited to share their expertise, insights, and practical experiences with students in class and on campus activities. This allows students to learn about real-world challenges, industry trends, and practical applications directly from practitioners.

Interdisciplinary thinking

Through a variety of instructional methods and tactics that promote the fusion of numerous academic fields, IHU students can become qualified for interdisciplinary thinking. The following represent a few concrete strategies to encourage transdisciplinary thinking among students: Experiential Learning, Critical Thinking and Reflection, Faculty Collaboration, Collaborative Projects, Interdisciplinary Courses, Guest Speakers and Experts, Research Opportunities.

Curriculum design, group projects, chances for experiential learning and a concentration on critical thinking are all part of building a learning environment that values and fosters interdisciplinary thinking. Students can acquire the abilities and mentality required for comprehensive problem-solving and innovation in an increasingly complicated world by involving them in multidisciplinary experiences

IHU fosters interdisciplinary connections by integrating content and skills from different disciplines while encouraging students to make connections across subjects, promoting a holistic understanding of knowledge. Students are given a broad range of latitude in elective courses to increase their competitive talents and skills with different levels of specialisation. Each and every course listed under all IHU Bachelor curricula, including all language courses, may be taken as general electives.

Ethical aspects

The CoHE has set fundamental guidelines and advanced attempts to institutionalize ethics in Turkish HEIs. A new code of ethics titled "*Ethical Code of Conduct in Turkey's Higher Education Institutions*" was accepted by the CoHE. In parallel with the CoHE's vision, IHU *established Ethics Studies Application and Research Center* on March 5, 2019. The aim of the centre is to gather the academic research and publication activities of the disciplines ranging from business to philosophy, communication to Islamic sciences, and political science to international relations within the University into a framework of a multidisciplinary research and application centre on ethical problems in their fields. Studies carried out in areas such as business ethics, bio-ethics, media ethics, political ethics, religion and ethics will be coordinated with this centre. The main goal of these studies is to initiate the development of principles shaped around universal ethical awareness in all areas of social life, starting from the University.

Each academic programme seeks to create its own ethical culture in addition to IHU's institutionalisation efforts and strategic vision. For instance, the ethical standards and guidelines are introduced to new students, academic and administrative staff in an orientation session at the beginning of each academic year. Some ideas for ethical concepts and rules that students learn include: Integrity, Respect, Plagiarism and Academic Honesty, Responsible Conduct, Confidentiality and Privacy, Inclusivity and Diversity, Environmental Sustainability, Ethical Research and Innovation, Community Engagement, Personal Responsibility.

The programmes *BA in Psychological Counseling and Guidance, BA in Philosophy, BA in Psychology and BA in Sociology* at IHU deliberately supplement the introduction of these ethical guidelines with ongoing discussions, workshops, and resources throughout the students' university journey. All four areas of studies face complex ethical quandaries, and the programmes emphasize the significance of ethical reasoning and decision-making. Students learn to recognise ethical dimensions of issues, assess possible responses, and make decisions that align with their ethical frameworks and principles.

Methods and scientific practice

The compulsory English Preparatory Programme already introduces students to the Principles of Academic Research and students are expected to develop their first academic research skills throughout the process of selecting, evaluating and using sources for a significant research task.

BA in Psychological Counseling and Guidance and BA in Psychology
The curriculum includes courses that challenge students to solve complex problems using analytical and creative thinking. Students learn how to identify problems, analyse data, evaluate options, and make informed decisions. Especially the courses Research Methods in Psychology, Statistics and Statistical Methods in Psychology deal with the acquisition of academic skills.

BA in Philosophy
Engaging in philosophical discourse demands excellent writing abilities. To facilitate this, the curriculum provides dedicated instruction on academic writing, focusing on clear argumentation, thorough research, critical evaluation, and citation integrity. Students will hone their abilities to express complex ideas and arguments in writing, equipping them for success in academia and beyond. Courses such as Statistics are taught and the study programme concludes with a Bachelor thesis.

BA in Sociology
The second-year courses deepen the understanding of the main sociological theories and paradigms and explore their relevance for contemporary society. The courses also expose students to different research methods and techniques, and how they can be used to collect and analyse data on social problems and processes. Graduates learn how to design, conduct, and evaluate research projects using methods, such as surveys, interviews, observations, experiments, and content analysis. They also learn how to use computer resources to locate information, statistical software to analyse data, and graphical tools to present results. Especially the courses Qualitative Research Methods, Statistics, Social Statistics deal with the acquisition of academic skills.

For all programmes

Examination and final thesis
The overall term grade is determined based on two main evaluation criteria (Midterm Activities and Final Exam). The Midterm Activities may be a midterm exam, a project, homework, workshops, peer evaluations, self-evaluation reports or interactive discussions.

Midterm grades are released prior to the final exam. The final exam is scheduled at the end of the semester. Students are notified of the final exam via the IHU webpage at least one month in advance. The majority of exams at the IHU are conducted on-site, either as classic exams or in a form of a term project.

Any course grade serves as a measure of a student's academic performance. The final grade is made up of at least 30 % of the final exam, and the remaining percentage is determined by how well students performed in other types of assessment (such as midterm exams, homework assignments, presentations, projects, quizzes, and papers). The weight of assessment and evaluation criteria in determining semester grades cannot exceed 60 %.

Grade points range from 0 to 100 and are translated into letter grades and grade points on a 0 to 4 scale. A score of 60 is required to pass. Transparency is deemed essential in the announcement of all assessment and evaluation results. The results must be announced within two weeks. A faculty member is obliged to give feedback on evaluation results and methods upon the request of the student.

Full-time or part-time instructors are required to outline their evaluation criteria for each course in the syllabus, along with details on how the exams will be graded. The OBS system has these course outlines. The academic schedule is made known to the students via the IHU Internet web page at the start of each semester. Midterm and final exam times are defined in the typical academic calendar.

The **BA in Philosophy** and **BA in Sociology** programmes conclude with a final thesis, while the **BA in Psychological Counselling and Supervision** and **BA in Psychology** programmes focus more on practical implementation through various internships and fieldwork, which are graded.

Appraisal:

The curricula adequately align with the qualification objectives of the study programmes. The contents of the courses are well-balanced and geared towards achieving the intended learning outcomes. All four programmes include many electives for students to choose from (some of which like the general electives are cross-departmental). However, it is ensured that the electives to be chosen match the students' level of knowledge. For example, the panel learnt that fourth-semester students can only choose electives that are appropriate for their level – which was not explicitly stated in the documentation. In the panel´s opinion the University could enhance the transparency further, providing clear instructions for first-year students regarding their elective choices and timing (see recommendation in chapter 5).
The panel also learnt that compulsory university courses, mandated by the ministry, also serve to teach students academic skills. For example, the Turkish Literature course is also used to introduce students to academic writing.

The degree and programme names correspond to the contents of the curriculum and the programme objectives. The names of study programmes are regulated by the state and the Council of Higher Education (CoHE) is responsible for regulating the names of academic programmes.

With regard to the connection between theory and practice, theoretical concepts are combined with practical exercises and examples such as discussion sessions, group work, conducting interviews, using observation rooms or conducting capstone projects. In particular, internships in both psychology programmes enable students to apply their theoretical knowledge in a professional setting.

With regard to the diverse electives across departments, all four study programmes emphasize acquiring trans- or interdisciplinary knowledge. IHU leverages the advantage of having a small student body in respective programmes (see statistical data), enabling the offering of joint electives.

The nature of the programmes themselves requires addressing ethical aspects. Philosophy, sociology and psychology courses include social criteria, with ethical aspects frequently discussed.

Students acquire methodological competences and are enabled to conduct scientific work at the required level through various courses which are integrated into the respective curricula.

All exams are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams include a variety of test formats. Students also demonstrate their ability to conduct scientific research and the achievement of the study programme's qualification objectives.

The final projects in the two programmes **BA in Philosophy** and **BA in Sociology** are evaluated based on pre-established and coherently applied criteria, rules, and procedures. Furthermore, students prove their ability to conduct scientific work and fulfil the study programme's qualification 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		
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		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

BA in Psychological Counseling and Guidance

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	142 national credits / 240 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules/courses	46
Time required for processing the final thesis/project and awarded credits	No final thesis/project
Number of contact hours	Hours in Class: 2072 Hours in Self-Study: 5128 Total: 7200/30 = 240 ECTS credits

BA in Psychology:

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	144 national credits / 240 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules/courses	48
Time required for processing the final thesis/project and awarded credits	No final thesis/project
Number of contact hours	Hours in Class: 2170 Hours in Self-Study: 5030 Total: 7200/30 = 240 ECTS credits

BA in Sociology:

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	142 national credits / 240 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules/courses	46
Time required for processing the final thesis and awarded credits	2 semesters, 20 ECTS credits
Number of contact hours	Hours in Class: 2086 Hours in Self-Study: 5114 Total: 7200/30 = 240 ECTS credits

BA in Philosophy:

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	144 national credits / 240 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules/courses	63
Time required for processing the final project and awarded credits	1 semester, 5 ECTS credits
Number of contact hours	Hours in Class: 2534 Hours in Self-Study: 4666 Total: 7200/30 = 240 ECTS credits

The independent national credit system based on theoretical or practical hours per week is used by all HEIs in Turkey. As a result, the weekly lecture hours plus half of the weekly laboratory or practical hours are equivalent to the credits assigned per semester to a particular course. In Turkey, credits only show the number of class hours, not the student's own working hours. This results in an conversion in which one national credit equals around 1.7 ECTS credits. However, the number and load of in-class courses vary from programme to programme.

The expected duration of study for all Bachelor programmes in Turkey is four years. Two semesters of 28 weeks of theoretical instruction make up the academic year (fall and spring).

IHU offers its students the opportunity for double major and minor programmes. The purpose of the double major programme is to give students who complete the registered Bachelor programme with outstanding success the opportunity to study in parallel in a second study programme in order to obtain a second degree. The purpose of the Minor Programme is to provide the students who successfully carry out the registered Bachelor programme, an opportunity to study in a second programme concurrently.

Study and examination regulations
The norms outlined in the IHU decrees, which are incorporated into the University's Academic Policy, serve as the foundation for the study and examination regulations. Before the semester starts, the timetables and academic calendar are fully disclosed. The University's "Student Affairs Department" is where students may access all the information.

The Lisbon Recognition Convention was signed in 2006 and came into force in Turkey in 2007. All universities must adhere to the guidelines set at the national level, and the ENIC/NARIC Office, which was established within the framework of the Council for Higher Education, is the organisation responsible for the recognition of foreign degrees.

After having studied at any higher education institution, the students who transferred by the way of lateral transfer, solely transfer or by taking the exam can request a substitution for the courses they have successfully completed at their previous institution. Courses deemed successful and equivalent by the decision of the Related Board of Directors are converted to the success grades in terms of the University's grading scale and processed on the transcript. In order for a course to be transferred, it has to be completed within the last five years and it must be taken at a higher education institution recognised by the Council of Higher Education (YÖK).

Within the scope of exchange programmes, the admission and course registration of the student are carried out by the related department. At the end of the programme, students are given a transcript of records listing the courses taken along with the grades awarded. The period during which the student studies at another university as part of an exchange programme is included in the study period. The adjustment of courses taken in the exchange programme is determined by the decision of the Related Board of Directors.

The exam calendar, national and religious holidays, and any other sporadic breaks are all communicated to students at the start of each academic year. Course descriptions and the student information system under the OBS are used to convey information about academic performance evaluations and tests. Traditionally, the course descriptions are distributed to the students and thoroughly described in the first lecture of each subject. Also, each course has an area in the online learning system of the University, called the "Canvas" system, where

teachers can post course descriptions, study materials, extra reading assignments, and/or links to helpful resources.

Grades expressed in letters, their weight coefficients and the meanings are shown below:

Table 13: Course Grades

Final Grade over 100	Letter Grade	GPA	Success Status
	A+	4.0	Successful
95.00-100.00	A	4.0	Successful
90.00-94.99	A-	3.7	Successful
85.00-89.99	B+	3.3	Successful
80.00-84.99	B	3.0	Successful
75.00-79.99	B-	2.7	Successful
70.00-74.99	C+	2.3	Successful
65.00-69.99	C	2.0	Successful
60.00-64.99	C-	1.7	Conditionally Successful
55.00-59.99	D+	1.3	Conditionally Successful
50.00-54.99	D	1.0	Conditionally Successful
0.00-49.99	F	0.0	Failed

Each course typically spans a 14-week period for lectures and other learning materials. Students take their in-class midterm exams after six or seven weeks. They continue their curriculum for a further six to seven weeks after the midterm exams. Students get ready for their final exams to be taken in class when the second cycle is finished. Alternatively, lecturers may assign take-home exams or term projects as part of the assessment.

Feasibility of study workload
The workload is spread fairly evenly over eight semesters, each with 30 ECTS credits. IHU has established a workload evaluation system, which will be included in the course evaluation starting from the upcoming semester. The template and the official confirmation of its immediate effectiveness are available.

An academic advisor is assigned to each student. Advisers assist students in selecting their track and elective courses, providing answers to their academic issues, answering their inquiries, and assisting them in achieving their own career goals. Students can schedule appointments with their advisors during office hours, or they can reach out to them at any time through OBS.

Equality of Opportunity
The Turkish Constitution now includes the concepts of equality and the prohibition of discrimination. Turkey also ratified the international standard of gender equality by signing the Convention on the Elimination of All Forms of Discrimination Against Women. Also, the Turkish CoHE created a unique document in 2015 about gender equality. In terms of equal opportunity, Turkey's Higher Education Law mandates that all efforts must be made to create chances for all citizens in higher education.

IHU adheres to all of these national and international standards for gender equality and equal opportunity. The ratio of male to female students in IHU is about 50 %. For students participating in the programmes to experience gender equality and equality of opportunity, a proactive and inclusive strategy that values justice, diversity, and inclusivity is necessary. In order to promote gender equality and equal opportunity, IHU frequently uses the following tactics and procedures: *Non-Discriminatory Policies; Admissions Process; Access to*

Education and Resources; Gender-Sensitive Curriculum; Supportive Learning Environment; Mentorship and Role Models; Encouraging Female Participation in Male-Dominated Fields; Research and Data Collection; Awareness and Sensitization.

There are also numerous financial assistance programmes available for underprivileged groups, including low-income students and students with disabilities. For domestic and international students, there are several different scholarship options available (100 %, 75 %, 50 %, and 25 % scholarships). Many IHU students who come from underprivileged backgrounds receive financial assistance and economic support.

Students with disabilities are an important component of the University community at IHU. As a result, they have a general right to an education that satisfies their unique needs, particularly with regard to exams and assessments. IHU aims to meet their demands as best it can in terms of both the physical environment and institutional culture. For instance, there are restrooms and parking spaces reserved especially for those with disabilities. There are materials for those who are blind at the University library. Article 5 (1) of the Regulation of the Unit for Disabled Students states additionally that efforts are made to provide disabled students with the opportunity to receive education in integrated environments under equal and accessible conditions with non-disabled individuals, taking into account their special circumstances and needs.

Several efforts have been carried out at IHU to provide the ideal learning environment for students with disabilities and to guarantee their full participation in the educational and training processes. In this regard, the "Disabled Student Unit" was established in 2018. Designs for IHU have been made with the aim of making it accessible to individuals with disabilities. The particular needs and requirements of these individuals, such as their physical limitations and educational needs, have been taken into consideration during the planning and design process. The structures, sizes, flooring, and other details of the school and classrooms have been customized to accommodate the needs of disabled students.

Appraisal:

The panel finds the structure of the four study programmes to be suitably implemented. Each programme is composed of various courses, with credits allocated to each course based on the required student workload.
During the site visit, the panel learnt more about the double major and minor major options. However, the minor major and its structure and curriculum of the respective study programmes were not evaluated. The panel suggests that it would be beneficial to provide clearer written guidelines regarding the option of pursuing double major and minor programme. While there are existing regulations, e.g. how many courses students have to take, the University still seems to handle this on a case-by-case basis and it could be unclear to students what options they have (see recommendation in chapter 5).

The University has established legally binding study and exam regulations which contain necessary rules and procedures and consider national requirements. The study programmes are designed so that students can undertake study periods at other higher education institutions (HEIs) or do internships without extending their overall study duration. The recognition periods of study at other HEIs is also regulated.

In the opinion of the panel, the structure of the courses and the workload in the study programmes are comprehensible and appear appropriate to enable the students to achieve the intended goals of the programme in the designated time. The general feasibility of the workload is ensured by a suitable curriculum design as well as an appropriate number and frequency of examinations in the courses and overall in each semester. Support in academic and general matters is ensured by the lecturers and academic advisors.

As part of the current accreditation process, IHU has now established a workload survey, which will be used in the upcoming semester evaluation. An official statement from the University confirming this process was provided, along with the evaluation form to be used in future assessments.

The University ensures a commitment to gender equality and non-discrimination. Students with disabilities are provided with affirmative action concerning formal requirements throughout the programme and examinations, supported by the presence of a Service Unit for Students with Disabilities. Students in special circumstances are particularly assisted.

		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)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

Ibn Haldun University has a student-centered education policy that prioritizes the needs and interests of its learners. The University recognises that every student has unique learning requirements, and therefore, it offers a range of flexible learning options to diverse learning styles. The institution's teaching approach is based on active learning, where students are encouraged to participate, collaborate, and engage with the course content. The University's faculty members are trained to facilitate discussions, provide personalized feedback, and create a supportive learning environment. The institution also promotes experiential learning, where students apply their knowledge to real-world scenarios through voluntary internships, research projects, and community engagement programmes. Thus, Ibn Haldun University's education policy is designed to empower students to take responsibility for their learning and achieve their academic goals.

Each semester, the course instructor prepares a detailed syllabus outlining the course content, practices, sources, assessment and evaluation methods, and other pertinent information. Every course is allocated to an instructor who possesses expertise in the respective field of study. This designated instructor assumes the role of the course coordinator and leads the efforts of other educators in developing the course content, teaching methods, and instructional materials. Subsequently, all instructors who teach that particular course adhere to the collectively developed syllabus that encompasses the course's objectives, content, learning outcomes, instructional methods, materials, and evaluation criteria intended to

measure the attainment of the learning outcomes. Programme curricula as well as each course's syllabus are uploaded to the Canvas and OBS systems.

To succeed in the course, students are required to attend a minimum of 80 % of the classes and practices. Furthermore, they must participate in all assessment and evaluation processes and other activities specified in the syllabus by the course instructor.

Ibn Haldun University uses various teaching methods to encourage *student participation and active learning*. Both theory-based and practice-based methods are incorporated into all programmes, including courses and seminars with industry experts, workshops, volunteer internships, and projects. In addition to traditional assessment methods, active learning assessment applications are utilized to evaluate critical thinking, problem-solving, and real-world application skills. These methods include project-based assessment, where students work together to solve real-world problems, and peer assessment, where students evaluate and provide feedback on each other's work. For instance, in the strategic management course the simulation of CAPSIM Global DNA is applied to students, providing them with the opportunity to practically apply the theoretical knowledge they have learned. By implementing active learning assessment methods, the University aims to comprehensively evaluate students' abilities and enhance their motivation and engagement in the learning process.

Ibn Haldun University is committed to providing *a dynamic and innovative learning experience* for its students. IHU understands that the traditional lecture-style approach to teaching is not always effective and has, therefore, incorporated a range of teaching techniques:

- One such technique is group and peer work, where students work collaboratively on projects and assignments. This approach promotes teamwork, communication, and problem-solving skills, which are essential in the modern workplace.

- Simulation and role-play are other innovative teaching techniques that Ibn Haldun University utilizes. These techniques provide students with an opportunity to apply theoretical knowledge to real-world scenarios, promoting critical thinking and experiential learning.

- Mind mapping and one-minute/sentence summaries are also incorporated into teaching methods. These techniques allow students to synthesize and summarize complex information quickly, promoting retention and recall of key concepts.

- This student-centered approach guarantees the application of the learnt material in practice. This way of instruction serves the objective of gaining 21st century skills. These skills include critical thinking, problem-solving, creativity, communication, collaboration, media literacy, technology literacy, and social and cross-cultural skills. They are not just limited to technical proficiency, but also encompass social and emotional intelligence, and the ability to think creatively and innovatively.

- Workshops, laboratory work, projects, case studies, internships, are also used to gain practical experiences. Students must also gain practical field work and counselling experience, particularly in the two psychology programmes.

- The Coordination of Learning and Teaching at the University provides individual support for lecturers to integrate active learning techniques and educational technologies into their courses in order to provide a fruitful environment to develop these skills. Another subject of support that CILT provides for lecturers is the LMS Canvas.

Course Materials

Canvas is the LMS adopted by the University. It is a cloud-based learning management system (LMS) that allows lecturers to manage and deliver educational content. Some of its basic functions include the following:

- Canvas allows educators to create and manage courses with a customizable syllabus, assignments, quizzes, and discussions.
- It provides a variety of tools for communication and collaboration, including announcements, messaging, video conferencing (Zoom integration) and group assignments.
- Canvas enables educators to share multimedia content such as videos, images and audio recordings.
- The LMS provides a grading and assessment process, with features such as rubrics, peer review and automatic grading.
- Canvas shows detailed analytics and reporting on student performance, course engagement, and other metrics.
- It can be integrated with a variety of tools and applications, such as Google Drive, Microsoft Office and Turnitin.

To ensure a shared comprehension of the learning objectives, the coordinators and instructors collaborate in the selection of the learning materials. In order to foster an appreciation of diverse academic viewpoints, instructors incorporate globally recognised textbooks, as well as lecture slides and notes they have developed. Additional supplementary materials may also be dispensed during lectures. Prior to the commencement of each term, department meetings are held by the coordinators and instructors to ensure that the course materials are current. At the start of each term, all course materials are uploaded onto the Canvas System. The learning material is systematically organised on the Learning Management System Canvas. In order to ensure ease of use, lecturers are encouraged to organise their materials and activities under weekly modules. To motivate ambitious students for their individual work, recommended materials are also given. The programmes *BA in Psychological Counseling and Guidance, BA in Philosophy, BA in Psychology and BA in Sociology* are taught in English. Therefore, learning and teaching materials, including textbooks and other materials, are available in English.

Guest lecturers

The programmes encourage faculty members to invite guest lecturers from diverse fields such as psychology, philosophy and sociology to share their sectoral experiences in their classes and seminars. The student clubs of the faculty are also active in organising many engaging events and trips besides inviting guest lecturers and professionals from different sectors. For instance, the Career Development Club invited guest lecturers who are experts on the psychology, philosophy, and sociology related topics and provided conferences for students. They also hosted well-known psychologists, philosophers, and sociologists from various universities as speakers about current social, cultural, educational, and psychological issues.

Accordingly, both the faculty and the student clubs promote active student participation in these events by providing certificates.

Lecturing tutors

The programmes employ one or two full-time research assistants, along with teaching fellows and research fellows. High-achieving students who have been employed as teaching fellows and research fellows are granted monetary scholarships, in addition to their academic scholarships, as a form of recognition for their diligent efforts. While teaching fellows assist lecturers in their courses, research fellows take part in research projects and activities. Within the faculty, research assistants do not deliver lectures but instead engage in tutorials, evaluate student projects and academic initiatives, and aid lecturers in course preparation. Additionally, they serve as exam invigilators.

Appraisal:

The variety of teaching methods offered by the programmes are chosen according to the learning outcomes of each course. Following the student-centred learning, they encourage students to take an active role in creating the learning process. The small group of students, in particular, creates the possibility of an interactive environment.

The course materials correspond to the teaching approach used and the respective qualification level of the course for which it is intended. In order to keep the materials up to date, regular meetings are held among those responsible. The style of the materials is suitable for encouraging students' individual learning initiatives. Students can also access these resources online via the University's learning management system Canvas.

Guest lecturers are invited and contribute to the students' qualification process with their specialized experience. In addition, lecturing tutors contribute to the students' learning process and help them develop competencies and skills.

	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		
3.3.4 Lecturing tutors			X		

3.4   International outlook

<u>International contents and intercultural aspects</u>

BA in Psychological Counseling and Guidance
The curriculum involves several compulsory and elective courses that encourage active student participation and offer combined theory and practice in different fields by employing real-world case studies, and inviting professionals as guest lecturers. These opportunities allow students to gain a comprehensive understanding of global practices and develop the skills necessary to succeed in a dynamic, and multicultural environment. According to IHU, in today's interconnected world, educational leaders need to be aware of cultural differences and global trends. The curriculum includes courses that expose students to different cultures, languages, and practices and is designed to give students a thorough understanding of diverse educational and psychological theories and techniques.

BA in Philosophy
The Philosophy programme places a strong emphasis on developing students' abilities to succeed in a dynamic and multicultural academic and professional environment. By studying philosophy within an international context, employing comparative approach and engaging with a diverse tradition, students gain exposure to different cultural perspectives, refine their intercultural communication skills, and become adept at collaborating with individuals from various backgrounds. This global outlook equips graduates with the necessary skills to navigate the complexities of an interconnected world and thrive in a multicultural setting.

In today's interconnected world, it is crucial to appreciate philosophical traditions from various cultures and epochs. Therefore, the curriculum includes courses that introduce students to a diverse range of philosophies and traditions, helping them develop a nuanced global perspective and preparing them to contribute to philosophical discourse at an international level. Furthermore, the programme recognises the importance of studying philosophy beyond the traditional Western canon. It includes courses that explore Islamic, Ottoman, Chinese, and other non-Western philosophical traditions. This comparative approach broadens students' perspectives, challenges their preconceptions, and encourages a more inclusive understanding of philosophical thought.

BA in Psychology
The curriculum involves several compulsory and elective courses that encourage active student participation and offer combined theory and practice in different fields of psychology by employing real-world case studies, research-based course projects, and inviting professionals as guest lecturers. These opportunities allow students to gain a comprehensive understanding of psychological practices and develop the skills necessary to succeed in a dynamic, multicultural academic and organisational environment. To to be aware of cultural differences and global trends, the curriculum includes courses that expose students to different cultures, languages, and business practices, and to prepare students to work in a global environment.

BA in Sociology
The programme aims to provide students with a comprehensive understanding of social phenomena and processes in various international contexts and levels of analysis. The department also strives to foster an international outlook among its students and faculty by

engaging in academic collaborations and exchanges with reputable institutions around the world. Sociology graduates learn how to appreciate and respect the diversity of human cultures and experiences. They also learn how to recognise and challenge the stereotypes, prejudices, and inequalities that affect social groups and individuals. Cultural competence skills are important for sociologists who work as community organisers, social workers, human rights activists, or global citizens.

For all programmes

Internationality of the student body and faculty
IHU is focused on increasing its international presence by participating in ERASMUS+ exchanges. IHU has formed collaborations with different academic institutions abroad to encourage the exchange of students and lecturers, facilitate joint research projects, and organise academic events (see also chapter 4.3).

The University is given quotas by the Ministry as to the maximum number of international students that may be admitted. This quota is also based on the quota of national students and is half of the maximum number of national students that may be accepted.[6] Neither the quota of national nor international students must be fully utilised. International students receive an approx. 50 % discount.

Since 2017, 80 - 100 % of each cohort in the **BA in Psychological Counseling and Guidance** programme has consisted of international students, 100 % in the **BA in Sociology** programme, at least 60 % in the **BA in Psychology** programme and around 70 % in the **BA in Philosophy** programme.

A significant number of faculty members possess international expertise in educational or professional domains and several instructors have obtained graduate or PhD degrees from foreign institutions and/or have worked for international companies or organisations. The proportion of international academics is 40 %. Faculty members participate in foreign conferences or seminars and publish papers abroad to stay

Foreign language contents

The language instruction for all four study programmes isconducted entirely in English; accordingly, students must also attend a preparatory programme before the first semester (see chapter 2). Overall, the study programmes offer a trilingual education, in which students can learn Arabic and/or Turkish in addition to English as part of their studies.

Appraisal:

International content and intercultural aspects are an important part of the curricula of the study programmes. The acquisition of intercultural competences and skills is central to the learning objectives of the study programmes and is strongly encouraged, for example, through the use of international examples, the acquisition of three languages and the international student body. The panel also acknowledges and appreciates that the programmes teach various perspectives and deal with Islamic, Western and Asian content.

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[6] This means, for example, that if the University is allowed to accept 10 national students, the quota of international students is 5.

The international composition of the student body not only aligns with the programmes' concept but also a significant proportion of students come from outside of Turkey. Thus, discussions in classroom and group work automatically reflect international aspects.

The international composition of the faculty promotes the acquisition of international competences and skills. A significant proportion of the teaching staff have completed their PhDs abroad. In addition, the University motivates its teaching staff to take part in international conferences or staff exchanges.

Furthermore, all four programmes are entirely taught in English. Hence, lectures as well as course material in a foreign language not only prevail, but are exclusively delivered in another language. Therefore, internationality is a clear key element of the programmes. The resulting proficiency in English and knowledge of a second language promote clearly the employability of the students. Students also have the opportunity to learn additional languages such as Arabic and Turkish.

	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)

For all programmes

In addition to providing skills that are relevant to specific areas, the programmes place a great emphasis on the social and personal improvement of its students. Between 2017 and 2020, the Honor Programme provided students with extracurricular classical studies, cultural and artistic education programmes, and workshops. As part of this programme, seminars that were previously offered have been converted into credit-eligible elective courses and will continue to be offered to students. Students who successfully complete these courses will receive an "Honors Certificate".

In addition to communication, leading, and critical thinking skills, the curricula aim to develop several other personal development skills, including:

- *Global awareness:* In today's interconnected world, educational leaders need to be aware of cultural differences and global trends. The curriculum includes courses that expose students to different cultures, languages, and practices, and prepares them to work in a global environment.
- *Ethical decision-making:* Educational leaders face complex ethical dilemmas, and the curriculum at IHU School of Educational Sciences emphasizes the importance of ethical decision-making. Students learn to recognise ethical issues, evaluate options, and make decisions that align with their values and principles.

- *Problem-solving:* The curriculum includes courses that challenge students to solve complex problems using analytical and creative thinking. Students learn how to identify problems, analyse data, evaluate options, and make informed decisions.
- *Adaptability:* The business world is constantly evolving, and the curriculum at IHU School of Educational Sciences aims to help students adapt to change. Students learn to be flexible and resilient, and to embrace new ideas and approaches.
- *Emotional intelligence:* Educational success often depends on how well individuals can understand and manage their own emotions and the emotions of others. The curriculum includes courses that help students develop emotional intelligence, including self-awareness, motivation, empathy, and social skills.

Sociology

- *Communication skills:* Sociology graduates learn how to communicate effectively with diverse audiences using different modes and formats, such as oral presentations, written reports, academic papers, blogs, podcasts, or social media. They also learn how to listen actively, facilitate discussions, and resolve conflicts among different stakeholders. Communication skills are vital for sociologists who work as advocates, mediators, counsellors, journalists, or public relations specialists.
- *Critical thinking skills:* Sociology graduates learn how to think critically about social issues and phenomena from multiple perspectives and frameworks. They also learn how to develop evidence-based arguments, assess the validity and reliability of sources, and identify the assumptions and implications of different theories and claims. Critical thinking skills are crucial for sociologists who work as policy makers, planners, managers, or educators.
- *Cultural competence skills*: Sociology graduates learn how to appreciate and respect the diversity of human cultures and experiences. They also learn how to recognise and challenge the stereotypes, prejudices, and inequalities that affect social groups and individuals. Cultural competence skills are important for sociologists who work as community organizers, social workers, human rights activists, or global citizens.

In addition, the annual "Sociology Days" student research symposium is a unique opportunity for Bachelor students at the Department to showcase their research projects and to interact with faculty members, peers, and experts from different fields of sociology. The symposium aims to foster a culture of inquiry, creativity, and collaboration among students and to enhance their multidisciplinary competencies and skills.

Appraisal:

The students of all four study programmes acquire communication and public-speaking skills through methods like presentations and group projects. These activities also train cooperation and conflict handling skills in accordance with the course descriptions. This is supported through appropriate didactic and methodological measures.

	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)

The programmes are designed to meet the requirements of the dynamic job market. To achieve this, close ties with various industries and professionals have been established to ensure that the curriculum is relevant and up to date. The faculty regularly engages with industry experts to identify emerging trends, skills and competencies required for the industry.

The curricula are designed to provide a balance between theoretical knowledge and practical application. In this regard, specific courses tailored to the relevant field, as well as simulation-based courses, case analyses, and projects are provided to enable students to gain practical experience in adapting knowledge to real-life situations. Although it is not mandatory for the BA in Philosophie and BA in Sociology, students are directed and encouraged to participate in internship programmes to gain practical experience. These opportunities provide students with valuable work experience, enhance their problem-solving skills, and prepare them for the challenges of the job market.

Through the University's education policy that covers English, Turkish, and Arabic, graduates are equipped with language skills and fluency in all three languages, enabling them to enter the workforce with a competitive edge. Additionally, the multicultural environment provides students with the opportunity to understand different cultures and perspectives and learn from them (see chapter 3.4). This allows them to gain the necessary foundational skills and mindset needed to succeed in the international sector.

All programmes value graduates' feedback as it helps to improve the programmes to meet the changing demands of the job market. The faculty conducts regular graduate surveys to evaluate the effectiveness of its programmes in preparing graduates for the job market. Feedback from graduates is used to improve the curriculum, identify areas where efforts need to be focused and make necessary adjustments to study programmes.

Appraisal:

The study programmes have job profiles and adapt their courses, for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills, to the competencies needed in the respective fields of work.
Given that all four programmes are still relatively young, having started for the first time in 2017, there is limited statistical data on employment outcomes to be able to substantiate employability conclusively. Nevertheless, the panel sees the promotion of employability as a sufficient component of the curricula.

	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

BA in Psychological Counseling and Guidance
The programme has six full-time lecturers, all of whom hold a PhD degree, three part-time lecturers who are not affiliated with the University and one research assistant who teaches and supports the faculty members in relevant areas.

In 2022, 15 academic publications have been made by the faculty staff including one book, five book chapters, and nine peer-reviewed international articles.
Faculty members are engaged in project work in addition to academic publications. Along with university-funded research projects, ministry-funded projects are also being carried out. For instance, a project on K-12 Teacher/Student/Parent Training at a Disadvantaged Region in Başakşehir has been implemented by a faculty member.

Some of the faculty members have many years of teaching experiences in various universities both nationally and internationally. A significant proportion of the faculty members have worked in a variety of positions in the past, such as a school counsellor, an elementary school teacher, a principal of an elementary school teacher, a human resource consultant, and a programme coordinator.

BA in Philosophy
The programme comprises four full-time lecturers, all of whom hold a PhD degree, and nine part-time lecturers who are not affiliated with the University. Furthermore, there is a research assistant in the faculty who does not primarily teach, but rather supports teaching members of the faculty with their research.

Faculty members have produced a total of 24 academic publications in 2022 and 2023. These include one book and five book chapters, eight peer-reviewed articles catalogued in international and national indexes, and eight conference presentations presented at conferences and/or later published in proceedings.
The Department faculty recognises the immense value of engaging in international projects, and currently has two Templeton Foundation-funded projects underway

BA in Psychology
The programme comprises eleven full-time lecturers, all of whom hold a PhD degree, six part-time lecturers who are not affiliated with the University and one research assistant in the faculty who does not primarily teach, but rather support teaching members of the faculty with their research.
Faculty members have produced a total of 50 academic publications in 2022. These include eight books and book chapters, 23 peer-reviewed articles, indexed in Q1 and Q2, published internationally, and nine conference papers that were presented at conferences and later published in proceedings.

BA in Sociology
The programme comprises seven full-time lecturers, all of whom hold a PhD degree (all but one from universities abroad), and two part-time lecturers. Furthermore, there are two research

associates in the faculty who do not primarily teach, but rather support teaching members of the faculty with their research.

Within the department there is a research center where various projects and research activities are carried out: the "Center for Oral History and Memory".

Most of the faculty members are leading researchers in their fields who have made pioneering publications, are ranked in world rankings, have high citation numbers, h-indices and i10-indices. Most of the faculty members have extensive teaching experience, both nationally and internationally, encompassing many years across various universities.

For all programmes

Academic and didactical qualification of faculty

The Council of Higher Education (CoHE) establishes academic standards by setting the criteria for both faculties and departments in all Turkish universities, to ensure academic qualifications. In accordance with the related CoHE Regulation, the establishment of a department requires a minimum of three PhD holders in the relevant field to serve as teaching members and instructors.

A teaching member having a Doctorate in the area of study may have an assistant, associate, or full professorship. The academic qualification of an assistant professor must be approved by a jury of three faculty members based on a score demonstrating acceptable academic ability on the Academic Personnel Assessment Form scale used by the IHU.

In order to be granted the position of associate professor, one must obtain further approval from the Inter-University Board Presidency (Üniversitelerarası Kurul Başkanlığı – ÜAK), which was created by the state through Law No. 2547 in November of 1981. The attainment of the title of associate professor necessitates fulfilling various publication criteria established by the Inter-University Board Presidency (ÜAK), and undergoing a scientific evaluation by a panel comprised of randomly selected full professors from across the country, who examine the publications and academic outputs to determine whether the requirements have been met, and subsequently report the findings. To become a full professor, a minimum of five years of experience as an associate professor is required.

To become eligible for a position as a faculty member in an English-language department or as an instructor of an English-language course, it is mandatory to attain a minimum score of 85 on a foreign language examination that is nationally recognised, such as the Proficiency of Foreign Language Determination Exam (YDS), or an equivalent or higher score on a foreign language examination that is recognised internationally and accepted by the Council of Higher Education (CoHE), such as TOEFL.

In order to qualify as an instructor, it is necessary to possess either a Master's degree in the relevant field, or a Bachelor's degree in the relevant field along with a minimum of ten years of practical experience in the industry. Additionally, the instructor must achieve a score of at least 70 out of 100 on the Academic Personnel and Graduate Education Exam (ALES), as well as a score of 50 or above on a nationally recognised foreign language examination like the Proficiency of Foreign Language Determination Exam (YDS), or obtain an equivalent score on an international foreign language exam. Furthermore, the instructor must pass a science exam for admission into the University. The selection process favours the candidate with the highest composite score across these three exams.

Academic research is highly valued by the University's faculty. Research publications should be published on a regular basis by academic staff. The Academic Incentive Programme at IHU is designed to encourage the publication of academic research conducted by members (faculty, visiting scholars, students, and administrative staff) in national and international peer-reviewed journals and books. The programme aims to reward and incentivize such publications.

IHU provided an extensive training scheme for all its lecturers. Within this scheme, lecturers shall train and earn pedagogical and didactical certificates. In addition, the University promotes lecturer exchanges and joint research activities.

Internal cooperation
Ensuring collaboration amongst faculty members is achieved through regular meetings of varying scopes and objectives. Departmental-level meetings are conducted at least twice per month, as well as two big whole day discussion workshops per year. These meetings serve as a platform for faculty members to assess the current state of the faculty in terms of their teaching and curriculum efficacy. The discussions revolve around identifying potential measures and methodological changes that could enhance the overall quality of teaching. A popular vote is used to make decisions after evaluations and discussions. For courses that have multiple lecturers, a course coordinator is designated for each. These coordinators, who are themselves lecturers of the courses, organise meetings with other lecturers involved in the course at least once every semester. These meetings are an opportunity for course lecturers to establish a consensus on the overall quality of the course and align their teaching methodologies and materials.

Student support
At the start of every academic year, the departments conduct orientation programmes to inform new students of their development opportunities and responsibilities. These programmes provide students with a comprehensive understanding of the resources available to them, including mentorship and advising. Each student is assigned a dedicated advisor/mentor who can offer guidance on academic development, course selection, and other academic matters. To facilitate this process, faculty members have designated office hours for students, which are communicated through syllabi and displayed on office doors. In addition, students are encouraged to reach out to their advisors via the OBS system and email whenever they require assistance or information. The availability of these resources serves to promote student success and ensure that students are fully informed about the academic opportunities available to them.

Appraisal:

The panel finds that the number and positions of the teaching staff are suitable to satisfy the demands of each study programme to reach the intended qualification objectives. Each study programme has full-time and part-time lecturers. They bring academic and practical perspective into the teachings.

On the basis of the CVs provided, the panel concludes that the academic qualification of the faculties corresponds to the requirements and objectives of the study programmes. For

example, all lecturers have a PhD degree. Overall, the University has established procedures to verify the qualifications of the faculty members. The University further motivates the academic staff with incentives for outstanding scientific achievements.

The pedagogical and didactical qualification of the faculty meet the requirements and objectives of the study programme. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.

In addition, the practical business experience of the faculty corresponds to the requirement of the specific programmes to integrate theory and practice. The panel considered that the two study programmes **BA in Philosophy** and **BA in Sociology** require only limited practical business experience on the part of the lecturers due to their fields of study and are therefore sufficient. With regard to the two programmes **BA in Psychology** and **BA in Psychological Counseling and Guidance**, some of the teaching staff work in hospitals and/or with patients, for example, and integrate this practical experience sufficiently into the two study programmes. Nonetheless, with regard to these two study programmes, the panel would like to suggest to increase the involvement of practitioners who work outside the University in the psychological field (part-time lecturers) to integrate students even more strongly into practice.

Regular interaction between the faculty members is instituted as well. During the interviews, the panel was able to see that a regular interaction between faculty members takes place, in which the study programmes' contents are discussed in order to improve and coordinate them, as many courses in the curricula span across departments or faculties.

Student support is an integral part of the services provided by the faculty and tutors. It is offered on a regular basis and serves to help students study successfully.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)			X		
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

The dean holds the ultimate responsibility for the academic performance of the departments. Consequently, the dean takes steps to ensure that the departments' curricula meet quality benchmarks and are regularly updated. Additionally, the dean provides oversight and supervision of departmental course syllabi to ensure proper implementation. Furthermore, the dean monitors the academic achievements of students enrolled in the programmes and takes appropriate action if necessary to maintain a high level of academic success.

The faculty's administrative personnel, comprised of the dean, faculty board, department heads, course coordinators, student advisors/mentors, and faculty members, play a unifying role by facilitating a seamless execution of procedures and processes between students and faculty.

Moreover, all aspects related to the management and administration of the academic programmes are documented and made available to both faculty members and students through the University's website. This ensures that all parties involved have access to up-to-date information, which fosters transparency and accountability within the institution.

The international office at IHU takes charge of a broad range of activities related to international mobility, with a particular focus on the Erasmus+ programme. Specifically, this office arranges and manages various mobility programmes, including student mobility and internship programmes, as well as staff exchange programmes. Apart from these operational responsibilities, the international office is also tasked with driving collaborative agreements with other academic institutions. The office plays a key role in managing the inflow of exchange students to IHU and organising programmes for international delegations that visit the University at the administrative level. Through its efforts, the international office contributes significantly to the University's internationalisation agenda, fostering cross-cultural exchange and engagement within the global academic community.

The involvement of students in the decision-making processes is facilitated through the student council, which holds a representative role in the board meetings and has the authority to speak on behalf of the students. These meetings serve as a crucial means of ensuring that the decisions made align with the needs and requirements of the student community. In this way, the student council serves as a vital link between the administration and the student body, providing a platform for students to voice their concerns and opinions, and fostering an inclusive and collaborative environment where the student perspective is valued.

Administrative staff are provided with the opportunity to further their qualifications through courses in various fields, such as IT, languages, and communication. Additionally, staff members are encouraged and supported when they participate in educational programmes or postgraduate studies at IHU or other institutions. This emphasis on professional development serves to enhance the capabilities and competencies of the administrative staff, enabling them to better serve the needs of the academic community. Furthermore, it emphasizes the institution's commitment to fostering a culture of continuous learning and development among its staff members.

Appraisal:

The panel gained a positive impression of the Deans of the study programmes and appreciates that they are well involved in the coordination of activities. They ensure that the programmes operate efficiently.

A variety of services for academic and administrative issues are available. Administrative staff can also attend trainings to develop their professional skills. In principle, the panel is confident that the services are sufficient. However, during discussions with students, for example, the panel learned that greater availability is desired in some cases and that there are longer waiting times before a response is received. However, the panel was unable to identify a structural problem in this regard and would encourage the University to establish and utilise service evaluations more systematically in view of the University's expansion plans in order to continue to guarantee a good service.

The panel welcomes the fact that IHU is increasing its administrative staff in order to provide the necessary support, especially in view of the fact that the University would like to expand in the future.

		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

In order to promote student and lecturer exchanges and facilitate joint research activities and academic events, IHU has established partnerships with various academic institutions overseas which are listed below:

1	Doshisha University	Japan
2	Ahmet Yesevi University	Kazakhstan
3	International Islamic University Malaysia	Malaysia
4	George Maison University Ali Vural Ak Center for Global Islamic Studies, USA	USA
5	Imam Bukhari International Scientific Research Center	Uzbekistan
6	University of Journalism and Mass Communications of Uzbekistan	Uzbekistan
7	Qatar University	Qatar
8	The World Islamic Science's & Education University	Jordan
9	The Islamic University of Gaza	Palestine
10	National university of Uzbekistan named after Mirzo Ulugbeg	Uzbekistan

11	Doha Institute for Graduate Studies	Qatar
12	Kolej Universiti Islam Perlis Malaysia (KUIPs)	Malaysia
13	Center of Islamic Civilization in Uzbekistan	Uzbekistan
14	Alneelain University	Sudan
15	Hamad Bin Khalifa University	Qatar
16	International Islamic Academy of Uzbekistan	Uzbekistan
17	National Aviation Academy	Azerbaijan
18	Riphah International University, Islamabad Pakistan	Pakistan
19	American University of Central Asia	Kyrgyzstan
20	Alisher Navo'i Tashkent State University of Uzbek Language and Literature	Uzbekistan
21	Tashkent State University of The Uzbek Language and Literature	Uzbekistan
22	Mir Arab Tertiary Madrasah	Uzbekistan
23	Al Akhawain University, Morocco	Morocco
24	Hanyang University, South Korea	South Korea
25	Cyprus Health and Social Sciences University, Cyprus	Cyprus
26	Mundiapolis University, Morocco	Morocco
27	Sungkyunkwan University, South Korea	South Korea
28	Kyrgyz-Turkish Manas University, Kyrgyz Republic	Kyrgyzstan
29	Heriot-Watt University (Dubai Campus)	UAE/UK/Malaysia
30	OSCE Academy in Beshkek, Krygyz Republic	Kyrgyzstan
31	ADA University, Republic of Azerbaijan	Azerbaijan
32	Allama Iqbal OpenUniversity, Pakistan	Pakistan
33	Azerbaijan State University of Economics (UNEC)	Azerbaijan
34	OSH State University, Krygyz Republic	Kyrgyzstan
35	Andijan State University, Uzbekistan	Uzbekistan
36	KIMEP University, Republic of Kazakhstan	Kazakhstan
37	International University of Sarajevo, Bosnia and Herzegovina	Bosnia and Herzegovina
38	KIMEP, Kazakhstan Institute of Management, Economics and Strategic Research	Kazakhstan
39	Al Farabi Kazakh National University	Kazakhstan
40	University of Sarajevo	Bosnia and Herzegovina

41	Universiti Teknologi Mara (UiTM)	Malaysia
42	University of Economics - Varna	Bulgaria
43	International Balkan University	Macedonia
44	E-Campus University	Italy
45	University of Duesto	Spain
46	Institute of Technology and Business in Ceske Budejovice	Czech Republic
47	University of Firenze	Italy
48	Islamic University Of Applied Sciences Rotterdam	Holland
49	Adam Mickiewicz University in Poznań	Poland

Collaboration with business entities forms a crucial element of the four programmes. The faculty members establish close connections with the educational and sectorial world to enable their students who wish to do internships to closely follow the latest developments. The companies with which IHU faculty maintains a close collaboration and are represented on the Advisory Board are listed below:

- Türk Hava Yolları
- Hayat Kimya
- JCR-ER Eurasia Rating
- Turkuvaz Media
- Türkiye Ürün Borsası
- Türev Çelik Ürünleri ve Sanayi Yatırımları A.Ş.
- İstanbul Teknokent Entertech
- MCS Factory Digitalization

In addition to the companies represented on the Faculty Advisory Board, collaboration is also carried out with the leading institutions in the country listed below:
- Musiad (Independent Industrialists and Businessmen Association)
- Istanbul Stock Exchange
- Istanbul Chamber of Commerce.
- Boeing
- Yildiz Holding
- SOCAR Turkey Enerji A.S.
- FLO Mağazacılık ve Pazarlama A.Ş.
- Eroglu Holding
- Yetev
- Kızılay
- Yeşilay
- Anadolu Agency

The *Career Center* has been established under the authority of the Rectorate to further increase the competitiveness of IHU graduates in the job market. The Center provides students

with career support, and guides them towards becoming professionals who can excel in their respective fields. Ibn Haldun University creates internship opportunities for its students through the partnership protocols signed with the private sector and public organisations. Currently, IHU has valid protocols with the following institutions within this scope:

- Council of State Presidency,
- Court of Cassation Presidency,
- Eroğlu Holding,
- Green Crescent Foundation,
- Halkbank,
- Kadem,
- Kuveyt Türk,
- Lorbi Tanıtım,
- Maarif Foundation,
- MUSIAD,
- Palet Schools,
- SETA,
- Türkerler Holding,
- Turkuvaz Media,
- and the Turkish Human Rights and Equality Institution

Appraisal:

The University effectively outlines the scope and nature of cooperation with other universities, academic institutions, networks, business enterprises, and other institutions relevant for the programmes.

With regard to exchange programmes, the panel observed that IHU is working intensively and has implemented many measures such as summer schools or Erasmus+ cooperation. However, there are few opportunities for students to study abroad for a longer period of time in the individual study programmes. This also emerged from the discussions with the students, indicating a desire for more options. During the interviews, the panel gained insight into the current search for cooperation partners and appreciates that the University is already trying to initiate numerous measures. Here the panel suggests that IHU could, for example, explore partnerships with universities of applied sciences and consider cooperation at the programme level and not just at HEI level. Given that the University and study programmes already have a high international outlook (see appraisal in chapter 1.2 and 3.4), the panel encourages IHU to continue its search for collaboration opportunities and **recommends** expanding cooperation for exchange programmes further.

	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		

4.4 Facilities and equipment

At IHU, 264,613 square meters are designated for educational facilities. IHU has a total of 107 classrooms, including 14 in the Faculty of Humanities and Social Sciences, 23 in the Main Building, 43 in the School of Languages, and 1 in the Student Center. The classes are outfitted with technological amenities such as interactive whiteboards and advanced projection systems. The University has five conference halls within its premises with a total area of 1158.5 square meters and a capacity of 916 people.

All students who register for Bachelor programmes at Ibn Haldun University are provided with a laptop as a gift upon graduation. In addition, there are 17 freely accessible desktop computers available for student use at the Ibn Haldun University Library. All personnel and students within the university are provided with email, computers, printers, and internet infrastructure.

The Ibn Haldun University Library, with a total of 2,488 square meters of enclosed space, has a collection of over 460 million printed and electronic information resources. It was established in accordance with international standards to facilitate researchers' access to the resources they need during their studies. The library provides an ideal working environment with options such as individual study rooms, group study rooms, a seminar hall, an e-library, a book cafe, and comfortable seating areas to meet users' research needs and support the community's research and professional requirements.

The IHU library provides access to 1,724,425 books and 72,422 e-journals indifferent languages. 95 database subscriptions such are: EBSCOHOST, Emerald, Heinonline, HukukTürk, IEEE, iThenticate, JStor, Kazancı Hukuk, MicroMedex, OVID-LWW, Sage, ScienceDirect, SciFinder, Scopus, Springer, Taylor & Francis, Turnitin, Türkiye Atıf Dizini, Uptodate, Web of Science and Wiley.

Faculty members frequently check to see if the library's books and other resources are sufficient and current. Based on the requests of the faculty, books and other sources relevant for the programmes are updated on a regular basis. Also, students are permitted to request acquisitions of new books from the library.

During the semester, the library's opening hours are from 08:00 until 23:00 on weekdays and from 10:00 until 17:00 on weekends. IHU Library hours are announced before to each semester, as well as during the spring semester and summer break. On public holidays, the library is closed.

The Ibn Haldun University Campus has separate dormitories for female and male students. The dormitories have the capacity to accommodate 743 students in total, with 361 female and 382 male students. The dormitory rooms are designed to accommodate three students per room and are equipped with all the necessary amenities to ensure a comfortable stay. The dormitory buildings have dedicated study areas, relaxation spaces, social and cultural activity areas, as well as a small library. In addition, there are aerobic studios for girls and fitness centers for boys, as well as hobby kitchens available. Next to the dormitory buildings, there are sports facilities such as a football field, a basketball court, and a tennis court. Various workshop activities and social and cultural events are organized based on the students' interests and preferences.

The IHU Sports Center provides services not only to university students, faculty, and administrative staff but also to the local community. The Sports Center has a total indoor area of 9,560 square meters, including a closed basketball court with a seating capacity of 215, a closed football field, an indoor swimming pool, a closed tennis court, a wrestling hall, fitness centers, archery area, squash courts, sauna, steam room, and a salt room. The Sports Center is distinct from other sports centers due to its archery area, squash courts, sauna, steam room, and salt room. Additionally, it offers its users the opportunity to relax and engage in various activities in the 11,700 square meters of surrounding green space. The Sports Center provides its users with all the necessary facilities such as warm-up and changing rooms, a vitamin bar, a cafe, a mosque, and a first aid room.

At Ibn Haldun University, in line with the goal of being a "Green Campus," campus buildings have been installed with rooftop solar panels to generate energy from renewable and zero-emission sources. The installation of solar energy systems is being accelerated, with plans to place them on the roofs of all completed buildings on campus, as well as on existing open-air parking lots (Solar Carport). This infrastructure aims to generate approximately 20 % more energy than what is consumed on campus. The total installed capacity of the facility is 1,900 AC (kwe) / 2170 DC (kwp).

Appraisal:

On the basis of the documents provided and the on-site inspection of the facilities, the panel concluded that the programmes operate smoothly in terms of teaching, research, study and administration capacities. The panel had the opportunity to visit the facilities of the programmes and the campus language school, which runs the language courses for all programmes. During the tour, the panel noticed that the rooms and equipment not only enable a smooth operation, but that the teaching and practice rooms are equipped with modern technology. Furthermore, all study programmes use additional rooms and laboratories to adequately convey special curriculum content. For example, the Psychology programmes use two-way mirror observation rooms where students can observe counselling sessions. Programmes also provide fully equipped social media/film rooms for students to create and edit films and voice recordings.

With regard to the students' IT equipment, the panel was also impressed by the provision of individual laptops, which come pre-installed with programmes such as SPSS.

The library is accessible during most of the day and takes students' needs into account; the long opening hours during the week are particularly appreciated. Access to books, journals, and digital media through various databases is ensured, both on campus and remotely. Qualified library staff is available to advise students.

	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

The IHU career center aids in strengthening ties between the institution, business community, and academia and supports students with career planning, resume creation, and job search preparation. The career center posts job and internship openings and intends to assist students in locating employment and internships in the industries and businesses that are most appropriate for them. The center suggests its' graduates to update their information and create their CVs for the Talent Gate application, which is a platform of the Presidential Human Resources Office and submit their job applications to suitable job advertisements through the platform for evaluation.

The Career Center has initiated a project to track and maintain connections with its graduates, and a software is being developed for this purpose. This software is expected to be implemented in the upcoming academic year, 2022-2023. It will enable the Center to track the academic progress of its graduates who are currently pursuing further studies, including information on the University and programme they are enrolled in. Furthermore, the software will also provide details on graduates who have embarked on their professional careers, such as where they are employed, their job roles and responsibilities, and how the University has contributed to their success.

Student clubs at IHU are also actively assisting students with their goals for career development. For example, "The Career and Development Club" is dedicated to organising events that help students develop their personal skills, contribute to society, and effectively translate their academic knowledge into real-world achievements in the business sector. Organised events are listed below:

- Career and Development Club | Meeting Meeting (20.10.2021)
- BAYKAR Technology Facilities Trip (20.12.2021)
- Leadership 101 (Start 24.02.2022 / Duration: 5 Weeks)
- Enterprise Risk Management and Crisis Management (01.03.2022)
- Meta Summit (15.03.2022)
- Public Speaking Training (22.03.2022)
- CV Preparation Training (30.03.2022)
- Kızılay Blood Donation (30.03.2022)

Appraisal:

The IHU career center offers counselling and placement services to the students and graduates to promote their employability.

An alumni organisation has been set up with the aim of building an alumni network. Since all four programmes began in 2017 and the duration of study is four years, there have not been many graduates yet, so this initiative is still under development.

		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)

IHU is a private foundation-supported university and is self-sufficient financially. Foundation universities in Turkey are not permitted to seek financial gain for their operations, according to a legal regulation that was published in the Official Gazette and took effect on December 1, 2005. One of the IHU's most significant financial resources are tuition fees. Moreover, the Ministry of Public Finance may provide financial assistance to foundation universities. IHU prepares annual budgets to manage its costs and match it with revenues.

The annual fees for the study programmes of both schools for the year 2021-22 vary between 45,000 TL and 80,000 TL (~2.180–3.900 €). Interest-free loan support is offered to Turkish students, which allows them to divide their tuition fees into ten instalments with a bank payment plan through a contracted bank. At Ibn Haldun University, all Bachelor students receive full scholarships. IHU also provides achievement and preference scholarships to students in undergraduate programmes.

Merit-based scholarships are provided to students admitted to the university who earned specified rankings in the nationwide Student Selection and Placement Examination (ÖSYS). Bursaries are also offered to IHU students who have indicated IHU as their first choice for undergraduate studies as well as students who have indicated IHU as their choice of university in all three options. The scholarship categories that can be awarded to students accepted into the thesis-based graduate and doctoral programmes within Ibn Haldun University are classified as follows:

- Ibn Haldun Superior Achievement Scholarship (UBB): It is awarded to candidates with high academic achievement or a serious contribution to scientific literature; with a highly-selective process.
- Full Scholarship (TAB): It is awarded to successful candidates based on the results of an interview exam, taking into account academic achievement and scholarship application documents.

- Tuition Scholarship (OGB): It is awarded to successful candidates based on the results of an interview exam, taking into account academic achievement and scholarship application documents.
- Special Budgeted Scholarship (OBB): It is determined as a result of the agreement made between the conditional donor and the University, and is awarded to successful candidates based on the results of an interview exam, taking into account academic achievement and scholarship application documents.
- Affiliated Institution and Project Scholarship (APB): It is awarded to affiliated institution employees or candidates whose education is financed within the scope of a project.

Each foundation university in Turkey is assigned a public university as its guarantor in case the Council of Higher Education (CoHE) discovers any fraud, abuse, or malpractice, the protector university has the authority to take control of the management of the foundation university. Istanbul University is assigned as the guarantor of the (IHU).

Appraisal:

IHU provides sufficient funds related to the programme to ensure that each cohort of students starting within the accreditation period can complete the study programmes.

	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

Quality assurance and quality development with respect to contents, processes and outcomes

Ibn Haldun University Quality Assurance System provides the planning of the quality of education, training, research, social contribution activities, and administrative services. In addition, it procures the development of appropriate institutional practices and systems in line with the quality policy, and the realization and assurance of measurement, learning, and improvement activities to ensure continuous improvement. A Quality Commission chaired by the President to ensure quality.

In the absence of the President, the Vice President chairs the commission. The members of this commission, which includes representatives of all academic units, are determined by the Senate. The department of Strategic Plan, Accreditation, and Quality is in charge to support the administrative processes of the Quality Commission. In addition, three individuals from academic units and one individual from the administrative units quality representatives of each unit are chosen for the commission.

It is aimed to spread the quality culture to the entire institution with this structure. Meetings with quality representatives are organised periodically.
The quality management activities can be listed as follows:
- Defining and monitoring the Quality Policy
- Planning practices, systems, and mechanisms for quality
- Ensuring the implementation of the approaches decided to be adopted in the institution within the scope of quality management (Turkish Higher Education Quality Council quality assurance criteria, etc.) and the creation of relevant organizational structures
- Carrying out measurement, learning, and improvement activities to improve quality
- Reviewing and improving the approaches applied within the scope of quality management
- Carrying out information studies on quality practices in the units
- Providing information and consultancy activities for stakeholders
- Supporting internal and external evaluation processes
- Application of problem-solving techniques
- Following quality improvement best practices in Turkey and in the world and monitoring the innovations in this context

The quality policy of Ibn Haldun University is as follows:
- Ibn Haldun University defines and announces the necessary business processes in all its activities with its stakeholders.
- It regularly measures and monitors the service satisfaction of the members of Ibn Haldun University
- Ibn Haldun University offers a student-centered and integrated education infrastructure and educational approach.
- Ibn Haldun University constantly monitors and improves the research opportunities it offers to both its students and staff.
- Ibn Haldun University reviews and develops its activities both theoretically and practically, with a sense of responsibility towards society and the whole world.
- Ibn Haldun University regularly evaluates and improves its management practices and approach.

The process for quality management at the University is as follows: Strategic management, process management, satisfaction surveys, and internal and external evaluations. These are explained in the following parts respectively.

Strategic Management

The strategic management process at Ibn Haldun University consists of three main stages: strategic planning, implementation, and monitoring. The whole process consists of the following activities:

Within the scope of preparatory studies before strategic planning:
- Strategic planning studies are initiated to cover the entire university and are announced by the Presidency.
- The teams that will carry out the strategic planning studies are determined and assigned.
- The strategic plan preparation approach, roadmap, and calendar are determined and shared.
- Relationships between processes are determined.

Within the scope of the current situation analysis:
- The bottleneck and delay areas in the workflows are analysed and the areas that need improvement are determined.
- Process performances are measured and analysed.
- According to the process performance results, areas and processes that need improvement are determined.
- Considering the feedback reports received as a result of internal and external evaluations, areas, practices, and processes that need improvement are determined.

Within the scope of strategy formulation and future planning:
- Mission, vision, core values, and policies are reviewed and/or updated.
- Strategies and goals are determined.
- Activities and projects necessary for the realization of the goals are determined.
- Performance indicators are determined to measure the achievement of targets.
- The annual target values for performance indicators and actions of the units are determined.
- Required resources and budget planning are made for activities and projects.
- The strategic plan is evaluated by the responsible units and boards and its final form is determined and announced to all units.

Within the scope of monitoring and evaluation after the implementation of the strategic plan;
- After the implementation of the actions determined within the scope of the strategic plan, the achievement of the objectives is measured and monitored periodically with the participation of academic and administrative units.
- According to the monitoring results obtained from the academic and administrative units, the results at the institutional level are evaluated and reported.
- Monitoring and evaluation results are used in planning the following year.

The 2022-25 Strategic Plan of Ibn Haldun University can be summarised as follows:
- There are four strategic areas which are education, research, ecosystem, and social contribution.

- Seven strategies have been determined for the strategic areas, reflecting Ibn Haldun University's future plans.
- 34 strategic goals have been defined on the basis of strategies.
- In order to ensure the measurability of the Strategic Plan, specific performance indicators have been determined for each of the strategic goals.

Strategic planning activities at Ibn Haldun University are carried out through the Enterprise Management Information System. All strategies, goals, targets, performance indicators, and action plans are included in the system and are accessible to stakeholders. In the monitoring period, which is carried out at the end of June and December, the system is opened for data entry, and the departments' quality representatives enter the realised values for their targets into the system.

Afterward, strategic plan performance presentations are made with the Presidency by each department. The target and action revision plan for the following years is discussed at these meetings.

Process Management

Process management activities include defining processes, measuring their performance, monitoring, analysing, and making necessary improvements. The purpose of process management is the process-oriented management of the institution to implement the vision, policies, and strategies of Ibn Haldun University.

Process management activities at Ibn Haldun University are as follows:
Within the scope of determining and defining the processes:
- The main processes, processes, and sub-processes are identified and classified.
- All processes are defined by identifying input, output, customer, and supplier components by coming together with the relevant stakeholders, and workflows are created.
- Process performance indicators are determined to provide measurement in terms of quality, efficiency, and effectiveness in processes.
- Relationships between processes are determined.

Within the scope of analysing the processes:
- The bottleneck and delay areas in the workflows are analysed and the areas that need improvement are determined.
- Process performances are measured and analysed.
- According to the process performance results, areas and processes that need improvement are determined.
- Considering the feedback reports received as a result of internal and external evaluations,

Within the scope of improving processes:
- Among all identified process improvements, the process managers prioritise and decide on the improvements.
- If gradual improvement is to be realised, an improvement team is established, and the necessary improvement plan is created and implemented.
- If incremental improvement is to be carried out, necessary improvement is realised by applying change management.

- Within the scope of the reform of processes, continuous improvement is implemented by purging activities that do not add value, and reorganizing and simplifying those that add value. In case of need, a new process is defined and included in the process management.
- Existing process definitions are regularly reviewed and updated.

The process structure of the university is given in the table below. For each sub-process under the processes specified in this table, components such as input, output, customer, and supplier were determined by meeting with the relevant stakeholders and process flows were created. In the following period, monitoring and analysis processes will be started.

Table 14: Process structure

Main processes	Processes
Education and Training	Education and Training Management
	Student Support Services
	Learning and Teaching Competencies, and Development
	Alumni and Employer Relationship Management
Research	Knowledge Generation and Dissemination
	Scientific Activity Incentive and Support
	Research and Application Centers
Social Contribution	The Process of Benefiting Society
	Social Service
Administrative Support	Human Resources Management
	Student Affairs
	Financial Affairs
	Administrative Affairs
	IT Services
	Library
	Art, Culture, and Sports Services
	International Relations
	Publishing
	Social Support Services
Management	Governance
	Corporate Management
	Quality Management
	Corporate Communication Management

Internal and External Evaluations

The activities carried out within the scope of the internal evaluation process at Ibn Haldun University are as follows:

- All academic and administrative units at the University are measured and monitored within the scope of strategic management. Monitoring results are presented by academic and administrative unit managers at meetings held within the Presidency and General Secretariat.
- Monthly activity reports are collected from the departments and these reports are consolidated to be presented at the Board of Trustees meeting.
- Institutional Self Evaluation Report (ISER) is prepared once a year in accordance with the Regulation on Higher Education Quality Assurance and the Higher Education Quality Council. The calendar and relevant guidelines are announced by the Turkish Higher Education Quality Council (THEQC). ISER is prepared according to the results of the internal evaluation of the University and submitted to THEQC.

The activities carried out within the scope of the external evaluation process at Ibn Haldun University are as follows:

- At the end of each academic year, an inspection process is carried out by the Council of Higher Education to review the annual activities. Before this process, various reports requested by the Council of Higher Education are prepared.
- External evaluation is carried out by THEQC to evaluate the quality assurance system every five years. In the second year after the evaluation, an interim monitoring programme is planned.
- A briefing report is presented for the governorship every six months.
- In addition, the Council of Higher Education conducts an annual audit and monitoring of IHU, and also conducts frequent on-site visits. CoHE evaluates the institution's performance and recommends measures to address any shortcomings and improve the quality assurance practices.

Instruments of quality assurance

Evaluation by students

Student Satisfaction Survey & Alumni Satisfaction Survey: At the end of the academic year, students and graduates are allowed to express their opinions by applying satisfaction surveys. The results of these surveys are also monitored within the scope of the strategic plan, and improvement plans are made by discussing the results with the departments.

Instructor/Course Evaluation Survey: This survey is sent to all undergraduate and graduate students via the student information system at the end of each academic semester and they are requested to respond for all the courses they have taken in that semester. The survey questions were revised to measure innovative learning and teaching methods in the fall semester of 2022-23. At Ibn Haldun University, the training of instructors continues, taking into account the results of the Instructor/Course Evaluation Survey. For example, 20 sessions of training were held in 2022.

Evaluation by faculty

Satisfaction Surveys: In the University, in order to measure satisfaction and collect information in various fields satisfaction surveys are applied, and determined the necessary improvements by analysing the survey results. In addition to maintaining the application of the existing

surveys, the application techniques and evaluation methods of the new surveys to be applied are determined. In this context, various surveys are applied to internal and external stakeholders either face-to-face or online.

The applied surveys and the application systematics of these are briefly mentioned below:

Employee Satisfaction Survey: It is applied to all academic and administrative staff of the university. The results of the survey are analysed by comparing them with the results of the previous survey, and the increasing and decreasing points are determined. In addition, open-ended questions allow employees to convey all the ideas they wish to add. By examining the results of the survey, areas open to improvement are identified and improvement plans are created with the relevant departments. Subject-based satisfaction surveys regarding the areas to be improved are also applied and more detailed improvement plans are created.

External evaluation by alumni, employers and third parties
External Stakeholder Satisfaction Survey: Ibn Haldun University creates development plans by collecting the opinions of external stakeholders as well as internal stakeholders. It has identified all its stakeholders by carrying out a stakeholder analysis and delivered a satisfaction survey to them at the end of the year. As in all other surveys, the results obtained from this survey are also examined and areas for improvement are identified.

In addition to the aforementioned surveys, there are also new surveys that University planning to implement. In the near future, an Employer Satisfaction Survey is planned to be sent to the institutions where the graduates work. In addition, a Leadership Behaviour Evaluation Survey will be conducted to evaluate the leadership behaviour characteristics of all leaders at the University.

Programme description

The University provides information about its programmes through various sources such as its website and several documents, which include the Student Handbook, Programme Catalogue, Students' Information document, the Canvas and OBS systems. The Student Handbook offers general information on the study programme, as well as more specific details about courses, admissions, academic regulations, course descriptions, and campus information. The Programme Catalogue contains information on the programme's academic policies and admission requirements.

The Student Information document provides relevant information for both international and Turkish students, such as the overall structure of the institution and its respective departments, administrative procedures, and contact details of relevant staff and advisors. All student data are recorded by Student Affairs and can be accessed through internet-based services, such as the programme website and OBS system. These documents are regularly updated and can be easily accessed by anyone who is interested.

Information on activities during the academic year

IHU organises various academic, social, and club activities to promote its visibility and reputation along with its relevant programmes. These activities are documented regularly throughout the academic year, and the accurate and relevant information about them is

announced on the university's website and social media accounts. Additionally, research activities are included in an annual report by IHU, which is submitted to both the Council of Higher Education and the Association of Universities. These reports are available to students and their families upon request.

Appraisal:

In the opinion of the panel, a quality assurance and development procedure has been established, which systematically and continuously monitors and develops the quality of the programmes with respect to their contents, processes, and outcomes. Responsibilities are clearly defined.

As part of the current accreditation process, IHU has now established a workload survey, which will be used in the upcoming semester evaluation. An official statement confirming this process was provided by the University, as well as the evaluation form to be used in the future.

Evaluations by students, faculty, and external parties are carried out regularly and according to a predefined procedure, providing input for the quality development process. Students gain access to their grades only after completing the evaluation. The University has recently started using software that will provide details on graduates who have embarked on their professional careers, including their place of employment, job roles and responsibilities. In this regard, the panel encourages the University to use these data systematically, as they can provide valuable insights for potential improvements of the programmes.

The study programmes publish their content, curriculum and examination scheme on various platforms. With regard to the documentation of the programme structure, the panel suggests providing more detailed explanations, such as in the study handbook. This concerns the selection of elective courses and the structure of double majors and minors. With regard to the former, it would be beneficial to have an overview not only of the departmental electives, but also which electives can be taken across faculties and in which semester. With regard to the major and minor programmes, it would be helpful to specify which courses are appropriate for minor/major and which concrete courses students should take. The panel therefore **recommends** making the structure of the programmes more transparent in a written form, for example in a study handbook.

All relevant information about the study programmes is published on the website and social media platforms.

		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: Ibn Haldun University, Turkey

Bachelor:
BA in Psychological Counseling and Guidance (B.A.)
BA in Philosophy (B.A.)
BA in Psychology (B.A.)
BA in Sociology (B.A.)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
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		
2	**Admission**					
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		
3	**Contents, structure and didactical concept**					
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	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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)			X		
3.2.4	Equality of opportunity			X		
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		
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)			X		
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					
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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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		
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		
5	**Quality assurance and documentation**					
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		