Decision of the FIBAA Accreditation and Certification Committee

13rd Meeting on March 6, 2024

Project Number:	23/012 Cluster 3
Higher Education Institution:	Ibn Haldun University
Location:	Istanbul, Turkey
Study programme:	1. BA in New Media and Communication Programme - Yeni Medya ve İletişim Lisans Program
	2. BA in History Programme - Tarih Lisans Programı
	3. BA in Islamic Studies Programme (30% English) -İslami İlimler Lisans Programı (%30 İngilizce)
	4. BA in Comparative Literature Programme -Karşılaştırmalı Edebiyat Lisans Programı
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) in conjunction with § 9 (4) 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 with one condition.

Condition: The HEI integrates a consistent calculation of ECTS credits according to the ECTS User's Guide 2015 (see chapter 3.1.1).

Proof of meeting this condition is to be supplied by December 5, 2024.

Period of Accreditation: March 6, 2024 to March 5, 2029

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Ibn Haldun University, Turkey

Bachelor/Master programme:

1. BA in New Media and Communication Programme - Yeni Medya ve İletişim Lisans Program
2. BA in History Programme - Tarih Lisans Programı
3. BA in Islamic Studies Programme (30% English) - İslami İlimler Lisans Programı (%30 İngilizce)
4. BA in Comparative Literature Programme - Karşılaştırmalı Edebiyat Lisans Programı

Qualification awarded on completion:

For all programmes: Bachelor of Arts, BA

General information on the study programmes

Brief description of the study programmes:

BA in New Media and Communication Programme (BNMCP)

The BA in New Media and Communication Programme is dedicated to providing students with a comprehensive understanding of the rapidly evolving landscape of new media technologies and their profound impact on communication practices. Graduates of the BA in New Media and Communication Programme possess a diverse skill set that prepares them for entry-level positions in the fields of media, digital marketing, public relations and communication. As they gain experience and advance in their careers, they have the potential to assume managerial positions or pursue specialized roles in areas such as social media management, content creation, digital strategy, or media planning. The interdisciplinary nature of the programme equips graduates with the flexibility and adaptability to thrive in the ever-changing landscape of new media and communication.

BA in History Programme (BHP)

The BA in History Programme foster a deep understanding of the shared elements and disparities among cultures, societies, and historical periods through the study of different literary traditions. Moreover, the programmes are dedicated to professional ethics and intellectual freedom. Graduates of the BA in History programme possess a comprehensive set of skills that prepare them for a variety of career paths. With their strong analytical and critical thinking abilities, they can pursue opportunities in academia, publishing, journalism, cultural institutions and various sectors in the tourism industry, particularly focusing on culture and heritage. The programme equips students with the necessary tools to engage with critical history and primary sources, enabling them to illuminate and interpret historical events.

BA in Islamic Studies programme (BISP)

The BA in Islamic Studies programme is committed to the exploration and dissemination of knowledge related to Islamic studies. The BISP programme aims to provide a comprehensive curriculum that covers various aspects of Islamic history, theology, philosophy, and jurisprudence. The BISP offering an innovative and interdisciplinary curriculum that promotes a knowledge-based learning ecosystem in the field of Islamic studies. Finally, BISP creates a culturally diverse and inclusive learning environment that emphasizes social responsibility and ethical values in the practice of Islamic studies. Students who successfully complete the BA in Islamic Studies programme graduate with specific knowledge, skills and competencies and demonstrate comparative knowledge of major world religions, including their denominational structures, demography, history, fundamental doctrines, and practices. Graduated BISP students will apply their knowledge, skills, and competencies in the fields of education, research, and community service.

BA in Comparative Literature programme (BCLP)

The BA in Comparative Literature programme provides an innovative and interdisciplinary curriculum that cultivates a knowledge-based learning ecosystem in Comparative Literature. BCLP promotes high-quality research and facilitating strong collaboration between academia and industry, leading to impactful contributions in Comparative Literature by cultivating a culturally diverse and inclusive learning environment that emphasizes social responsibility and ethical values in Comparative Literature. The BA in Comparative Literature programme encourages students to develop their analytical thinking skills and broaden their perspectives on literary traditions. Graduates of the BA in Comparative Literature programme possess a comprehensive set of skills that prepare them for a variety of career paths. With their strong analytical and critical thinking abilities, they can pursue opportunities in academia, publishing, journalism, cultural institutions, and various creative industries. They may also choose to further their studies at the postgraduate level, specializing in areas such as literary theory, cultural studies, or translation studies. The programme equips students with the necessary tools to engage with literature as a source of knowledge, inspiration, and social transformation.

Type of study programme:
For all programmes: Bachelor programme

Projected study time and number of ECTS credits assigned to the study programme:
BNMCP: 8 semesters, 129 credits, 240 ECTS credits

BHP: 8 semesters, 144 credits, 240 ECTS credits

BISP: 8 semesters, 148 credits, 240 ECTS credits

BCLP: 8 semesters, 144 credits, 240 ECTS credits

Mode of study:
For all programmes: full-time

Didactic approach:
BNMCP: Study programme with obligatory class attendance and student participation.

BHP: Academic study programme with obligatory class attendance, a mixture of lectures and discussion, and strong emphasis on small-group student participation.

BISP: Study programme with obligatory class attendance and student participation.

BCLP: Study programme with no obligatory class attendance

Double/Joint Degree programme:
For all programmes: No

Programme cycle starts in:
For all programmes: Fall semester

Initial start of the programme:
BNMCP:2017
BHP: 2017
BISP: 2017

Type of accreditation:
For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the BA in New Media and Communication, the BA in History, the BA in Islamic Studies and the BA in Comparative Literature 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:

PD' Dr. Kirsten Bönker
University of Cologne, Germany
Academical Senior Council (at present) and Head of Department of East European History
Historical Institute
(History, East European History, Global History, Modern History, Digital Learning, Blended Bearning)

Dr. Rudolf Camerer
Elc- European Language Competence, Frankfurt, Germany
Head of elc-European Language Competence
(Foreign Language Requirements in International
Professional Contexts, Intercultural
Communication Skills)

Prof. Dr. N.J.G. Kaptein
Leiden University, the Netherlands
Professor Islam in Southeast Asia
Islamic Studies, Religious Studies, Southeast Asian Studies

Elisa Knief
University of Bremen, Germany
Student of English-Speaking Cultures & Hispanistik (B.A.)
(English/American Studies, English Literature, Hispanic Studies)

Prof. Dr. Marcel Machill, MPA (Harvard)
University of Leipzig, Germany
Professor of Journalism and International Media Systems
(Journalism, Communication Studies, Media Studies, Media Policy, Media Law)

Prof Dr. Silvia Mergenthal
University of Konstanz, Germany
Professor of English Studies and General Literature Studies
English Studies, Literature Studies, Art and Media Studies, History, Sociology)

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[1] The panel is presented in alphabetical order.

Prof. Dr. Oguz Solyali
Middle East Technical University Northern Cyprus Campus
Professor of Business Administration
(Management Science/Operations Research and Operations Management)

FIBAA project manager:
Univ.-Ass. Mag. Mag. Alexander Plaikner

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on November 27-28, 2023 at the premises of the HEI 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.

The assessment report based on this was delivered to the HEI for comment on February 26, 2024. The statement on the report was given up on February 29, 2024. It has been taken into account in the report at hand.

Summary

The BA in New Media and Communication, the BA in History, the BA in Islamic Studies and the BA in Comparative Literature and the offered by Ibn Haldun University fulfil with one exception 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, under one condition. 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 need for improvement regarding the following aspects[2]: Modular structure of the study programme (regarding a missing coherent ECTS credit calculation). They recommend the accreditation on condition of meeting the following requirement:

All programmes
- **Condition** (see chapter 3.2.1)**:**
  The HEI integrates a consistent calculation of ECTS credits according to the ECTS User's Guide 2015.

Proof of meeting this condition is to be submitted by December 5, 2024.

The panel members also identified few areas where the programmes could be further developed:
- The panel recommends that students should sit an entrance exam in all three languages areas (see chapter 2.5).
- The panel recommends that the HEI should sharpen their didactive concepts in all four programmes by introducing transparent study tracks (see chapter 3.3).
- The panel recommends that an elective course on independent research (e.g., graduate thesis) is offered to students (see chapter 3.1.3).

BA in New Media and Communication Programme, additionally:

- The panel recommends that research methods and statistics courses should be compulsory in order to improve the scientific qualification in the areas of research methods and statistics (see chapter 3.1).

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:

For all programmes

- International orientation of the study programme design (see chapter 1.2)
- Internationality of the student body (see chapter 3.4.2)

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[2] These aspects are asterisk criteria which means that they are essential for the study programme.

- Internationality of faculty (see chapter 3.4.3)
- Foreign language contents (see chapter 3.4.4)
- Academic qualification of faculty (see chapter 4.1.2)
- Student support by the faculty (see chapter 4.1.6)
- Quantity, quality, media and IT equipment of teaching and group rooms as exceptional (see chapter 4.4.1)
- Access to literature (see chapter 4.4.2)

<u>BA in New Media and Communication Programme, additionally:</u>
- Positioning of the study programme on the job market for graduates (see chapter 1.3.2)
- Skills for employment / Employability (see chapter 3.6)

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

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.

Initially, the university's educational and instructional activities were carried out at the Fatih-Suleymaniye Campus and Bakırköy-Taş Mektep Campus until the Fall Semester of 2022. Currently, the IHU Campus at Başakşehir serves as the primary campus, consisting of an area of 2,64,613 m2 with edifices for the Rectorate, Faculty of Humanities and Social Sciences, Faculty of Management Sciences, Language School, Central Classroom, Entrance Building, and Library, along with two dormitories and a Sports Center.

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 9 doctoral and 19 master's programmes within the Graduate School, as well as 1 doctoral and 1 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 organize 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's and doctoral) 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%. In Additionally, 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.

Among the 800 undergraduates, 320 have the option to stay in the dormitory, equating to 40 % of all undergraduate students. Moreover, 87 out of 800 undergraduate students are entitled to a lunch scholarship, which accounts for 10.88 % of all undergraduate students. In addition to programme quotas, the programmes offer comprehensive financial assistance to the undergraduate and graduate students, covering their tuition fees, accommodation costs, and meals, through the provision of full scholarships.

Furthermore, 87 out of 800 undergraduate students (or 10.88%) benefit from complementary lunches (App. Part 1/2 Statistical Data). 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. (App. Part 1/2 Statistical Data; Part 1/1 Organigram).

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. 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 since inception prioritized quality in its processes and has improved its core service areas institutionally (App. Part 1/13 Regulations Quality Management/Strategic Plan). The university aims to distinguish itself as a reputable academic institution within Turkey and globally, through its exceptional and internationally recognized educational standards, as well as groundbreaking 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 that 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 maintains 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.

The Department of New Media and Communication of the School of Communication, the Department of Islamic Studies of the School of Islamic Studies and the Department of Comparative Literature and the Department of History of the School of Humanities and Social Sciences at IHU are dedicated to becoming globally competitive and internationally accredited departments promoting intellectual independence, professionalism; producing ethical and environmentally conscious students, graduates, researchers, professionals, and policymakers.

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 program, and second among private foundation universities with the highest percentage of students benefiting from scholarships provided by the university. 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.

Statistical data

Table 1: Statistical Data of the BNMCP

		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	12	14	14	14	15
# Applicants	∑	10	10	11	14	14	14	15
	f	2	4	4	11	5	8	11
	m	8	6	7	3	9	6	4
Application rate		100.00%	100.00%	91.67%	100.00%	100.00%	100.00%	100.00%
# First-Year Students *(accepted applicants)*	∑	2	1	0	1	0	1	0
	f	1	1	0	0	0	1	0
	m	1			1			
Rate of female students		20.00	40.00	36.36	78.57	35.71	57.14	73.33

		1	2	3	4	5	6	7
# Study Places offered by IHU for foreign students		5	6	5	3	2	7	4
# Foreign Students	∑	5	6	5	3	2	7	4
	f	2	4	2	1	2	6	3
	m	3	2	3	2		1	1
Total Accepted Student (HEI + Foreign Students)		15	16	17	17	16	21	19
Rate of foreign students		33.33	37.50	31.25	17.65	12.50	33.33	21.05
Percentage of occupied study places		100.00%	100.00%	94.12%	100.00%	100.00%	100.00%	100.00%
# Graduates of only HEI Entries	∑	2	2	0	0	0	0	0
	f	1						
	m	1	2					
Success rate *(students who finished their studies)*		20.00%	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dropout data		8	4	5	5	4	2	1
Dropout rate *(students who dropped their studies)*		*53.33%*	*25.00%*	*29.41%*	*29.41%*	*25.00%*	*9.52%*	*5.26%*
Average duration of study		3.06	3.82	*3.10*	*2.39*	*1.44*	*1.21*	*0.05*
Average grade of final degree		3.66	3.66	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*

The Department of New Media and Communication for the academic year 2021, had a quota of 14 students and all 14 students enrolled resulting in an occupancy rate of 100%.

Table 2: Statistical Data of the BHP

		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	12	14	12	10	13
# Applicants	∑	10	10	11	14	12	10	13
	f	3	4	1	2	5	7	3
	m	7	6	10	12	7	3	10
Application rate		100.00%	100.00%	91.67%	100.00%	100.00%	100.00%	100.00%
# First-Year Students *(accepted applicants)*	∑	1	0	0	1	0	0	0
	f				1			
	m	1						
Rate of female students		30.00	40.00	9.09	14.29	41.67	70.00	23.08
# Study Places offered by IHU for foreign students		5	5	0	1	2	1	0
# Foreign Students	∑	5	5	0	1	2	1	0
	f	3	1			1		
	m	2	4		1	1	1	
Total Accepted Student (HEI + Foreign Students)		15	15	12	15	14	11	13
Rate of foreign students		33.33	33.33	0.00	6.67	14.29	9.09	0.00
Percentage of occupied study places		100.00%	100.00%	91.67%	100.00%	100.00%	100.00%	100.00%
# Graduates of only HEI Entries	∑	5	3	0	0	0	0	0
	f	2	1					
	m	3	2					

Success rate *(students who finished their studies)*	50.00%	30.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dropout data	*5*	*3*	*4*	*6*			
Dropout rate *(students who dropped their studies)*	*33.33%*	*20.00%*	*33.33%*	*40.00%*	*0.00%*	*0.00%*	*0.00%*
Average duration of study	3.40	3.81	*2.55*	*2.29*	*1.36*	*0.83*	*0.00*
Average grade of final degree	3.44	3.60					

The History Department of IHU is ranked in 2021 3rd among all History Departments in Turkey. Most of the intake is ranked in the top 1000 in the University Entrance and Placement Exams.

Table 3: Statistical Data of the BISP

		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		20	20	22	22	20	20	21
# Applicants	∑	20	20	22	22	20	20	21
	f	7	8	14	9	8	6	11
	m	13	12	8	13	12	14	10
Application rate		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
# First-Year Students *(accepted applicants)*	∑	0	1	0	0	0	0	0
	f							
	m		1					
Rate of female students		35.00	40.00	63.64	40.91	40.00	30.00	52.38
# Study Places offered by IHU for foreign students		10	6	6	4	4	1	1
# Foreign Students	∑	10	6	6	4	4	1	1
	f	5	4	4	4	3	1	1
	m	5	2	2		1		
Total Accepted Student (HEI + Foreign Students)		30	26	28	26	24	21	22
Rate of foreign students		33.33	23.08	21.43	15.38	16.67	4.76	4.55
Percentage of occupied study places		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
# Graduates of only HEI Entries	∑	9	2	0	0	0	0	0
	f	5						
	m	4	2					
Success rate *(students who finished their studies)*		45.00%	10.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Dropout data		14	7	6	4	5		
Dropout rate *(students who dropped their studies)*		*46.67%*	*26.92%*	*21.43%*	*15.38%*	*20.83%*	*0.00%*	*0.00%*
Average duration of study		3.20	3.69	*3.10*	*2.50*	*1.40*	*0.90*	*0.00*
Average grade of final degree		3.63	3.86					

The BA in Islamic Studies Programme has a quota of 20 students and 20 students registered equally resulting in a 100% occupancy rate (2021).

Table 4: Statistical Data of the BCLP

		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	6	6	8		
# Applicants	Σ	0	10	6	6	8	0	0
	f		6	3	3	3		
	m		4	3	3	5		
Application rate		#N/A	100.00%	100.00%	100.00%	100.00%	#N/A	#N/A
# First-Year Students *(accepted applicants)*	Σ	0	3	1	1	2	0	0
	f		1	1		1		
	m		2		1	1		
Rate of female students		#N/A	60.00	50.00	50.00	37.50	#N/A	#N/A
# Study Places offered by IHU for foreign students			3	3	1	1		
# Foreign Students	Σ	0	3	3	1	1	0	0
	f		3	3	1	1		
	m							
Total Accepted Student (HEI + Foreign Students)		0	13	9	7	9	0	0
Rate of foreign students		#N/A	23.08	33.33	14.29	11.11	#N/A	#N/A
Percentage of occupied study places		#N/A	100.00%	100.00%	100.00%	100.00%	#N/A	#N/A
# Graduates of only HEI Entries	Σ	0	3	0	0	0	0	0
	f		2					
	m		1					
Success rate *(students who finished their studies)*		#N/A	30.00%	0.00%	0.00%	0.00%	#N/A	#N/A
Dropout data			*8*	*2*	*4*	*2*		
Dropout rate *(students who dropped their studies)*		#N/A	*61.54%*	*22.22%*	*57.14%*	*22.22%*	#N/A	#N/A
Average duration of study			2.71	*3.44*	*2.00*	*1.56*		
Average grade of final degree			3.03					

The Comparative Literature Department also had a quota of 8 students for undergraduate programme in 2021, and all students duly enrolled, resulting in an occupancy rate of 100%.

The Comparative Literature Programme has currently 20 students enrolled. 15 of them are Comparative Literature BA students; there is 1 double major student, and 4 students are doing their minor studies in comparative literature. Overall, only 3 of them are fourth year students and will be able to graduate next semester; the rest will continue their studies next year together with the incoming freshmen of 2023.

The department accepted undergraduate students for four years, between 2018-2021. It ranked third among the comparative literature departments in the country. The department suspended the admission of undergraduate students in the last two years, but, according to IHU, this decision has no direct relation to the undergraduate programme. It is seen as the result of IHU's effort to maintain the balance between the number of undergraduate students and graduate students in favor of graduate programmes, as expected from institutions classed under "Research Universities" in Turkey.

For this reason, instead of admitting new undergraduate students to the programme, IHU has prepared a Master and Doctoral programme in English Language and Literature, between

2022-2023, and worked on hiring new associate and full professors whose area of expertise differ from the current staff. IHU plans to resume admitting new undergraduate students to the Comparative Literature BA programme.

According to IHU, there will be no change in the core curriculum of the Comparative Literature BA programme. but the programme will may gain new elective courses owing to the expertise of incoming professors.

Appraisal

In consideration of an accreditation for a programme where the IHU department suspended the admission of undergraduate students in the last two years, this was noted critically. However, IHU´s explanation was sufficient for the panel. The admission for the Bachelor for Comparative Literature has been stopped at the moment. According to HEI it is because of the development and focus on the new MA programme (see explanation above). Due to the low success rate and high drop-out rate, the programme has not accepted any students for the full-time programme for the last two years in order to revise the programme and rethink its strategy. To answer this issue the panel suggests in order to motivate the students for a higher rate off enrolment, that the HEI invests in campaigning programmes in schools and with corporate partners as well attract more international students in the Arabic world focussing on IHU's 3 Language unique selling proposition [USP].

Besides the relatively high dropout rate in all four programmes the panel members are satisfied with development of the statistical data. Although the students are able to finish the course phase, they are not able to finalise their thesis due to time and also motivation constraints.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

For all programmes

As centers of research and excellence, the Department of New Media and Communication, the Department of Comparative Literature, the Department of History and the Department of Islamic Studies offer courses with the aim of providing distinguished competitive analytical skills and talents. Upon graduation from these programmes, students are expected to play active roles in prominent public and private organisations, national and multinational corporations, research centers, publishing houses, think tanks and educational institutions.

These programmes also aim to equip students with the relevant knowledge, analytical skills, and competencies necessary to cope with the complexities of today's evolving world. The teaching mode includes problem solving focused, modelling based teaching and learning methods providing students the necessary practical skills and talents for crafting literary, historical, religious and marketing works that reflects the true picture in a manner that appeals.

They will be skilled to render consultancy services, leadership, effective communication and green practices, required by today's modern and digital world. The programmes cultivate students' analytical thinking skills and broaden their perspectives.

BA in New Media and Communication Programme (BNMCP)

The Department of New Media and Communication of the School of Communication at IHU is dedicated to providing students with a comprehensive understanding of the rapidly evolving landscape of new media technologies and their profound impact on communication practices. The University recognizes the importance of merging theoretical knowledge with practical skills to effectively navigate this dynamic.

The mission of the Department of New Media and Communication:
- Offering an innovative and interdisciplinary curriculum that promotes a knowledge-based learning ecosystem in the field of new media and communication.
- Fostering high-quality research and encouraging strong collaboration between academia and the industry to make impactful contributions to the field.
- Creating a culturally diverse and inclusive learning environment that emphasizes social responsibility and ethical values in the practice of new media and communication.

Upon completion of the BA in New Media and Communication programme, students will acquire the following competencies:

- Comprehensive understanding of the evolving landscape of new media technologies and their impact on communication practices.

- Proficiency in analysing and critically evaluating media content, digital communication strategies, and media production techniques.
- Ability to apply theoretical knowledge to real-world scenarios and effectively navigate the dynamic field of communication.
- Skills in utilizing new media tools and platforms for effective communication and digital marketing.
- Competence in conducting market research, analysing market-based data, and interpreting global reports in the context of new media and communication.
- Proficiency in developing and executing strategic communication plans that align with organisational objectives.
- Strong interpersonal and teamwork skills for collaborating effectively in diverse and multidisciplinary environments.
- Ability to demonstrate effective written and oral communication skills in English as well as Turkish and Arabic, facilitating global communication.
- Understanding of ethical considerations and the ability to apply ethical standards in the practice of new media and communication.
- Knowledge of environmental sustainability practices and their application in the context of new media and communication.

IHU systematically bases the qualification objectives **in particular** of the **Bachelor in New Media and Communication** on the specific requirements in the fields of media, digital marketing, public relations and communication. The qualification objectives are documented in detail in three dimensions: professional/technical skills, scientific and research ability as well as general and Turkish civilization. These objectives are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly as the curriculum reflects a rapidly evolving landscape of new media technologies.

Graduates of the BA in New Media and Communication programme possess a diverse skill set that prepares them for entry-level positions in the fields of media, digital marketing, public relations and communication. As they gain experience and advance in their careers, they have the potential to assume managerial positions or pursue specialized roles in areas such as social media management, content creation, digital strategy, or media planning. The interdisciplinary nature of the programme equips graduates with the flexibility and adaptability to thrive in the ever-changing landscape of new media and communication.

BA in History Programme (BHP)

The Department of History and the Department of Comparative Literature of the School of Humanities and Social Sciences at IHU with their undergraduate and graduate programmes foster a deep understanding of the shared elements and disparities among cultures, societies, and historical periods through the study of different literary traditions.

The objectives of the programme align with key learning taxonomies, encompassing Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Moreover, the programmes are dedicated to professional ethics and intellectual freedom.

The mission of the Department of History:
- To provide exceptional education and conduct ground-breaking research.

- To inspire students to engage in historical investigation.
- To foster critical thinking, rigorous analysis, and effective communication skills; equipping students for careers in academia, research, and other fields that highly value historical expertise.

Students who successfully complete the BA in History programme are equipped with the following knowledge, skills and competencies:
- Maintaining a critical and analytical perspective.
- Demonstrating a profound understanding of the historical and cultural contexts that shape current events.
- Applying critical and analytical approaches to interpret and evaluate historical texts.
- Cultivating a global perspective by exploring the interconnectedness of historical events and current geopolitics.
- Understanding and appreciating the role of history in society.
- Developing a fundamental understanding of and capacity for historical thinking across all levels and courses. (IHU states that it recognizes that only a few of the students will pursue academic careers, but that this forms the bedrock of intellectual acquisition that should be shared by all the alumni.)
- Broadening students' cultural and intellectual horizons to encompass history's relation to and interaction with other branches of the humanities and social sciences.

Graduates of the BA in History programme possess a comprehensive set of skills that prepare them for a variety of career paths. With their strong analytical and critical thinking abilities, they can pursue opportunities in academia, publishing, journalism, cultural institutions and various sectors in the tourism industry, particularly focusing on culture and heritage. They may also choose to further their studies at the postgraduate level. The programme equips students with the necessary tools to engage with critical history and primary sources, enabling them to illuminate and interpret historical events.

BA in Islamic Studies programme (BISP)

The School of Islamic Studies at IHU is committed to the exploration and dissemination of knowledge related to Islamic studies. The undergraduate programme in Islamic Studies aims to provide a comprehensive curriculum that covers various aspects of Islamic history, theology, philosophy, and jurisprudence.

The mission of Department of Islamic Studies is as follows:
- Offering an innovative and interdisciplinary curriculum that promotes a knowledge-based learning ecosystem in the field of Islamic studies.
- Fostering high-quality research and encouraging strong collaboration between academia and the industry, resulting in impactful contributions to the field of Islamic studies.
- Creating a culturally diverse and inclusive learning environment that emphasizes social responsibility and ethical values in the practice of Islamic studies.

Students who successfully complete the BA in Islamic Studies programme graduate with the following knowledge, skills and competencies:

- Demonstrating knowledge of the life and mission of Muhammad, , in addition to analysing and interpreting the Qur'an, as the expression of the final divine message, and the Sunnah, supplemented by authoritative texts derived from the Prophetic heritage.
- Recognizing the structure of Islamic disciplines such as kalam (Islamic theology), fiqh (Islamic jurisprudence), and tasawwuf (Sufism), encompassing faith, worship, moral and legal aspects of Islam, and explaining their relationships with each other, employing the proper terminology and concepts of each discipline.
- Comprehending with integrity the principles, subjects, methods, history and problems related to the rational (aqliyah) and transmitted (naqliyah) sciences, which form the building blocks of Islamic civilization, and adequately explaining them.
- Critically evaluating classical and contemporary religious sects/movements that have emerged in the Islamic world within their historical and social contexts.
- Demonstrating comparative knowledge of major world religions, including their denominational structures, demography, history, fundamental doctrines, and practices.
- Examining religious issues through the lens of social sciences scholarship, comprehending and interpreting the psycho-social aspects of religious belief, behaviour, and emotion.
- Maintaining fidelity to traditional scholarship while addressing contemporary religious problems, taking into consideration the philosophical, aesthetic, historical, individual, and social dimensions of the issue.
- Utilizing three different languages (Turkish, Arabic, and English) to engage with classical and modern texts in the field and effectively express themselves.
- Effectively utilizing modern educational and research equipment and tools in the field of study.
- Applying their knowledge, skills, and competencies in the fields of education, research, and community service.

BA in Comparative Literature programme (BCLP)

The mission of the Department of Comparative Literature is stated as follows:
- Providing an innovative and interdisciplinary curriculum that cultivates a knowledge-based learning ecosystem in Comparative Literature.
- Promoting high-quality research and facilitating strong collaboration between academia and industry, leading to impactful contributions in Comparative Literature.
- Cultivating a culturally diverse and inclusive learning environment that emphasizes social responsibility and ethical values in Comparative Literature.

Upon completion of the programme, students will be able to:
- Explain the fundamental theories and methodologies of comparative literature.
- Analyse and compare various literary works from different cultural and linguistic backgrounds.
- Demonstrate a deep understanding of the historical and cultural contexts that shape literary texts.
- Conduct independent research and produce scholarly work.
- Apply critical and analytical approaches to interpret and evaluate literary texts.
- Engage in interdisciplinary studies by integrating other fields such as philosophy, history, and art into literary analysis.
- Utilize digital tools and resources for literary research and analysis.
- Communicate effectively and present their ideas coherently in both written and oral forms.

- Foster a global perspective by exploring the interconnectedness of literature across cultures and languages.
- Understand and appreciate the role of literature in society and its impact on individuals and communities.
- Demonstrate effective communication skills in Turkish, English, and Arabic.

Graduates of the BA in Comparative Literature programme possess a comprehensive set of skills that prepare them for a variety of career paths. With their strong analytical and critical thinking abilities, they can pursue opportunities in academia, publishing, journalism, cultural institutions, and various creative industries. They may also choose to further their studies at the postgraduate level, specializing in areas such as literary theory, cultural studies, or translation studies. The programme equips students with the necessary tools to engage with literature as a source of knowledge, inspiration, and social transformation.

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

For the **BCLP/BHP/BISP programmes** the panel considers that the job profiles should be addressed in a more specific and targeted manner. The panel therefore, **suggests specifying the employability** in terms of active cooperation with local/international organisations and enterprises.

In the **opinion of the panel, BNMCP is characterised by its employability.** The programme's qualification objectives are systematically geared towards the specific and current requirements of the dynamic field of work. The qualification objectives are also clearly aligned with this focus and are constantly reviewed for their appropriateness and topicality and adapted accordingly.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. The qualification objectives are documented in detail.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)		BNMCP	BCLP/BHP/ BISP		

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

For all programmes

The programmes are internationally oriented and emphasize a global perspective in preparing students to navigate the challenges and opportunities of the global literary, academic, research, media, and bureaucratic environment. Key aspects of the programme orientation include:

- Global Environment: The various departments and schools at IHU continuously improve study contents of the programmes with an international orientation. The curriculums of the programmes cover a range of topics that prepare the students to work in a globalized environment. Global issues have been integrated into the courses, providing the students with a broader understanding of the cultural, historical, literary, economic, and technological factors shaping the world of media, history, religion and literature.

- Cross-Cultural Competence: The programmes are of international character that are open to all sources of knowledge, nourished by tradition and intertwined with culture and art. These programmes focus on developing students' cross-cultural competence, enabling them to work effectively in diverse teams and understand the cultural nuances that influence religion, historical accounts, media campaigns, literary practices and communication in international settings.
Students from 81 different nationalities constitute 35 % of the total number of students at IHU, providing an international and diverse learning environment. The Department of History for example has a total current enrollment of 66 with about 25 % of these number being international. Majority of the students are enrolled with scholarship in the form of a combination of fee-waiver and financial support.

- International Standards and Best Practices: Students gain knowledge of international best practices in including global media, research and literary trends, digital strategies and cross border communication. The new media and communication programme for example, also covers various aspects of international media management, such as global media analysis, strategic planning and adapting communication approaches to different cultural contexts.

- Study Abroad Opportunities: IHU programmes at both graduate and undergraduate levels offer study abroad opportunities, allowing the students to immerse themselves in different cultural environments, develop international networks and gain experience in diverse settings. Furthermore, IHU places in self-report itself as a reputable international university on a global scale, with a diverse student population that can pursue international opportunities through partnerships with other higher education institutions, global companies and participation in the ERASMUS+ programme. As a research-focused university and stated in the HEI's self-report the university has gained international recognition in the past few years, attracting scholars and students from various countries and regions, ranging from Africa to the Far East.

- Language Skills: The multilingual policy of IHU and the international orientation of the programmes emphasizes the development of language skills, particularly in globally

influential languages such as, German, Spanish, Russian, French, Chinese, and Malay, in addition to compulsory languages of Turkish, Arabic and English. The History department, in line with its emphasis on primary sources also uses Modern Turkish and Ottoman Turkish in a secondary role when the topic of focus is the Turkic world.

Furthermore, the programmes at the undergraduate and graduate levels aim to provide comprehensive new media education, literary, historical and religious/Islamic education to a diverse group of students who can conduct research in their field in particular, and the social sciences in general, in a multilingual and multicultural context. The departments are also committed to becoming an influential high-ranking faculty on the international stage.

- International Internships: The programmes facilitate international internships, enabling students to gain practical experience in global media, literary houses and research institutions, apply their knowledge in real-world settings, and enhance their understanding of international best practices in media, historical and literary studies, and religious settings.

- Networking Opportunities: The students have opportunities to network through the number of conferences organised by the various departments. The History department for example, have been organising the annual Süleymaniye Symposia and the conference is held in the historic Süleymaniye Campus around the Ottoman Imperial Süleymaniye Mosque in downtown Istanbul, among others. Students are also encouraged to attend conferences and other networking events within and outside of Turkey to network with experts, professionals, industry experts and alumni who can provide insights into global career opportunities and industry trends.

- High Visibility & Coverage with Distinguished Academic Research: A significant portion of academic staff comprises individuals who have completed their Ph.D. studies in foreign universities and brought their distinctive experiences and viewpoints to the teaching environment as well. Moreover, the graduate and undergraduate students are active researchers with publication in reputable specialized and multidisciplinary journals. Faculty have also published books and book chapters contributing to the international visibility of IHU. IHU also has a publication promotion and incentive packages that help encourage and help cover the cost of publishing for students and academics.

- International Faculty and Collaborations: The programmes at the undergraduate and graduate levels are internationally oriented with faculty members from diverse backgrounds and with international experience.

- Additionally, there is active collaboration with international universities, bringing in guest lecturers and fostering academic partnerships.

Overall, the internationally oriented study programmes equip students with the knowledge, skills, and perspectives needed to succeed in the globalized media, research, multi-religious and literary landscape, preparing them for international career opportunities and enabling them to thrive in multicultural and cross-border environments.

Appraisal:

Especially in focus on lecturers and students **the panel experienced** 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.**

The panel experienced a great support for students who want to go abroad (Summer school international Mobility, Erasmus programme). Mobility is interlinked with nation agency with the result of centrally financed 20 students. According to the panel, Erasmus programmes could even be increased to further promote the programmes´ international design.

Most courses, including the BA in Islamic Studies programme with 30 %, 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 programmes is not only focused on the traditional Islamic heartlands, 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).

Summarized, owing to the emphasis of the programme design on international outlook in teaching and study especially in terms of experienced international academic staff, international publication strategy and language skills, the programmes, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks.

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

1.3 Positioning of the study programme

Positioning of the study programme in the educational market

For all programmes

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, internationalization, Government Support and Cultural Heritage and Diversity. Turkey has a total of 208 Higher Education Institutions (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

foundation universities. 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.

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. IHU has progressively enhanced its reputation; thereafter, as one of the premier universities in Turkey's social sciences and humanities arena, it has solidified its standing among the country's foundation institutions.

This process aligns with thorough analysis of surveys, field research, and alumni & expert opinions from various industries. An Advisory Board, comprising of executive managers, entrepreneurs, and professionals from diverse sectors has been established within the faculty since 2020; and once per year, its members convene with the academic staff to share their opinions on all aspects of the curriculum, educational processes and industry requirements.
The programmes are carefully crafted to provide a well-rounded learning experience that comprises both theoretical and practical courses, complemented by talks from industry experts.

To facilitate the academic endeavors of the students, IHU presents them with the latest model MacBook laptops as gifts, equipped with cutting-edge features to enable seamless utilization in their scholarly pursuits. In addition to receiving educational scholarships, accomplished students are also allowed to serve as student assistants and receive monetary compensation. These students assume the role of assistants in their school courses and provide support for academic activities.

As a result, they earn monthly cash payments in addition to their educational scholarship. In addition to all these opportunities, the University provides payment for students who publish or contribute to academic publications, through the university's academic incentives programme. Undergraduate and graduate programmes at Ibn Haldun University are dedicated to achieving their objectives and learning outcomes through several strategies, including the systematic revision of curricula based on input from external experts, prioritizing the involvement of students in research projects, and providing a lot of elective courses that allow students to refine their academic interests and professional profiles.

Each year the occupancy rate for all programmes of Ibn Haldun University lies between 98 % and 100 %. The total quota for undergraduate students at the university was set as 125 for the year 2022-23, and 122 students have enrolled, resulting in an occupancy rate of 98 %. Currently, 1521 students receive full scholarships, which constitutes a scholarship recipient rate of 84 %. Apart from educational grants, the University provides undergraduate students with the chance to receive a free dormitory and lunch scholarship.

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. Undergraduate programmes' total student quota was 125 in 2022. Although the programmes are relatively young, only students who rank within the top 1 % to 10 % based on their results of the Students Selection and Placement Center (SSPC), are admitted to the **New Media and Communication**

programme, the **Comparative Literature programme**, the **History programme** and the **Islamic Studies programme**.

Positioning of the study programme on the job market for graduates (Employability)

For all programmes:

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 the Byzantine and Ottoman historical capital and Turkey's current financial and commercial capital, with its geostrategic location, is a focal point for global enterprises, multinational and research organisations, thus providing students with valuable exposure to a diverse range of industries in arts and literature, media and faith-based organisations. IHU uses an alumni-tracking programme and IHU Career Center reports to continually refine programme outcomes, syllabus and curriculum to stay up to date with the dynamic demands of the industry.

As a result of the international orientation of the BA in History, BA in Comparative Literature, BA in New Media and Communication and BA in Islamic Studies, the graduates possess the skills and knowledge necessary to competently handle international tasks in the job market. They have a strong understanding of global issues, can communicate effectively with individuals from different cultural backgrounds and possess the necessary skills to work in a global environment.

BA in New Media and Communication Programme (BNMCP)
A graduate of the **BNMCP** possesses a diverse skill set that prepares them for entry-level positions in the dynamic field of new media and communication. Here are some potential entry-level career opportunities for graduates:
- Digital Content Coordinator: Graduates can work as digital content coordinators, be responsible for planning, creating, and managing digital content across various platforms and channels.
- Social Media Specialist: Graduates can pursue careers as social media specialists, developing and implementing social media strategies, managing social media accounts and analysing social media metrics.
- Digital Marketing Assistant: Graduates can start their careers in digital marketing roles, assisting in the execution of digital marketing campaigns, conducting market research, and analysing digital marketing data.
- Communications Coordinator: Graduates can work as communications coordinators, supporting internal and external communication efforts, writing, and editing content, and coordinating communication projects.
- Media Production Assistant: Graduates can pursue careers in media production, working as production assistants, assisting in the planning and execution of media projects, managing production logistics, and coordinating with creative teams.

- Public Relations Assistant: Graduates can start their careers in public relations roles, assisting in managing public relations campaigns, drafting press releases, organising events and maintaining media relations.
- Market Research Analyst: Graduates can work as market research analysts, collecting and analysing data, conducting market research studies and providing insights for marketing and communication strategies.
- Brand Assistant: Graduates can work as brand assistants, supporting brand management activities, assisting in brand development initiatives, and ensuring brand consistency across different channels.
- Multimedia Journalist: Graduates can pursue careers as multimedia journalists, combining their communication skills with multimedia production techniques to report news stories across various platforms.
- Digital Media Planner: Graduates can work as digital media planners, assisting in planning and implementing digital advertising campaigns, analysing campaign performance and optimizing media placements.
- Event Coordinator: Graduates can work as event coordinators, assisting in the planning and execution of events, coordinating logistics and ensuring smooth event operations.
- Online Community Manager: Graduates can pursue careers as online community managers, engaging with online communities, moderating discussions and managing brand presence on social media platforms.

These are just a few examples of the entry-level career opportunities available to graduates of the **BNMCP**. As they gain experience and develop their skills, they can progress into more senior roles within organisations or specialize in areas such as digital marketing, social media management, content strategy, or public relations in the ever-evolving field of new media and communication.

BA in History Programme (BHP)

A graduate of the BA in History programme possesses a broad skill set that prepares them for entry-level positions in various industries. Here are some potential entry-level career opportunities for graduates:

- Non-Governmental Organisations: The graduates can work in historical foundations, associations, or non-governmental organizations, taking on managerial roles and being involved in project preparation and implementation.
- Cultural Events Coordinator: Graduates can pursue careers in cultural organisations, assisting in the planning and execution of cultural events, such as literary festivals, book launches, and author readings.
- Cultural Heritage Officer: Graduates can pursue careers in museums, libraries, or cultural heritage organizations, assisting in the preservation, documentation and promotion of historical and cultural artifacts.
- Tourist Guide: Graduates, with their in-depth knowledge of history, can work as tourist guides, explaining historical aspects of cultural artifacts.
- Teacher: Graduates can teach history and the history of the Turkish Revolution and Atatürk's Principles in public and private schools.
- Expository Writer: Graduates, with their rigorous training in critical thinking, can become expository writers, providing insights about world events considering history.

- Journalism or Media: Graduates can join media houses, utilizing their knowledge of history to illuminate and report world events.
- Cross-cultural Translator: Graduates can work as cross-cultural translators for dignitaries, organisations and corporations.
- Bureaucracy and Diplomacy: Graduates can join the state and international bureaucracy, civil service and diplomatic missions.
- Research Assistant: Graduates can pursue academic positions as research assistants or pursue higher education and become professors in history departments.

These are just a few examples of the entry-level career opportunities available to graduates of the **BHP**. As they gain experience and develop their skills, they can progress into more senior positions within organisations or pursue specialized roles.

BA in Islamic Studies programme (BISP)

A graduate of the **BISP** acquires an exclusive set of skills that prepares them for entry-level positions in various fields. Here are some potential entry-level career opportunities for graduates:
- Postgraduate Studies: Many graduates choose to further their education by pursuing postgraduate studies in Islamic Studies or related fields. This allows them to deepen their knowledge and expertise in specific areas of interest and opens opportunities for research and academic careers.
- Teaching Positions: Graduates can find employment as teachers in public and private educational institutions, including Islamic schools, madrasas, and universities. They can share their knowledge of Islamic principles, teachings and history with students, fostering a deeper understanding and appreciation of the faith.
- Presidency of Religious Affairs: In some countries, graduates may have the opportunity to work in the Presidency of Religious Affairs or similar governmental institutions. These positions involve serving as religious advisors, participating in the organization of religious events and contributing to the development and implementation of religious policies.
- Certified Public Translators: With their expertise in Islamic Studies and proficiency in multiple languages, graduates may work as certified public translators. They can provide translation services for religious texts, documents, conferences and international events, facilitating effective communication and understanding across different languages and cultures.
- Media and Publishing: The graduates can work in radio and television programmes, newspapers or religious broadcasting organizations as producers, presenters, editors, or writers.
- Non-Governmental Organisations: The graduates can work in religious foundations, associations or non-governmental organizations. They can take on managerial roles and be involved in project preparation and implementation.
- Consultancy: The graduates can provide consultancy services in institutions that offer religious counseling or establish their own consultancy firms, providing advice to individuals or organizations.
- Culture and Tourism: The graduates can work in the fields of culture and tourism. They can work as guides in places of historical and religious significance or provide cultural tourism services.

These are just a few examples of the entry-level career opportunities available to graduates of the **BISP**. The career possibilities for Islamic Studies graduates are diverse and varied. Graduates can also explore roles in research, journalism, interfaith dialogue, community leadership, counseling and more. The specific opportunities available may depend on factors such as location, language proficiency, personal interests and skills.

BA in Comparative Literature programme (BCLP)

A graduate of the BA in Comparative Literature programme possesses a broad skill set that prepares them for entry-level positions in various industries. Here are some potential entry-level career opportunities for graduates:

- Assistant Editor: Graduates can start their careers as assistant editors, providing support to senior editors in various publishing tasks, such as manuscript review, copyediting, and proofreading.
- Content Writer: Graduates can work as content writers, producing engaging and informative content for various platforms, including websites, blogs and social media channels.
- Cultural Events Coordinator: Graduates can pursue careers in cultural organisations or event management companies, assisting in the planning and execution of cultural events, such as literary festivals, book launches and author readings.
- Language Specialist: Graduates can work as language specialists, providing translation, localization, or interpretation services for organizations operating in international contexts.
- Research Assistant: Graduates can start their careers as research assistants, working in academic or research institutions, supporting faculty members or researchers in conducting literature reviews, data analysis and research projects.
- Publishing Assistant: Graduates can work in publishing houses, assisting in the editorial and production processes, coordinating with authors and designers and contributing to the publication of books and other literary works.
- Cultural Heritage Officer: Graduates can pursue careers in museums, libraries, or cultural heritage organizations, assisting in the preservation, documentation and promotion of literary and cultural artifacts.
- Literary Agent Assistant: Graduates can work as assistants to literary agents, supporting them in manuscript evaluation, contract negotiations and author representation.
- Education Programme Coordinator: Graduates can work in educational institutions or nonprofits, coordinating and developing educational programmes that promote literature and literacy, such as writing workshops, reading clubs, or literary outreach initiatives.
- Media and Communications Assistant: Graduates can work in media organizations or public relations agencies, assisting in the creation of press releases, media campaigns and content strategies related to literature and literary events.

These are just a few examples of the entry-level career opportunities available to graduates of the **BCLP**. As they gain experience and develop their skills, they can progress into more senior positions within organisations or pursue specialized roles in areas such as literary criticism, academic research, cultural diplomacy, or advanced degrees in related fields like literary studies, journalism, or creative writing.

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

For all programmes

Ibn Haldun University (IHU) is a relatively new private university located in Istanbul, Turkey. In parallel with IHU's strategic planning, According to the University Monitoring and Evaluation General Report (2022), which is 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.

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. Some insights for the BA in History, BA in Comparative Literature, BA in Islamic Studies and BA in New Media and Communication programmes within the İHU's overall strategic concepts:

- Unique Academic Approach: The study programmes within IHU are known for its interdisciplinary and holistic approach to education. programmes integrate social sciences, humanities, and natural sciences to provide a comprehensive, inter-disciplinary, and well-rounded academic experience. This approach sets IHU apart from traditional discipline-focused universities.
- Emphasis on Social Sciences: The study programmes within IHU place a strong emphasis on social sciences, offering programmes 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 aims 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 study 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 internationalization focus promotes cultural diversity and cross-cultural understanding.
- Strong Faculty: The study 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.

IHU has strategically positioned its programmes in the education market by conducting meticulous research to identify the unfulfilled needs of industry, research institutions and the public sector.
Furthermore, the curricula of the programmes are thoroughly and continuously updated in line with the technological and digital transformation and industry needs. This is done based on the analysis of exhaustive surveys, field research, and alumni and expert opinions from various industries.

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 with at least three fluent languages, namely Turkish, English and Arabic, will attract international corporations and organizations. Such language skills are expected to allow them to thrive in their respective fields, thereby becoming preferred individuals upon graduation. The university's focus on policy of education with three-language enhances the career prospects of its students, as they can communicate effectively with individuals from diverse backgrounds and navigate various cross-cultural contexts.

Appraisal:

The **panel finds** the reasons for the positioning of each study programme on the educational market to **be exceeded for all four programmes**. The meticulous research which went into positioning the programmes not only in the national, but in the international educational market that stands out in the four curricula, together with, as has been stated throughout, IHU's language policy. According to panel by this the curriculum is outstanding compared to other curriculums. According to the international standard of the programmes design as well the rate Student/Professor. **In particular**, the IHU's 3 Language unique selling proposition [USP] was highlighted by the panel as verry positive. The reasons given for the positioning in the educational market of these study programme are further plausible.

The HEI has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme. Especially **for the BNMCP,** IHU has **thoroughly analyzed the job market** for graduates and has comprehensively incorporate the results in the study programme: graduates will enter the job market with a) an excellent level of English as a working language (and therefore with very high employability on an international level); b) a very good professional basis in modern media production such as YouTube, TV, webdesign etc. (and therefore with very high employability in cross-media contexts); c) a very good theoretical and research-oriented overview on most recent developments in (international) media markets (and therefore with very high employability both in media research and higher media management) (see also appraisal in chapter 3.6).

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 their aligned objectives. Their qualification goals also show 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")		BNMCP	BCLP/BHP/BISP		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			

2. Admission

Admission requirements (Asterisk Criterion)

For all programmes:

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 undergraduate programmes for applicants who have Turkish citizenship and completed their entire education in Turkey or Northern Cyprus. The process consists of two-stage, annual, countrywide university entrance exams that are run by the Students Selection and Placement Center (SSPC).

In addition, the Higher Education Entrance Test is the first phase (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 of the programmes requires a passing grade on the TM-1 (Turkish and Math) exam. Thus, potential students must enroll in math, language/literature, and social science classes. 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 (enlisted on the website of IHU):

- Application Form
- High School Certificate
- Original copy of Certificate of Examination Results (SAT DI: 7226) (if any)
- The passport or national ID, including the applicant's photo
- 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 as to the maximum number of national and international students that may be admitted. The universities do not have to utilise this number, but it may not accept more students than the number indicates. 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

For all programmes:

Every summer, the IHU routinely hosts campus visits. Candidates and students have the chance to meet the faculty at various departments, speak with existing 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.

Ensuring foreign language proficiency

For all programmes:

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 recognized 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.

For a student enrolled in the English Preparatory Programme to take the English Proficiency Exam conducted either during or at the end of the academic year, they must succeed in each module they are enrolled in throughout the academic year. In total, there are five modules in an academic year, with each module lasting for eight weeks.

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

For all programmes:

The study programmes at IHU adhere to highest standards of transparency in the admission process which is crucial for maintaining fairness and accountability as a requirement of CoHE. 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. These documents should clearly state the steps involved in the admission process and the criteria for evaluation.

- Transparent Criteria: The admission criteria at IHU are transparent, well-defined, and based on relevant factors such as academic qualifications, standardized test scores, interviews, portfolios, or other specific requirements. IHU clearly communicates the weighting of each criterion and how they are used in the evaluation process.
- Application Forms: IHU provides a standardized application form that collects necessary information from applicants. The form clearly states the required documents, deadlines, and any additional materials that need to be submitted.
- 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.

- Selection Committee: IHU establishes a selection committee or admission board for graduate study programmes, consisting of qualified individuals who are trained in evaluating applications and making informed decisions. The committee follows the established criteria and ensure consistency and fairness in the evaluation process.
- 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.
- Appeals and Feedback: IHU establishes a process for applicants to appeal admission decisions and provide feedback. This allows applicants to seek clarification or address any concerns they may have regarding the decision-making process.

By following these practices, the undergraduate and graduate study programmes at IHU promote transparency, provide equal opportunities to applicants, and ensure that admission decisions are made based on clear and consistent criteria. All procedures regarding the admission process are monitored and the reports are systematically audited by CoHE.

Appraisal:

The panel finds the admission requirements to be comprehensibly defined. The national requirements are presented and taken into account. 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 can directly turn to a student counselling service, or to whatever other helpdesk at the university, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. The HEI ensures a good availability for prospective students by means of lots of facilities and communication channels where they can react quickly to incoming enquiries.

As all lectures of BNMCP, BHP and BCLP and 30 % of the BISP 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. Regarding ensuring foreign language proficiency, the school of language has an intensive service in regards to the IHU's 3 Language unique selling proposition [USP]. English is seen an academic base as students are also learning Arabic during the studies (see chapter 3.4), the panel relates here to the general unclarity of the HEI's language policy. If IHU is serious about the **emphasis on the Arabic language**, it should be realistic to ask for Arabic also as an entry requirement. **For BHP**, it is important that students have at least a passive command of a second foreign language of the region - i.e. Arabic - in order to be able to read sources accordingly. English only is of little help here. For programmes the issue for the panel has been understanding the role of the HEI language centre, and the level of language competence - in all three languages - required before students are admitted to the actual study programme. Therefore, **the panel recommends that students should sit an entrance exam in all three languages areas**, and then either be admitted unconditionally, or with conditions as to which courses, they are to take in which language(s), or else required to spend a year at the language school.

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 all four Bachelor programmes, this is a state process that is practised equally for 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 improve the curriculum.

Logic and conceptual coherence (Asterisk Criterion)

For all programmes:

The implementation of qualification objectives in the graduate and undergraduate study programme curriculum varies depending on the strategic competencies of the programmes and strategic vision of the IHU with a general overview of how qualification objectives are typically incorporated into a curriculum in the study programmes:

- 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.
- Teaching methods and resources: The curriculum incorporates appropriate teaching methods and resources to facilitate student learning and achievement of the qualification objectives. This may include lectures, seminars, workshops, laboratory work, projects, case studies, internships, or other practical experiences. The teaching methods and resources are chosen to support the development of the desired competencies.
- Assessment and evaluation: Assessment methods are designed to measure students' progress towards achieving the qualification objectives. Various assessment techniques such as exams, assignments, presentations, projects and practical evaluations are used to evaluate students' knowledge, skills and competencies. The assessments are aligned with the learning outcomes and qualification objectives.
- 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 study programme curricula can effectively implement the qualification objectives, providing students with the necessary knowledge, skills and competencies to succeed in their chosen profession.

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. The three programmes, BA in New Media and Communication, BA in Comparative Literature and BA in History are taught in English, providing students with a solid foundation in the field of new media and communication, literature, critical theory and the publishing industry and a rich tapestry of historical events and developments respectively.

Learning and teaching materials, including textbooks and other resources, are available in English to support students' understanding and exploration of concepts and theories in this dynamic field. The BA in Islamic Studies programme is tri-lingual with English, Turkish and Arabic all used in instruction to offer students a comprehensive understanding of Islamic history, theology and culture. Learning and teaching materials, including textbooks and other resources, are available in English, Turkish and Arabic enabling students to delve into the complexities of Islamic studies and engage with primary and secondary sources.

The students are monitored and supervised by an advisor, either the programme chair or a supervisor, in accordance with their individual interests. Assigned supervisor ensures that their choices align with the overall objectives of the programme. At the end of the academic year, programme curricula are carefully monitored by the Chair, faculty, and the Department Advisory Board (DAB) members. Based on the feedbacks from DAB members, industry experts, alumni, professors and students, the programme chair invites the related program's academic staff for further planning and development phrases of the new course content or programme curriculum.

Once the Faculty Secretary and Chair officially receive the new course syllabus from the lecturer/professor or programme curriculum from the committee, Faculty Board is expected to submit this new course syllabus or programme curriculum to University Senate for approval. Fundamental courses in the Department of History, Comparative Literature, and Islamic Studies and New Media and Communication undergraduate programmes include conventional lectures, case studies, group projects, guest lectures from industry experts, and opportunities for the students to apply their knowledge through practical exercises and simulations.

BA in New Media and Communication Programme (BNMCP)

Table 5: The Curriculum of BA in New Media and Communication Programme

1st Semester

Code	Course Name	Theory	Practice	Credit	ECTS
		Hours			
NMC 101	Introduction to Communication	3	0	3	5
HUM101	The World Through Art and Literature I	3	0	3	5
HIST 101	History of Modern Turkey I	2	2	3	5
TLL 101	Modern Turkish Literature I	2	2	3	5
SPS 101	Humanity and Society I	2	2	3	5
NS 101	Nature and Science I	2	2	3	5
			Total	18	30

2nd Semester

Code	Course Name	Theory	Practice	Credit	ECTS
		Hours			
NMC 102	History of Media and Communication	3	0	3	5
HIST 102	History of Modern Turkey - II	2	2	3	5
TLL 102	Modern Turkish Literature - II	2	2	3	5
STAT 101	Statistics	2	2	3	5
E-NMC 102	Elective			3	5
E-NMC104	Elective			3	5
	Language Courses				
			Total	18	30

3rd Semester

Code	Course Name	Theory	Practice	Credit	ECTS
		Hours			
NMC 201	Communication in the Digital Age	2	2	3	5
NMC 203	New Media Strategy	2	2	3	5
NMC 205	New Media Studio I	2	2	3	5

E-NMC201	Elective			3	5
E-NMC203	Elective			3	5
E-NMC205	Elective			3	5
	Language Courses				
			Total	18	30

4th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
NMC 202	New Media Studio II	2	2	3	5
NMC 204	Data Driven Communication	2	2	3	5
E-NMC202	Elective			3	5
E-NMC204	Elective			3	5
E-NMC206	Elective			3	5
E-NMC208	Elective			3	5
	Language Courses				
			Total	18	30

5th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
NMC 301	Communication Theories	3	0	3	5
NMC 303	Content Development and Strategy	2	2	3	5
NMC 305	Production for New Media I	2	2	3	5
E-NMC301	Elective			3	5
E-NMC303	Elective			3	5
E-NMC305	Elective			3	5
	Language Courses				
			Total	18	30

6th Semester

Code	Course Name	Hours	Credit	ECTS

		Theory	Practice		
NMC 302	Research Methods in Communication	2	2	3	5
NMC 304	Production for New Media II	2	2	3	5
E-NMC302	Elective			3	5
E-NMC304	Elective			3	5
E-NMC306	Elective			3	5
E-NMC308	Elective			3	5
	Language Courses				
			Total	**18**	**30**

7th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
NMC 401	Critical Theories and New Media	3	0	3	5
NMC 403	Graduation Project	2	2	3	5
E-NMC401	Elective			3	5
E-NMC403	Elective			3	5
E-NMC405	Elective			3	5
E-NMC407	Elective			3	5
	Language Courses				
			Total	**18**	**30**

8th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
NMC 402	Graduation Project II	2	2	3	5
NMC 404	Practical Training				25
	Language Courses				
			Total	**3**	**30**
			Grand Total	**129**	**240**

DEPARTMENTAL ELECTIVE COURSES					
Code	**Course Name**	**Hours**		**Credit**	**ECTS**
		Theory	**Practice**		
NMC 110	History of World Cinema	3	0	3	5
NMC 112	Communication and Arts	3	0	3	5
NMC 114	Sociology of Communications	3	0	3	5
NMC 116	Arts of Storytelling	3	0	3	5
NMC 118	Psychology of Communication	3	0	3	5
NMC 120	Basic Photography	2	2	3	5
NMC 122	New Media Technologies	3	0	3	5
NMC 124	Interpersonal Communication	3	0	3	5
NMC 211	Digital Journalism	2	2	3	5
NMC 213	Public Relations	3	0	3	5
NMC 215	Business Communication	3	0	3	5
NMC 217	Screenwriting I	2	2	3	5
NMC 219	Communication, Media & Society	3	0	3	5
NMC 212	Data Journalism	2	2	3	5
NMC 214	Political Science and International Relations	3	0	3	5
NMC 216	Writing for New Media	2	2	3	5
NMC 218	Advertising	3	0	3	5
NMC 220	Screenwriting II	2	2	3	5
NMC 222	Visual Communication and Design	3	0	3	5
NMC 311	Crisis Communication and Management	3	0	3	5
NMC 312	Persuasive Communication	3	0	3	5
NMC 313	Media Convergence and Management	3	0	3	5
NMC 314	Communication Studies and Media Analysis	3	0	3	5
NMC 315	Film Analysis	3	0	3	5
NMC 316	Social Media Marketing Strategy	2	2	3	5
NMC 317	Personal Brand Communications	2	2	3	5
NMC 318	Management of Communication Projects	2	2	3	5

NMC 319	Cinema in Digital Culture	3	0	3	5
NMC 320	Advanced Photography	2	2	3	5
NMC 411	Strategic Brand Management and Social Media	2	2	3	5
NMC 412	Law, Rules, and Ethics in Social Media	3	0	3	5
NMC 413	Media and Politics	3	0	3	5
NMC 414	New Media Advertising	2	2	3	5
NMC 415	Cross-Cultural Communication in Digital World	3	0	3	5
NMC 416	Film and Critical Theories	3	0	3	5
NMC 417	Political Communication	3	0	3	5

Some possible paths towards specialization the New Media and Communication programme include:

- Digital Marketing and Advertising: Equipping students with the knowledge and skills to create effective digital marketing strategies, manage digital advertisements and build brand awareness on digital platforms.
- Social Media Management: Providing students with the expertise to efficiently manage social media accounts for companies and brands, develop content strategies and enhance user interactions.
- Data Analytics and Big Data: Offering a comprehensive understanding of big data analysis and data-driven decision-making processes within the media and communication industry.
- Digital Content Creation and Management: Enabling students to master the process of producing and managing digital content, including blog writing, video production and podcasting.
- Virtual Reality and Augmented Reality: Familiarizing students with virtual reality and augmented reality technology usage in media and communication, as well as content production in these domains.
- Digital Ethics and Privacy: Providing an in-depth comprehension of ethical issues in digital communication, with a specialization in user privacy and data protection.
- Interactive Media and Game Design: Focusing on specialized interactive media content creation and digital game design.
- Artificial Intelligence and Automation: Equipping students with an understanding of artificial intelligence and automation technology application in the media sector.
- New Media Entrepreneurship: Developing business and entrepreneurial skills for successful ventures in new media.
- Entertainment and Content Law: Specializing in content rights, copyright and legal regulations pertinent to the media and entertainment industry.

These informal specializations allow New Media and Communication programme students to develop expertise in those fields. To graduate from BA in New Media and Communication undergraduate program, all students must fulfill the requirements of 129 credits and 240 ECTS points in total. Moreover, as a requirement of the Multilingualism Policy, students must

complete compulsory language courses in Arabic and meet the proficiency scores for graduation (see also "Examination and final thesis").

BA in History Programme (BHP)

Table 6: The Curriculum of BA in History Programme

1st Semester					
Code	**Course Name**	**Hours**		**Credit**	**ECTS**
		Theory	**Practice**		
HUM 101	The World Through Art and Literature I	2	2	3	5
NS 101	Nature and Science I	2	2	3	5
SPS 101	Humanity and Society I	2	2	3	5
TLL 101	Modern Turkish Literature I	2	2	3	5
STAT 101	Statistics	2	2	3	5
HIST 101	History of Modern Turkey I	2	2	3	5
			Total	18	30

2nd Semester					
Code	**Course Name**	**Hours**		**Credit**	**ECTS**
		Theory	**Practice**		
HIST 102	History of Modern Turkey II	2	2	3	5
TLL 102	Modern Turkish Literature II	2	2	3	5
UC AE	University Courses - Art Elective	2	2	3	5
UC CE	University Courses - Civilization Elective	2	2	3	5
UC SE	University Courses - Science Elective	2	2	3	5
UC CTSE	University Courses - Communication and Thinking Skills Elective				5
			Total	18	30
	University Elective Courses				
HUM 102B	Art and Literature in the Modern Era, 1789-1991	2	2	3	5
NS 103	The Intellectual Implications of Modern Science and Technology	2	2	3	5
SPS 102B	History of the Modern World, 1789-1991	2	2	3	5
SPS 106	Introduction to Islamic Civilization	2	2	3	5

3rd Semester				
Code	**Course Name**	**Hours**	**Credit**	**ECTS**

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
HIST 201A	Introduction to Historical Thought and Method I	3	0	3	5
HIST 325	Formations and Constructions of Europe	3	0	3	5
HIST DE1	Departmental Elective		0	3	5
HIST LGDE1	Arabic/Turkish/General/Departmental Elective		0	3	5
HIST NDE1	General Elective			3	5
HIST NDE2	Departmental Elective				5
			Total	15	30

4th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
HIST 201B	Introduction to Historical Thought and Method II	3	0	3	5
HIST DE2	General Elective	-			5
HIST DE3	General Elective				5
HIST LGDE2	Arabic/Turkish/General/Departmental Elective				5
HIST NDE3	General Elective				5
HIST NDE3	General Elective				5
HIST NDE4	General Elective				
			Total		30

5th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
HIST 311	Early Islamic History: A Survey (to AD 1100)				
HIST 341	Ottoman History I(1300-1600)				
HIST DE4	Departmental Elective				
HIST LGDE3	Arabic / Turkish / General Elective	3	0	3	5
HIST LGDE4	Arabic / Turkish / General Elective/Departmental Elective				5
HIST NDE5	General Elective				5
			Total	12	30

6th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
HIST 312	Islamic History: the Middle Period (c. 945-1500)	2	2	3	5
HIST 351	Ottoman History II(1600-1800)	3	0	3	5
HIST DE5	Departmental Elective	3	0	3	5
HIST GDE1	General/Departmental Elective	3	0	3	5
HIST LGDE5	Arabic / Turkish / General Elective/Departmental Elective	3	0	3	5
HIST LGDE6	Arabic / Turkish / General Elective/Departmental Elective				5
			Total	15	30

7th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
HIST DE6	Departmental Elective	3	0	3	5
HIST DE7	Departmental Elective	3	0	3	5
HIST DE8	Departmental Elective	3	0	3	5
HIST GDE2	General Elective/Departmental Elective	3	0	3	5
HIST GDE3	General Elective/Departmental Elective				5
Hist LGDE7	Arabic / Turkish / General Elective/Departmental Elective				5
			Total	12	30

8th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
HIST 316	History of the Contemporary Middle east(From the 1920s)	3	0	3	5
HIST DE10	Departmental Elective	0	6	3	5
HIST DE9	Departmental Elective	3	0	3	5
HISt GDE 4	General Elective/Departmental Elective	3	0	3	5
HISt GDE5	General Elective/Departmental Elective				5
HIST LGDE8	Arabic / Turkish / General Elective/Departmental Elective				5

| | | | | Total | 12 | 30 |
| | | | | Total | 117 | 240 |

DEPARTMENT ELECTIVE COURSES					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
HIST 200a	Expository Writing in History	3	0	3	5
HIST 201a	Introduction to Historical Thought and Method I	3	0	3	5
HIST 201b	Introduction to Historical Thought and Method II	3	0	3	5
HIST 202	History of Religions	3	0	3	5
HIST 203	Archeology and Culture	3	0	3	5
HIST 204	Primitive or Tribal Society	3	0	3	5
HIST 205	The City in History	3	0	3	5
HIST 206	Lords and Peasants	3	0	3	5
HIST 207	Men, Ships, and the Sea	3	0	3	5
HIST 208	Anatolian Civilizations	3	0	3	5
HIST 209	War and Society	3	0	3	5
HIST 210	Nations and Nationalism	3	0	3	5
HIST 211	Imperialism and Colonialism	3	0	3	5
HIST 212	History of the Nineteenth Century	3	0	3	5
HIST 213	History of the Twentieth Century	3	0	3	5
HIST 214	Early Land Empires	3	0	3	5
HIST 311	Early Islamic History: A Survey (to AD 1100) (*)	3	0	3	5
HIST 312	Islamic History: the Middle Period (c.945-1500) (*)	3	0	3	5
HIST 315	History of the Modern Middle East (to the 1920s) (*)	3	0	3	5
HIST 316	History of the Contemporary Middle East (1918 to the present) (*)	3	0	3	5
HIST 317	Ancient Greece	3	0	3	5

HIST 318	The Hellenistic Age	3	0	3	5
HIST 319	Republican Rome	3	0	3	5
HIST 320	The Roman Empire	3	0	3	5
HIST 323	Byzantium: A Survey (400-1453)	3	0	3	5
HIST 325	Formations and Constructions of Europe	3	0	3	5
HIST 326	The Middle Ages: An Economic and Social History	3	0	3	5
HIST 341	Ottoman History 1 (1300-1600) (*)	3	0	3	5
HIST 351	Ottoman History 2 (1600-1800) (*)	3	0	3	5
HIST 361	Ottoman History 3 (1789-1908) (*)	3	0	3	5
HIST 409	Introduction to Orientalism and Oriental Studies (13th-19th centuries) (*)	3	0	3	5
HIST 410	From Oriental Studies to Orientalism (19th century to the present) (*)	3	0	3	5
HIST 413	History of Islamic Political Thought (*)	3	0	3	5
HIST 414	Three Gunpowder Empires (*)	3	0	3	5
HIST 417	Judaism and Christianity (*)	3	0	3	5
HIST 418	A History of Anatolia (250 BC to AD 1400) (*)	3	0	3	5
HIST 419	Mediterranean Cities (1400-1800) (*)	3	0	3	5
HIST 421	Medieval Anatolia (*)	3	0	3	5
HIST 422	Anatolia under the Mongols (*)	3	0	3	5
HIST 423	Armenians and the Armenian Language in Medieval Anatolia and the Ottoman Empire (*)	3	0	3	5
HIST 431	History of Ottoman Institutions (*)	3	0	3	5
HIST 432	History of Ottoman Political Thought (*)	3	0	3	5
HIST 433	Religion in the Ottoman Empire (*)	3	0	3	5
HIST 434	Christians and Jews in the Ottoman Empire (*)	3	0	3	5

HIST 435	History of a City I: From Byzantion to Constantinople (*)	3	0	3	5
HIST 431	History of Ottoman Institutions (*)	3	0	3	5
HIST 432	History of Ottoman Political Thought (*)	3	0	3	5
HIST 433	Religion in the Ottoman Empire (*)	3	0	3	5
HIST 434	Christians and Jews in the Ottoman Empire (*)	3	0	3	5
HIST 435	History of a City I: From Byzantion to Constantinople (*)	3	0	3	5
HIST 436	History of a City II: Ottoman Istanbul (*)	3	0	3	5
HIST 438	Islamic and Ottoman Material Culture (*)	3	0	3	5
HIST 439	Reading Evliya Çelebi (*)	3	0	3	5
HIST 440	Ordinary People and Daily Life in the Ottoman Empire (*)	3	0	3	5
HIST 453	Ottoman Women, c.1300-1900 (*)	3	0	3	5
HIST 462	Modernization and Reform in the Ottoman Empire (*)	3	0	3	5
HIST 468	A 19th Century History of Ideas in the Ottoman Empire (*)	3	0	3	5
HIST 469	State and Religion in the Late Ottoman Empire	3	0	3	5
HIST 470	Memory, Identity and History: Ottoman Pasts and Presents	3	0	3	5
HIST 478	Religion and Society in Modern Turkey	3	0	3	5
HIST 487	Revolutions in History	3	0	3	5
HIST 491	Russian History I: Tsarist Russia (from the 17th century to 1914/17)	3	0	3	5
HIST 492	Russian History II: The Soviet Union and After (from 1917 to the present)	3	0	3	5
HIST 493	Historical Marxism I: 19th Century Socialism (*)	3	0	3	5
HIST 494	Historical Marxism II: Communism and Post-Communism (*)	3	0	3	5
HIST 498	Special Readings I (for optional Senior Thesis)	3	0	3	5
HIST 499	Special Readings II (for optional Senior Thesis)	3	0	3	5

	Courses that are not HIST-coded, but are still part of the History course pool				
HART 411	Islamic Miniatures	3	0	3	5
HART 412	Persian Literary Classics and Islamic Art	3	0	3	5
HUM 405	Imperialism and Colonialism in Art and Literature	3	0	3	5
HUM 406	The 20th Century in European Art and Literature	3	0	3	5
LIT 207	Myth in Literature	3	0	3	5
LIT 301	Literature and Civilization: Near East and Africa	3	0	3	5
LIT 302	Literature and Civilization: Asia	3	0	3	5
LIT 403	Postcolonial Theory and Fiction	3	0	3	5

To graduate from BA in History program, all students must fulfill the requirements of 144 credits and 240 ECTS credits in total. Moreover, as a requirement of the Multilingualism Policy, students must complete compulsory language courses in Arabic and meet the proficiency scores for graduation.

BA in Islamic Studies programme (BISP)

Table 7: The Curriculum of BA in Islamic Studies Programme

1st Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
TLL 101	Modern Turkish Literature I	2	2	3	5
HIST 101	History of Modern Turkey I	2	2	3	5
IS 109	Kur 'an Okuma ve Tecvid I	0	4	2	3
SPS 101	Humanity and Society I	2	2	3	5
ARA 103	Intensive Basic Arabic	0	10	5	7
	University Elective Courses	2	2	3	5
			Total	19	30

2nd Semester				
Code	Course Name	Hours	Credit	ECTS

		Theory	Practice		
IS 110	Kur'an Okuma ve Tecvid II	0	4	2	3
HIST 102	History of Modern Turkey II	2	2	3	5
ARA 104	Intensive Intermediate Arabic	0	10	5	7
TLL 102	Modern Turkish Literature II	2	2	3	5
	University Elective Courses	2	2	3	5
	University Elective Courses	2	2	3	5
			Total	19	30

3rd Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
TLL 301	Basic Ottoman Turkish	1	4	3	5
IS 201	İslam İnanç Esasları	3	0	3	5
IS 203	Siyer	3	0	3	5
IS 205	Tefsir Tarihi ve Usulü	3	0	3	5
IS 209	Kur'an Okuma ve Tecvid III	0	4	2	3
ARA 211	Intensive Classical Arabic I	0	10	5	7
			Total	19	30

4th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
IS 202	İslam İbadet Esasları	3	0	3	5
IS 208	Sciences and History of Hadith	3	0	3	5
IS 210	Kur'an Okuma ve Tecvid IV	0	4	2	3
ARA 212	Intensive Classical Arabic II	0	10	5	7
IS 214	Belağat	3	0	3	5
PHIL 202	Ancient Philosophy	3	0	3	5
			Total	19	30

5th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
IS 301	al-Tafsir I	3	0	3	5
IS 303	Hadis I	3	0	3	5
IS 305	Islamic Law I	3	0	3	5
IS 307/PHIL103	Klasik Mantık/ Classical Logic	3	0	3	5
HIST 311	Islamic History: Early Period (to AD 1100)	3	0	3	5
IS 313 / PHIL 301	İslam Felsefesi / Islamic Philosophy I	3	0	3	5
			Total	**18**	**30**

6th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
IS 306	Islamic Law II	3	0	3	5
IS 308	Kelam	3	0	3	5
IS 310	Tasavvuf	3	0	3	5
HIST 202	History of Religions	3	0	3	5
	Elective Course	3	0	3	5
	Elective Course	3	0	3	5
			Total	**18**	**30**

7th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
IS 401	Usul al-Fiqh	3	0	3	5
IS 403	İtikadi İslam Mezhepleri Tarihi	3	0	3	5
	Elective Course	3	0	3	5
	Elective Course	3	0	3	5
	Elective Course	3	0	3	5

	Elective Course	3	0	3	5
			Total	**18**	**30**

8th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
PSY 434	Psychology of Religion	3	0	3	5
	Elective Course	3	0	3	5
	Elective Course	3	0	3	5
	Elective Course	3	0	3	5
	Elective Course	3	0	3	5
	Elective Course	3	0	3	5
			Total	**18**	**30**
			Total	**148**	**240**

DEPARTMENT ELECTIVE COURSES

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
PHIL 449	Philosophy of Religion	3	0	3	5
IS 302	al-Tafsir II	3	0	3	5
IS 304	Hadis II	3	0	3	5
IS 314	Kelam Metinleri	3	0	3	5
IS 402	Türk İslam Sanatları Tarihi	3	0	3	5
IS 405	Klasik Tefsir Metinleri	3	0	3	5
IS 406	Günümüz Tefsir Problemleri	3	0	3	5
IS 407	Hadis Metinleri	3	0	3	5
IS 408	Günümüz Hadis Problemleri	3	0	3	5
ID 409	History of Islamic Law	3	0	3	5
IS 410	Selected Readings from Muqaddima	3	0	3	5
IS 411	Klasik Tasavvuf Metinleri	3	0	3	5
IS 412	Çağdaş Dünya ve Tasavvuf	3	0	3	5
IS 413	Türk İslam Edebiyatı	3	0	3	5

IS 414	Adab-ı Bahs ve Münazara	3	0	3	5
IS 415	Tasavvuf Musikisi	3	0	3	5
IS 416	Ahkamu'l-Kur'an	3	0	3	5
IS 417	Vaz' İlmi	3	0	3	5
ECON 408	Islamic Economics and Finance	3	0	3	5
IS 419	Klasik Fıkıh Metinleri	3	0	3	5
HIST 420	History of Islamic Civilization	3	0	3	5
IS 421	Günümüz Kelam Problemleri	3	0	3	5
IS 423	İslam Tarihinde Dinler Tarihi Çalışmaları	3	0	3	5
IS 424	Dindarlık ve Maneviyat: Güncel Akımlar	3	0	3	5
IS 422	Methods of Ijtihad and Objectives of Law	3	0	3	5
EDU 426	Din Eğitimi	3	0	3	5
IS 427	İslam Ahlak Esasları	3	0	3	5
IS 429	Dini Musiki	3	0	3	5
SOC 309	Sociology of Religion	3	0	3	5

To graduate from BA in Islamic Studies programme, all students must fulfill the requirements of 148 credits and 240 ECTS credits in total. For students to fulfill the credits requirement, they must have fulfilled the requirements of the Multilingualism Policy, since courses are taught in the three core languages.

BA in Comparative Literature programme (BCLP)

Table 8: The Curriculum of BA in Comparative Literature Programme

1st Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
SPS 101	Humanity and Society I	2	2	3	5
HUM 101	The World Through Art and Literature I	2	2	3	5
HIST 101	History of Modern Turkey I	2	2	3	5
TLL 101	Modern Turkish Literature I	2	2	3	5
NS 101	Nature and Science I	2	2	3	5
STAT 101	Statistics	2	2	3	5
			Total	18	30

2nd Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
HIST 102	History of Modern Turkey II	2	2	3	5
TLL 102	Modern Turkish Literature II	2	2	3	5
UC AE	University Courses - Art Elective	2	2	3	5
UC CTSE	University Courses - Communication and Thinking Skills Elective	2	2	3	5
UC CE	University Courses - Civilization Elective	2	2	3	5
UC SE	University Courses - Science Elective	2	2	3	5
			Total	18	30

University Elective Courses

HUM 102B	Art and Literature in the Modern Era, 1789-1991	2	2	3	5
NS 103	The Intellectual Implications of Modern Science and Technology	2	2	3	5
SPS 102B	History of the Modern World, 1789-1991	2	2	3	5
SPS 106	Introduction to Islamic Civilization	2	2	3	5

3rd Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
LIT 201	Introduction to Literary Theory I	3	0	3	5
LIT 203	Genres and Modes	3	0	3	5

Code	Course Name	Theory	Practice	Credit	ECTS
LIT 205	Poetry and Poetics	3	0	3	5
LIT GE1	General Elective	3	0	3	5
LIT GE2	General Elective	3	0	3	5
LIT LGE1	Arabic / Turkish / General Elective	1/3	4/0	3	5
			Total	15	30

4th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	**Practice**		
LIT 202	Introduction to Literary Theory II	3	0	3	5
LIT 204	Survey of English Literature	3	0	3	5
	Departmental Elective	3	0	3	5
	General Elective	3	0	3	5
	General Elective	3	0	3	5
	Arabic / Turkish / General Elective	1/3	4/0	3	5
			Total	**18**	**30**

5th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	**Practice**		
LIT 309	Myth in Literature	3	0	3	5
LIT 307	The Novel	3	0	3	5
	Departmental Elective	3	0	3	5
	Arabic / Turkish / General Elective	1/3	4/0	3	5
	Arabic / Turkish / General Elective	1/3	4/0	3	5
	General Elective	3	0	3	5
			Total	**18**	**30**

6th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	**Practice**		
LIT 306	Survey of Social Commentary Fiction	3	0	3	5
	Departmental Elective	3	0	3	5
	Arabic / Turkish / General Elective	1/3	4/0	3	5
	Arabic / Turkish / General Elective	1/3	4/0	3	5
	General Elective	3	0	3	5
	General Elective	3	0	3	5
			Total	**18**	**30**

7th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
LIT 402	Postmodern Futures	3	0	3	5
	Departmental Elective	3	0	3	5
	Departmental Elective	3	0	3	5
	Arabic / Turkish / General Elective	1/3	4/0	3	5
	General Elective	3	0	3	5
	General Elective	3	0	3	5
			Total	18	30

8th Semester

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
LIT 407	Editorship and the Publishing Industry	3	0	3	5
	Departmental Elective	3	0	3	5
	Departmental Elective	3	0	3	5
	Arabic / Turkish / General Elective	1/3	4/0	3	5
	General Elective	3	0	3	5
	General Elective	3	0	3	5
			Total	18	30
			Total	**144**	**240**

DEPARTMENT ELECTIVE COURSES

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
ANTH 209	Cultures of the Middle East	3	0	3	5
DFT 301	Screenwriting	3	0	3	5
DFT 303	Art and Philosophy	3	0	3	5
ECON 401	History of Economic Thought	3	0	3	5
HIST 325	Formations and Constructions of Europe	3	0	3	5
HUM 405	Imperialism and Colonialism in Art and Literature	3	0	3	5
HUM 406	The Twentieth Century in European Art and Literature	3	0	3	5
JOR 201	Writing for Media	3	0	3	5
JOR 205	Printing History	3	0	3	5
JOR 309	Digital Writing	3	0	3	5
LIT 209	Ancient Greek Drama	3	0	3	5
LIT 210	Shakespeare	3	0	3	5

LIT 211	Children's and Youth Literature	3	0	3	5
LIT 212	Literary Nonfiction	3	0	3	5
LIT 214	British Romanticism	3	0	3	5
LIT 301	Literature and Civilization: Near East and Africa	3	0	3	5
LIT 302	Literature and Civilization: Asia	3	0	3	5
LIT 304	Narratology	3	0	3	5
LIT 340	Gender and Literature	3	0	3	5
LIT 401	Encounters with Modernity in Literature	3	0	3	5
LIT 403	Postcolonial Theory and Fiction	3	0	3	5
LIT 411	Literary Criticism	3	0	3	5
LIT 412	Translation: Theory and Practice	3	0	3	5
LIT 450	Ottoman Muslim Women Writers	3	0	3	5
LIT 460	City in Literature	3	0	3	5
PHIL 201	Ancient Thought	3	0	3	5
PHIL 202	Ancient Philosophy	3	0	3	5
PHIL 206	Introduction to Modern Thought	3	0	3	5
PHIL 303	Introduction to Medieval Christian Thought	3	0	3	5
PHIL 306	Aesthetics and Philosophy of Art	3	0	3	5
PHIL 411	Early Turkic Thought and Mythology	3	0	3	5
PHIL 414	Philosophy and Literature	3	0	3	5
PHIL 425	Mythology	3	0	3	5
POLS 323	Cinema and Politics	3	0	3	5
PR 303	Sociology of Communications	3	0	3	5
PSY 101	Introduction to Psychology	3	0	3	5
SOC 306	History of Social Thought in Turkey	3	0	3	5

Some possible paths towards specializations:

- Comparative Literary Analysis: Introduction to Literary Theory I, Genres and Modes, Poetry and Poetics, Narratology, Comparative Theories and Methods
- World Literature and Global Perspectives: The World Through Art and Literature I, The World Through Art and Literature II, Literature and Civilization: Near East and Africa, Literature and Civilization: Asia, Image of the Turk in World Literature, Languages, and Identities: African Novels Written in English and French.
- Translation and Intercultural Communication: Modern Turkish Literature I, Modern Turkish Literature II, Literary Translation, Introduction to Modern Iranian Literature, Translation: Theory and Practice, Comparative History of Foreign Language Teaching and Learning.

To graduate from BA in Comparative Literature programme all students must fulfill the requirements of 144 credits and 240 ECTS credits in total. Moreover, as a requirement of the Multilingualism Policy, students must complete compulsory language courses in Arabic and meet the proficiency scores for graduation (see also "Examination and final thesis").

Rationale for degree and programme name (Asterisk Criterion)

For all programmes
In Turkey, the Council of Higher Education (CoHE) is responsible for regulating the names of academic programmes of HEIs in Turkey. Prior to the establishment of new programmes by either state or foundation universities, they 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 higher education principles and standards.

Integration of theory and practice (Asterisk Criterion)

For all programmes

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 our curricula is summarized as follows:
- The programme starts 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 programme 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: Not compulsory, but our academics encourage students to participate in different fieldworks and internships. Students may be placed in real-world settings relevant to their field, such as companies, organizations, 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 programmes may include workshops, training sessions, or practical exercises in the IHU Media Center using state of the art equipment and technology. These give students the chance to hone and master acquired knowledge and abilities.

- Industry collaborations and guest speakers: To enhance the practical relevance of the programmes, collaborations with industry partners and guest speakers are often integrated. Industry 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.

The study programmes work to give students a well-rounded educational experience by actively integrating theoretical and practical information. Students are prepared to negotiate complicated professional contexts, make educated judgments and make significant contributions to their chosen disciplines through the combination of theoretical understanding and practical application.

BA in New Media and Communication Programme (BNMCP)

The New Media and Communication Bachelor's programme is meticulously designed to bridge theoretical knowledge with practical application, equipping students with invaluable skills for their future careers. A hallmark of the curriculum is the '7+1 model'[3], which emphasizes practical experience in the final semester. This model is designed to ensure that students can apply the theoretical knowledge gained during their studies in real-world settings, thus bridging the gap between academic learning and practical application. The practical training provides students with hands-on experience, allowing them to work within their industry of study, gaining valuable insights and skills that are crucial for their future careers. Students engage with a rich selection of mandatory and elective courses over the first seven semesters, laying a comprehensive foundation across various communication disciplines.

As they approach their culmination in the programme, students embark on an immersive 'Practical Training' course worth 25 credits, fulfilling a minimum of 54 full days of internship at

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[3] The "7+1 model" referred to in the context of the New Media and Communication Bachelor's Program at Ibn Haldun University is an educational framework that combines theoretical coursework with practical experience. 7 Semesters of Academic Study: Students undertake seven semesters of academic study, where they are exposed to a wide range of mandatory and elective courses. These courses lay a comprehensive foundation across various disciplines within communication, ensuring that students develop a robust theoretical understanding of the field.

1 Semester of Practical Training: In the final, or eighth semester, students engage in an immersive practical training course. This course is a significant component of their education, worth 25 credits. Students are required to complete a minimum of 54 full days of internship. This practical phase is conducted at prestigious institutions and media organizations such as TRT, TRT World, Anadolu Agency (AA), Al Jazeera, and People Advertising Agency.

prestigious institutions such as TRT, TRT World, AA, Al Jazeera, and People Advertising Agency.

This hands-on experience is complemented by rigorous academic work, where students compile daily logs, prepare a capstone report, and deliver presentations on departmental functions they served, amounting to approximately 80 hours of total workload.

Courses like NMC 205 (New Media Studio - I), NMC 202 (New Media Studio - II), NMC 305 (Production for New Media - I), and NMC 304 (Production for New Media - II) offer direct studio application, enabling students to master technical skills in camera operation, lighting, sound, and editing, as well as behind-the-scenes production processes using Adobe software. The IHU Media Center facilities provide a professional backdrop for these courses, fostering an environment where students can produce media content and participate in various competitions.

BA in History Programme (BHP)

The History B.A. programme as is the case all over the world, the History Department at IHU, too, is finely poised between past and present, and engaged in charting an innovative course for (i) contributing to a different and more universal culture of history for the 21st century; and also (ii) training new generations of historians, equipped with all necessary research skills plus fresh sensitivities, for Turkey's and the world's future.

The key point is that History is no longer what it was (it cannot continue as it was) 200-plus years ago, when it was being systematized and institutionalized no longer as an amateurish but as a professional academic discipline. That early-19th century moment saw great steps taken in the direction of an empirical, evidence-based, source-based methodology. It was also a time of Eurocentrism and nationalism. Thus first, there was no questioning the innate superiority of the West, including the idea that its ascendancy, institutions and culture represented the norm, and everything else was a deviation from this standard.

Second, European history departments, curricula and textbooks came to focus first and foremost on national history: going backward in time to discover the existence of the nation in the depths of history, defending its interests (perceived as self-evident), extolling its superiority, celebrating its victories, mourning its defeats, and molding national identity around these and similar narratives. Thirdly, and ironically, this model came to be adopted by most of the Rest, too, after independence.

But in contrast, over the last fifty years massive change has also been under way, both in the real world as well as in scholarship. Europe itself has moved from the destructive rivalries of the two world wars to increasingly supra-national levels of integration and coexistence. Global inequalities are far from disappearing. Still, the HEI now live in an era not of closed national (or continental) units, but of fluidity, with human movements (waves of refugees or immigrants) transcending such boundaries, and as part of the legacy of colonial empires, diasporas forming and growing permanent that result in multiple and overlapping identities.

Thus, this dynamic of flight from disaster zones, or of simply looking for a better life, frequently results, as with Europe, in colonizer and colonized coexisting in the same societies. Simultaneusly there also emerge counter-currents of exclusion, rejection, fright or prejudice, generating otherization, marginalization, rootlessness, poverty, discrimination and anger, culminating in inter-ethnic, inter-religious violence.

Hence this is a new history, and it requires a new History to be taught and written -- a different grasp of History in an increasingly multi-ethnic, multi-linguistic, multi-confessional world; a comparative, joint, common, connected, global and universal History capable of transcending binary oppositions of "us" against "them," or of Orientalism against Occidentalism, so that people living side by side in a multi-cultural society can have a human sense of where each other comes from, or for that matter, where the diverse aspects of their own inevitably hybrid identities come from.

It is, of course, not an easy task, nor one to be achieved by the efforts of just one department in just one university in just one country. Doing national history the 19th century way is not to be scoffed at. It was and has been a rigorous and arduous process in itself, a huge jump compared with Romanticism. Now, however, there is so much more to learn, that it can only be done through further internationalization, and brainstorming and research projects based on teamwork.

These understandings reflect what the IHU History Department is all about. On the one hand, the HEI are very traditional when it comes to training the students in History's great legacy of strict empirical research, including all the necessary research languages and scripts for working on primary sources with scrupulous attention to details and academic honesty. On the other hand, the HEI are constantly thinking about how to cope with new advances historical theory and aesthetics -- how to refashion and compress, how to economise on course-work, and yet be able to feed all the above 21st century ideas and sensitivities (and more) into all the teaching and research.

In that vein, at IHU History, the HEI try to spread all these new ideas across the various BA, MA and PhD programmes, as well as into new and striking international projects. The Comparative Literature Programme at İHU is conducted fully in English. It emphasizes a comparative and interdisciplinary approach by nature, encouraging students to draw on methodologies from various fields such as literary theory, cultural studies, and history.

BA in Islamic Studies programme (BISP)

The Islamic Studies programme is designed to provide students with a comprehensive understanding of Islamic knowledge and values, fostering a strong foundation for a life guided by the principles of Islam. As an integral part of the commitment to holistic education, the HEI also offer specialized courses such as the "Fundamentals of Islamic Rituals/İslam İbadet Esasları" to deepen students' understanding of essential aspects of Islamic practice. In the pursuit of excellence, the HEI recognize the significance of practical application alongside theoretical learning.

Therefore, the HEI have incorporated innovative teaching methodologies, including interactive sessions and real-life simulations, to enhance the educational experience for the students. The "Fundamentals of Islamic Rituals" course is a vital component of the curriculum, aimed at equipping students with the practical skills and knowledge required for a devout and fulfilling life in accordance with Islamic teachings. This course focuses on the essential aspects of Islamic worship, including Salah (prayer), Zakat (charitable giving), Sawm (fasting), and Hajj (pilgrimage).

Through the "Fundamentals of Islamic Rituals" course, the objective is to empower students to not only understand the theoretical aspects of Islamic worship but also to implement these principles in their daily lives. The HEI aim to nurture a sense of responsibility, ethical conduct, and a deep connection with the spiritual dimensions of Islam. In essence, the Islamic Studies Program, including the "Fundamentals of Islamic Rituals" course, strives to produce graduates who are not only well-versed in Islamic knowledge but are also capable of applying these principles in diverse situations, contributing positively to society.

For instance, one of the practical outcomes of this course is that the students engage in internships at mosques during the summer break. For the past two years, third-year students from the faculty have embarked on a meaningful journey during the summer break, traveling to various countries in Europe to undertake internships at local mosques. This initiative not only allows the students to apply the theoretical knowledge they have acquired but also provides them with a unique opportunity to gain practical experience in a diverse cultural context.

This hands-on approach to learning not only reinforces the academic knowledge of the students but also imparts valuable skills in cross-cultural communication and community engagement. Moreover, the experience of living and working in European countries has broadened the horizons of the students, offering them a rich tapestry of experiences that extends beyond the confines of traditional academic settings.

In addition, courses that have been part of the curriculum for four semesters, such as Quran Recitation and Tajweed (IS 109-110-209-210), Arabic for Specific Purposes (ARA 103A-104A-211A-212A), and Classical Arabic (ARA 103B-104B-211B-212B), are among the courses important in terms of the active learning method. As an illustration, within the Quran Recitation and Tajweed course, students not only cultivate proficiency in accurately reading and comprehending the Quran but also refine their competencies in areas such as leading prayers (imam), public speaking (khateeb), delivering sermons, and engaging in various religious services.

Conversely, in the Classical Arabic course, students apply the theoretical knowledge acquired to interpret classical texts, thereby gaining insight into the foundational sources of Islamic Sciences. Furthermore, active learning methods are applied in Classical Arabic and Arabic for Specific Purposes courses. In the Classical Arabic courses, students apply the theoretical language skills they acquire at a linguistic level to classical texts of Islamic sciences. In the Arabic for Specific Purposes courses, their proficiency in modern Arabic is enhanced, enabling them to express themselves on the international stage.

For instance, the students, armed with the knowledge and skills acquired in these courses, achieved a first-place ranking in the International Arabic Debate competition.

BA in Comparative Literature programme (BCLP)

The Comparative Literature programme promotes active learning with field-visits, talks and discussions, group work, presentations, and projects. For instance, Editorship and the Publishing Industry and Children's and Youth Literature courses arrange visits to publishing houses and book fairs, invite professionals from the field who are working as writers, publishers, translators, or directors. Ottoman Muslim Women Writers course visits Women's

Library to inspect historical documents related to women's lives and their literary activities, as well as observe the workings of the library.

Genres and Modes course students watch a chosen play at the theatre with professors once a semester and evaluate the play afterwards through papers and discussions. Literature and Civilization: Asia course incorporates a number of films to the coursework and asks the students to work on the literary and artistic pieces together in their assignments. Above methods and practices introduced and implemented in the programme foster student engagement and provide active learning, scholarly practice, and collaboration environments.

Interdisciplinary thinking

For all programmes

Through a variety of instructional methods and tactics that promote the fusion of numerous academic fields, the students can become qualified for interdisciplinary thinking. The following represent a few concrete strategies to encourage transdisciplinary thinking among the 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. Also, students can take elective courses from other departments at the university to have interdisciplinary acquisitions. Even better, students can pursue two degrees through a double major and minor programmes.

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 our students from the 2020-21 academic year. Students who successfully complete these courses will receive an "Honors Certificate." IHU offers a well-rounded curriculum that emphasizes both academic knowledge and personal development. The compulsory courses in Humanity and Society, The World Through Art and Literature, and Nature and Science are designed to broaden students' perspectives and enhance their understanding of the world.

The elective courses, such as Digital Journalism, Public Relations and Social Media Marketing Strategy of the Department of New Media and Communication provide students with specialized knowledge and skills that can be applied in various communication fields. Comparative literature elective courses like Introduction to Modern Iranian Literature, Shakespeare, Travel Literature and Postcolonial Theory and Fiction are meant to offer students specialized knowledge and skills that enhance their understanding and analysis of literary works across different cultures and time periods.

In the Department of Islamic Studies, elective courses such as History of Islamic Civilization, Ancient Philosophy and Sociology of Religion is meant to give a wholistic picture and context of religion and Islam. In addition to communication, leadership, and critical thinking skills.

The elective pool is strategically diversified to cover core communication courses, public relations, marketing communications, as well as cinema and new media, allowing students to carve their own paths. They actively engage in diverse activities throughout the semester, create media content, and utilize studio facilities for personal projects. The students have distinguished themselves by participating in film and documentary productions, garnering awards and recognition in competitions, thus underscoring the success of the programme.

Ethical aspects

For all programmes

The CoHE has set fundamental guidelines and advanced attempts to institutionalize ethics in Turkish HEIs. A new code of ethics entitled 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 center 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 center on ethical problems in their fields. Studies carried out in areas such as business ethics, bioethics, media ethics, political ethics, religion and ethics will be coordinated with this center. 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 at the undergraduate and graduate levels seeks to create its own ethical culture in addition to IHU's institutionalization efforts and strategic vision. For instance, the ethical standards and guideline are introduced to new students, academic and administrative staff in an orientation session at the beginning of each academic year. It's a terrific idea to promote moral behavior and responsible decision-making by introducing ethical ideas and rules to the programme participants on their first day.

Here are some ideas for the ethical concepts and rules that graduate and undergraduate students can be presented with: Integrity, Respect, Plagiarism and Academic Honesty, Responsible Conduct, Confidentiality and Privacy, Inclusivity and Diversity, Environmental Sustainability, Ethical Research and Innovation, Community Engagement, and Personal Responsibility.

The programmes in New Media and Communication, History, Islamic Studies and Comparative Literature at IHU intentionally enhance the introduction of these ethical guidelines with continuous discussions, workshops and available resources during the students' academic journey. This approach aims to strengthen the principles and offer the students opportunities to actively participate in ethical decision-making and develop critical thinking skills.

Methods and scientific practice (Asterisk Criterion)

For all programmes

IHU is a research-focused university, emphasising hands-on scientific practice for students. The educational mission prioritises equipping students with essential research skills. The

learning approach fosters collaboration between students and faculty, exposing them to foundational debates and emerging fields. Effective curricula of all programmes possess several methodological features that contribute to meaningful and impactful learning experiences.Key methodological features are:

- Active Learning: IHU promotes active learning strategies that engage students in the learning process. This can include hands-on activities, group work, discussions, case studies, simulations and real-world applications. Active learning encourages critical thinking, problem-solving and collaboration.
- Alignment with Academic Goals: The curriculum aligns with the educational goals and mission of the IHU. It should reflect the desired knowledge, skills and competencies that students are expected to acquire upon completion.
- Assessment Strategies: IHU designs varied and authentic assessment methods that align with the learning outcomes. Assessments should measure both knowledge acquisition and the application of skills and concepts. Timely and constructive feedback is also provided to guide students' progress.
- Clear Learning Outcomes: A curriculum clearly defines the intended learning outcomes for students. These outcomes should be specific, measurable, achievable, relevant and time-bound (SMART). Clear learning outcomes help guide the design and assessment of the curriculum.
- Continuous Improvement: IHU implements mechanisms for ongoing evaluation and improvement of the curriculum. Seek feedback from students, faculty, and other stakeholders to identify areas for enhancement and incorporate best practices.
- Differentiated Instruction: IHU recognizes and accommodate diverse learning needs and styles by incorporating differentiated instruction strategies. Provide multiple avenues for students to access and demonstrate their understanding of the content.
- Flexibility and Adaptability: IHU designs a curriculum that allows for flexibility and adaptability to accommodate changing needs, emerging trends and advancements in the field. This enables the curriculum to stay relevant and responsive to evolving educational landscapes.
- Integration of Technology: IHU integrates appropriate educational technologies and digital resources to enhance learning experiences. Technology can facilitate interactive and multimedia-rich content, promote collaboration and provide personalized learning opportunities.
- Interdisciplinary Connections: 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.
- Professional Development: IHU supports faculties and staff with professional development opportunities to enhance their instructional strategies, content knowledge and assessment practices. The university also invests in their growth to ensure the delivery of an effective curriculum.
- Progression and Sequencing: IHU ensures a logical progression and sequencing of content and skills throughout the curriculum. Build upon prior knowledge and scaffold learning experiences to facilitate deeper understanding and mastery.

Among the mandatory courses students take, there are Literary theory, Myth, Art, History, Civilization, Science, and Editorship courses. 26 elective courses comprise literature, media, sociology, language, philosophy, and psychology courses. The course of study allows students

not only to examine the relationship between literature and other fields but also to meet a range of methodological approaches from various disciplines and apply them in projects, assignments, and exams.

Students learn to identify and use feminist, Marxist, structuralist, modernist and postmodern methods of literary analyses in their departmental courses by way of critical reading and writing. The programme courses in general provide training in basic research methodologies, teaching students how to locate sources in the library, in digital sources, and databases, how to obtain, sort, and evaluate the data, formulate a research question, write abstracts, construct critical/evaluative/analytical essays of 3-7 pages integrating the data, and provide citation and list of references. Timely and constructive feedback is provided to guide students' progress. Academic ethics is stressed in all classes and syllabi.

Examination and final thesis (Asterisk Criterion)

For all programmes

The overall term grade is determined based on two main evaluation criteria (Midterm Activities and Final Exam). Midterm activities refer to the term activities which may include a midterm exam, project, homework, workshops and peer evaluations, self-evaluation reports and interactive discussions as well. Grade points, which 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. Students must, on average, accrue 60 points from graded assessments to pass a course.

Transparency is 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. At the end of the semester, the faculty member will enter the grades in the student information system within five working days after the last day of the final exams.

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 lecture schedule is announced via the IHU Internet web page at the start of each semester.

BNMCP

In the New Media Strategies course, part of the New Media and Communication Bachelor's programme, students delve into the concept of strategy, crafting strategic approaches, and aligning these with the dynamics of new media.

Assessment Criteria: The course employs various assignments, a written midterm examination, presentations, and a final project for evaluation. Details pertaining to these evaluations, along with rubrics and sample exams, are shared in the first week of classes, ensuring students fully grasp and embrace the assessment criteria linked to the course objectives and learning outcomes.

Learning Outcomes: The course is designed to cultivate the following competencies:

- Written and Oral Communication Skills: Students will hone their ability to persuasively communicate conclusions in written assignments and oral presentations.
- Technology Literacy: Students will gain an understanding of the role and capabilities of software tools in marketing decision-making and strategy formation.
- Ethical Awareness: Students will grapple with privacy and ethical issues in social media, applying ethical frameworks to address these concerns.
- Global Awareness: The curriculum introduces students to a variety of global social media platforms, expanding their digital literacy on a global scale.
- Teamwork and Leadership: Through a collaborative team project, students will experience the essentials of teamwork and leadership, critical to their success in the course.
- Knowledge Integration: Students will critically analyse information and synthesize strategic insights, integrating knowledge from various sources to craft effective social media strategies.

A curriculum designed with these outcomes in mind leverages lectures, Canvas activities, and assignments, progressively building up to the final evaluation of whether students have achieved the desired competencies. For instance, the 'Written and Oral Communication Skills' outcome is assessed through a presentation assignment where students defend their final project's new media strategy as if pitching in a competitive setting, with peer review and predefined evaluation criteria determining the achievement of the learning outcome.

Innovative Learning Methods: The course incorporates peer assessment, ongoing monitoring, and continuous evaluation of participation levels. Rubrics and sample examinations shared in advance afford students a clear understanding of the grading criteria, demystifying the link between their efforts and the grades they can achieve.

Technological Tools and Platforms: The course consistently utilizes Canvas for activities, assignments, and sharing learning materials, with individual grades being communicated personally or announced through the system. In-class learning is further reinforced through the use of platforms like Nearpod, Mentimeter, Canva, Adobe iCloud, and Padlet, with some evaluations conducted using these technologies. For example, peer assessments are facilitated through voting screens available on Mentimeter.

Continuous Improvement and Feedback: At the year's end, student evaluations are collected and scrutinized, leading to continuous refinement of the course process. Feedback has prompted a revision of the assignment's weight from 10 % to a combined criterion of assignment + participation + performance for the 2023-2024 academic year syllabus. Additionally, surveys conducted during examinations gather data on course progression and student expectations, allowing for a responsive and evolving course structure.

BA in History Programme (BHP)

The History BA programme includes various exams, assignments, final papers and presentations in line with the objectives of the programme and the content of each course. In this regard, there are courses planned as one midterm and one final exam, as well as courses designed as one midterm and one final paper, or several response papers and final exams in accordance with their objectives. In addition to the student's academic writing skills, in-class

presentations are also among the requirements for the courses in which the significance of the student's ability to express himself/herself in a clear and concise manner is emphasised.

An optional "senior thesis track" is also available for the History BA programme. Students who wish to graduate with the experience of writing a senior thesis can fulfil their graduation requirements by writing a thesis by adding HIST 498 Senior Thesis I and HIST 499 Senior Thesis II courses during two semesters of their senior year, if they meet the necessary requirements with their transcripts. Students who do not choose to pursue senior thesis track can complete their credit obligations by taking the indicated elective courses in their senior year.

BA in Islamic Studies programme (BISP)

In the courses in the curriculum of Islamic Studies programme, various evaluation criteria are employed in accordance with the regulations of the University. This allows for the successful measurement of the extent to which students benefit from the course using different criteria. Exams, assignments, projects and presentations are prepared in line with the learning outcomes in order to determine how many students have achieved the targeted competencies. Innovative learning methods are used to assess students without stressing them.

For this purpose, the Canvas system allows for the implementation of Assignments, Quizzes, Midterm exams, quizzes, in-class applications, projects, and Final Exams. For example, in IS 401 Usul al-Fiqh course, students are evaluated on four criteria: Assignment, Project, Midterm, and Final exam.

- Assignment: The assignments given during the semester are designed to enhance the student's benefit from the course. These assignments are communicated to the students either through the Canvas system or verbally in the classroom, and a designated time is provided for students to complete them. Encompassing twenty percent of the course evaluation, this criterion includes various elements such as reading and evaluating articles, and preparing a paper on a topic covered in class.
- Project: The project assignment constitutes twenty percent of the evaluation criteria for this course. Through this, students are accustomed to writing projects, contributing to their development for submission to institutions such as BAP, TUBITAK, or other top-level organizations. Additionally, high-quality and advanced projects are further refined with the assistance of the university's project support office.
- Midterm and final exams are open-ended. The exams consist of case questions to measure the student's critical thinking and a few theoretical questions to understand the theoretical background.

BA in Comparative Literature programme (BCLP)

The Comparative Literature programme has a variety of assessment methods linked to the course objectives and learning outcomes. Conducting at least two exams is standard for each course, being Midterm and Final Exams. On the other hand, exam format depends on the course and is announced at the beginning of the semester in the syllabi. Typically, the exams are in-class or take-home or in the form of final projects or research papers.

Response papers or evaluation papers, small written assignments, presentations, participation in online and in-class discussions are also used as assessment methods to find out and evaluate student input and progress. The frequency and content of assignments are updated in the syllabi upon feedback from students and the majority opinion of the departmental committee.

The LMS allows for the implementation of exams, assignments, discussions, sharing material and announcements, and giving and receiving feedback transparently. Transparency is essential in all types of assessments, namely, take-home and in-class exams, papers, participation and attendance, and projects. The faculty member is obliged to provide the evaluation rubric to students for the specific assignment with assessment criteria and the corresponding points mentioned.

Students are given feedback to ensure improvement and good progress. Full-time and part-time professors are required to outline their final grade evaluation criteria for each course in the syllabus at the beginning of the semester. For example, in the case of the junior survey, LIT 306: Survey of Social Commentary Fiction, one take-home, open-book midterm exam assignment, and one final essay are administered.

The midterm consists of four to five short essay questions whose answers are evaluated according to two rubrics that are circulated at the beginning of the semester: the open-book exam rubric and the LIT essay rubric. The latter applies mainly to the 7-9 page final argumentative essay. Feedback is given to both in the form of marginalia and end-comments, and office hours are appointed to discuss the feedback, should the student(s) request it.
The Comparative Literature BA programme does not require a thesis for graduation.

Appraisal:

In the viewpoint of the panel the curriculum adequately reflects the qualification objectives of the study programmes. The contents of the courses are balanced, logically connected and oriented towards the intended learning outcomes. With **exception of courses focusing on research methods and statistics** (both quantitative and qualitative), these should be systematically placed in the programmes as modularly structured seminars. The **panel recommends, especially for BNMCP, that these courses should be also compulsory in order to improve students` scientific qualification** and the intellectual capacity to evaluate and use empirical studies as future media professionals.

All **four programmes include many electives** from which students can choose (some of which like the general electives are cross-departmental). However, it is ensured that the electives to be chosen also match the students' level of knowledge. For example, fourth-semester students can only choose electives that are suitable for fourth-semester students – which was not directly apparent from the documentation. In the **panel´s opinion** the **University could regulate this even more transparently so that first-year students have clear instructions on which courses they can choose and when** (see recommendation in chapter 5). With regard to the diverse electives across departments, all four study programmes focus on acquiring trans- or interdisciplinary knowledge. Here IHU takes advantage of the fact that the respective programmes have a small number of students (see statistical data) and can therefore also offer joint electives.

The panel also learnt that university courses, i.e. the compulsory courses prescribed by the ministry, are also used to teach students academic skills. For example, the Turkish Literature course is also used to introduce students to academic writing.

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

Ethical implications (for example those of social and ethical values) are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level. However, the **panel members note** that as the **HEI positions itself as a research university**, it should **avoid Bachelor programmes as BNMCP without a thesis**. Furthermore, they suggest that the HEI could integrate their students more strongly in the publication activities of the faculty. Here also the **panel recommends** that an **elective course on independent research (e.g., graduate thesis) is offered to students.** Such a course would not only be very useful for those students who are willing to pursue postgraduate studies, but also strongly be in line with the Ibn Haldun University's strategy to be a research-based university.

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 prove their ability to do scientific work and the achievement of 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

Projected study time	For all programmes 8 semesters / 4 years
Number of Credit Points (CP)	BNMCP: 129 tr credits / 240 ECTS credits BHP: 144 tr credits, 240 ECTS credits BISP: 152 tr credits / 240 ECTS credits BCLP: 144 tr credits / 240 ECTS credits
Workload per CP	For all programmes: 1 tr credit: 1 hour of theory or 2 hours of practice; 1 ECTS credits: 30 hours of workload
Number of modules/courses	BNMCP: 44 BHP: 48 BISP: 52 BCLP: 42/ 56
Time required for processing the final thesis and awarded CP	BNMCP:112 hours in class, 188 hours self-study/ 60 Credits BHP: 6 Credits, 30 ECTS BISP: The School of Islamic Studies BA programme does not require a final thesis or project. BCLP: The Comparative Literature BA programme does not require a final thesis or project.
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	BNMCP:Hours in Class: 2212 Hours in Self-Study: 4988 Total: 7200/30 = 240 ECTS BHP: Hours in Class: 2534 Hours in Self-Study: 4666 Total: 7200/30 = 240 ECTS BISP: Hours in Class: 2398 Hours in Self-Study: 4802 Total: 7200/30 = 240 ECTS BCLP: Hours in Class: 2184 or 2408; Hours in Self-Study: 5016 or 4792 Total: 7200/30 = 240 ECTS

Modular structure of the study programme

For all programmes:

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

terms). The workload is distributed over 8 semesters rather equally (it differs between 30-35 Credit Points per semester).

The curricula include the compulsory common courses along with the theoretical courses and practices that will take place during the academic year and semesters, laboratories and workshops, their ECTS credit values, the number of hours, and the information on whether the courses are compulsory, elective or prerequisite. ECTS credits of educational activities such as internship, graduation work, and thesis are also specified in the curriculum.

One of the main working areas of Turkey's Bologna Process implementations, along with the Diploma Supplement, has been ECTS activities. Turkish institutions have concentrated on how to adapt their credit and grade systems to the ECTS principles over the past two years, taking into account student workload as well as the learning goals, skills and competencies that define the degree. To represent the student workload, learning objectives, competencies and abilities in ECTS, teams of ECTS/DS Coordinators have been established at several universities to carry out the ECTS/DS activities at departmental, faculty and university levels.

ECTS refers to all the studies for a student to complete a course successfully such as theoretical course, practices, seminar, individual study, exams, assignments, and so on. ECTS credits of the courses are determined according to their workload. In one academic year, the total ECTS credits of theoretical courses and practices is 60 and the total ECTS credits for undergraduate programmes at the end of the fourth year should be at least 240.

The course descriptions cover every course offered by the programmes. The descriptions include details about the Credit Points, the lecturer(s), the teaching language, the subject matter, the learning objectives and outcomes, the teaching strategy, the evaluation, and suggested readings. 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 for the programmes.

Exam performance levels are often in line with the module's learning objectives. Before the semester starts, timetables and academic calendar are fully disclosed. The university's Student Affairs Department is where students may access all the information. Students who have already completed a course at another higher education institution may request an exemption. The Board of Governors of the school makes decisions about exemption requests and takes the lecturer in charge of the subject that can be substituted into account.

Having been signed in 2006 and coming into effect in 2007, the Lisbon Recognition Convention all universities abide by the guidelines established nationally, and the ENIC/NARIC Office, which was founded under the Council of Higher Education, is the organization responsible for the recognition of foreign degrees.

Midterm and final exam times are defined in the typical academic calendar. Grades expressed in letters, their weight coefficients and the meanings are shown below:

Table 9: 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	Unsuccessful
	IA	0	Unsuccessful because of absence

Study and exam regulations (Asterisk Criterion)

For all programmes:

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. 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 connections to helpful resources.

Each course typically employs 14-week time periods for lectures and other learning materials. Students take their in-class midterm exams in the sixth or seventh week. They continue their curriculum for a further 6 to 7 weeks after the midterm exams. Students get ready for their final exams to be taken in class when the second cycle is finished. Alternatively, take home exams or term projects might be assigned by lecturers. Undergraduate and graduate students that fulfil the requirements satisfactorily are awarded a degree diploma.

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

Detailed information about double major and minor programmes is provided by the Student Affairs Department and the within the Directive for the Double Major and Minor programmes (published online). An academic advisor is appointed to each student. Advisors assist students in making track and elective course selections, provide answers to their academic issues, answer their queries, and assist them in achieving their own career goals. During office hours,

students can meet with their advisors, or they can get in touch with them at any time using OBS.

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 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 in any higher education institution, the students who transferred by the way of lateral transfer, solely transfer or taking the exam can request a substitution for the courses they have taken and deemed successful in the previous institution. Among the courses that are succeeded and deemed 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 accomplished in the last five years and it must be taken from a higher education institution recognized by the Council of Higher Education (YÖK).

Feasibility of study workload (Asterisk Criterion)

For all programmes

The IHU programme comprises four study years with eight semesters. Students must take a minimum of 144 tr credits to be able to graduate from IHU. 144 tr credits correspond to about 240 ECTS credits. Ther credit is the Turkey credit points system that could be converted into the European Credit Transfer System (ECTS). In the tr credit system, 1 tr credit corresponds to 1 hour of face-to-face theory course or 2 hours of practice courses.

BA in New Media and Communication Programme (BNMCP)

In total, there are 129-hour face-to-face theory and practice courses in compulsory and elective courses in the New Media and Communication BA programme. So, total 129 tr credits: 240 ECTS credits. Thus, the credit equivalence is 135/240=0,5375 ECTS credits.

Student workloads, including the activities students will undertake within the course, preparation time for exams, class durations, etc., are calculated by taking into account all activities that students will engage in for learning. The total time spent on these activities is divided 30 hours based on the course. The duration of student activities is shared with the students in the course outlined during the first week. Student opinions are sought, and these opinions are considered and verified based on their feedback for acknowledging the credits.

The activities to be carried out within the course are entered into the Student Information System, which automatically calculates the workload hours for each activity and represents the courses ECTS credits in terms of student workload. As an example, the student workload and ECTS credits for NMC 301 Communication Theories course were calculated as follows: The course duration in the weekly schedule was included in the calculation. Except for final exams, classes were 14 weeks, 3 hours per week. 14 weeks ×3 hours = 42 hours of workload.

In addition to attending classes, students spend 8,183 hours per week preparing for the class, reviewing resources shared on Canvas, reading materials, and engaging in post-class activities. This totals to 14 weeks × 6 hours = 84 hours of workload. In addition to these activities, the midterm exam requires studying around 12 hours while the final exam was similar and takes 12 hours for studying. All these activities added up to 150 hours of student workload. Considering 30 hours per 1 ECTS credit as defined in the Bologna process, the student workload-based credit for the course was calculated as 5 ECTS credits when divided by 30.

BA in History Programme (BHP)
The activities to be carried out within the course are entered into the Student Information System, which automatically calculates the workload hours for each activity and represents the courses ECTS credits in terms of student workload. As an example, the student workload and ECTS credits for HIST 201a Introduction to Historical Thought and Method I course were calculated as follows: The course duration in the weekly schedule was included in the calculation. Except for final exams, classes were 14 weeks, 3 hours per week. 14 weeks ×3 hours = 42 hours of workload.

In addition to attending classes, students spend 4 hours per week preparing for the class, reviewing resources shared on Canvas, reading materials, and engaging in post-class activities. This totals to 14 weeks × 4 hours = 56 hours of workload. During the course, students have 1 assignment. That assignment, including research, finding, review, and reporting, took approximately 20 hours, totaling 20 hours of workload.

In addition to these activities, students worked on a project. These project proposals were evaluated using a rubric and required 24 hours of workload for students. Furthermore, students took midterm and final exams. The midterm exam involved practical and theoretical questions and lasted for 4 hours. The final exam was similar and lasted for 4 hours. All these activities added up to 150 hours of student workload. Considering 30 hours per 1 ECTS credit as defined in the Bologna process, the student workload-based credit for the course was calculated as 5 ECTS credits when divided by 30.

BA in Islamic Studies programme (BISP)
In total, there are 118-hour face-to-face theory and 68-hour practice courses in compulsory and elective courses in the School of Islamic Studies BA program.

So, 118+68/2 total 152 tr credits: 240 ECTS credits. Thus, the credit equivalence is 152/240=0,6 ECTS credits.

The activities to be carried out within the course are entered into the Student Information System, which automatically calculates the workload hours for each activity and represents the courses ECTS credits in terms of student workload. As an example, the student workload and ECTS credits for School of Islamic Studies 401 Usul al-Fiqh course were calculated as follows: The course duration in the weekly schedule was included in the calculation. Except for final exams, classes were 14 weeks, 3 hours per week. 14 weeks ×3 hours = 42 hours of workload.

In addition to attending classes, students spend 2 hours per week preparing for the class, reviewing resources shared on Canvas, reading materials, and engaging in post-class activities. This totals to 14 weeks × 2 hours = 28 hours of workload. Throughout the semester,

students are required to complete one assignment and deliver one presentation. The total hours allocated for these two criteria is 10.

In addition to these activities, students worked on a project. These project proposals were evaluated using a rubric and required 20 hours of workload for students. Furthermore, students took midterm and final exams. The duration of midterm exam and the preparation time for it lasted for 20 hours. The final exam and preparation for it lasted for 30 hours. All these activities added up to 150 hours of student workload. Considering 30 hours per 1 ECTS credit as defined in the Bologna process, the student workload-based credit for the course was calculated as 5 ECTS credits when divided by 30.

BA in Comparative Literature programme (BCLP)

In total, there are 92-hour face-to-face theory, and 52-hour practice courses in compulsory and language elective courses in the Comparative Literature BA program. So, 92+52 total 144 tr credits: 240 ECTS credits. Thus, the credit equivalence is 144/240=0,6 ECTS credits.

As an example, the student workload and ECTS credits for LIT 203 Genres and Modes course were calculated as follows: The course duration in the weekly schedule was included in the calculation. Except for final exams, classes were 14 weeks, 3 hours per week. 14 weeks ×3 hours = 42 hours of workload.

In addition to attending classes, students spend 6 hours per week preparing for the class, reviewing resources shared on Canvas, reading materials, and engaging in post-class activities. This totals to 13 weeks × 6 hours = 78 hours of workload (the first week of classes is excluded). During the course, students have 3 assignments. They include research, reading, and writing which take approximately 6 hours, totaling 18 hours of workload.

In addition to these activities, students take one mid-term and one final exam. The midterm exam lasts for 2 hours. The final exam lasts for 4 hours. All these activities added up to 143 hours of student workload. Considering 30 hours per 1 ECTS credit as defined in the Bologna process, the student workload-based credit for the course was calculated as 4,77 (about 5) ECTS credits when divided by 30.

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 our 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 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 the visually impaired at the university library as well.

Appraisal:

The programme structure supports in the opinion of the expert panel the smooth implementation of the curriculum and helps students to reach the defined learning outcomes and sees the structure of the four study programmes to be suitably implemented. The programmes consist of courses and assigns credits per course on the basis of the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes. However, **the panel criticised** that there is (1) **no standardised** (i.e. consistent) approach to ECTS Credit allocation and (2) the **calculation method of ECTS Credits is not in accordance with the European Standards** as it is based primarily on teaching hours and not on workload. The HEI mentioned to the panel that the number and load of in-class courses vary from programme to programme. This leads to inconsistencies and **sometimes ambiguities in the labelling of ECTS credits** (see chapter 3.1). Hence, the panel recommends the following **condition**:

The HEI integrates a clear and guideline-conform calculation of ECTS credits.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other higher education institutions (HEIs) or do internships without any extension of their overall study time. The recognition periods of study at other HEIs is also regulated. The recognition of degrees

and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. The panel further believes that it is generally advisable to present the process of the minor programmes more clearly in writing, because although there are clear regulations, e. g. how many courses students have to take, the University still seems to handle this very case by case and it could be unclear to students what options they have (see recommendation in chapter 5).

The HEI ensures gender equality, especially by means of further enhancing the number of women in the academic staff, and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, 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)			Condition		
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

Logic and plausibility of the didactical concept (Asterisk Criterion)

For all programmes:

Ibn Haldun University has a student-centered education policy that prioritizes the needs and interests of its learners. The university recognizes 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. The 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, as well as practical sessions. Furthermore, they must participate in all assessment and evaluation processes and other activities specified in the syllabus by the course instructor. Course assessment and evaluation include at least one midterm and one final exam per semester. In addition, faculty members may use assignments, practices, in-class activities, or other forms of evaluation.

The final exam and make-up exams are written, but the course instructor may decide to use oral, written, or applied exams. The final success grade is calculated based on all assessment and evaluation results, activities completed during the semester, attendance, and participation. 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 lecture-style approach to teaching is not always effective and has, therefore, incorporated a range of modern and innovative 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.
- 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 (Asterisk Criterion)

For all programmes:

Canvas, a cloud-based learning management system (LMS) adopted by the university, allows lecturers to manage and deliver educational materials. 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 recognized 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 organized on Canvas. In order to ensure ease of use, lecturers are encouraged to organize their materials and activities under weekly modules. The selection of the material is conducted under consideration of its up-to-dateness and appropriateness to the student's level of understanding. To motivate ambitious students for their individual work, recommended materials are also given.

Guest lecturers

For all programmes:

The programmes encourage faculty members to invite guest lecturers from diverse industries such as aviation, finance, textile etc. to share their sectoral experiences in their classes and seminars. The student clubs of the faculty are also active in organizing many engaging events and trips besides inviting guest lecturers and professionals from different sectors. For instance, the Career Development Club invited guest lecturers about the topics of self-development, fintech technologies, and leadership.

They also hosted executives from leading companies in the sector as speakers about cv preparation, public speaking, corporate risk and crisis management. The Career Development Club also conducted a simulation competition in collaboration with another foundation university, in which 3rd- and 4th-year university students can discover and evaluate their talents and competencies before entering the workforce. The club also arranged visits to leading institutions in their respective fields such as a campus tour of Turkey's online sales platform Trendyol, and a visit to Baykar Defense, a pioneer in the development of the national defense industry.

Both the faculty and the student clubs promote active student participation in these events by awarding certificates.

Lecturing tutors

For all programmes

Both programmes employ two full-time research assistants, along with some teaching fellows and research fellows. High-achieving students are employed as teaching fellows and research fellows and given stipends, in addition to their academic scholarships, to recognize merit. While teaching fellows assist their 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 didactical concept of the study programmes is described, plausible, and oriented towards the programme objectives. The variety of teaching methods offered by the programmes are chosen according to the learning outcomes of each course. It allows for the application of a variety of teaching and learning methods, such as, for instance, case studies, practical projects and are also digital accessible. Students are encouraged to take an active role in creating the learning process. According to 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. However, while recognising the importance of elective courses for the interdisciplinary approach, the **panel recommends** that the University

should sharpen its didactive concepts in all four programmes by **introducing transparent study tracks**.

The course materials as well accompanying materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible via the LMS "Canvas" for the students. They are user-friendly and encourage students to engage in further independent studies. In order to keep the materials up to date, regular meetings are held between those responsible. The style of the materials is suitable for encouraging students' individual learning initiative.

IHU invites regular guest lecturers to contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. The **panel suggests even strengthening IHU´s profile by enhancing the public visibility of guest lecturers, visiting experts as well professors to the outside stakeholder.**

	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

International contents and intercultural aspects (Asterisk Criterion)

For all programmes:

IHU is dedicated to adhering to the standards of European higher education, and as such, has developed its teaching and learning outcomes in tandem with the principles laid out in the Bologna Accords. To ensure the international recognition and acceptance of its academic programmes, IHU has adopted the European Credit Transfer System, a crucial element of the Bologna Process. Furthermore, IHU has successfully obtained the Erasmus+ University Charter, and is presently engaged in establishing bilateral agreements with numerous European institutions of higher learning.

IHU is focused on increasing its international presence by offering more English language study programmes and participating in ERASMUS+ exchanges. IHU has formed collaborations with 50 academic institutions abroad to encourage the exchange of students and lecturers, facilitate joint research projects, and organise academic events.

BA in New Media and Communication Programme (BNMCP)
The **BNMCP** is offered in English. The curriculum encompasses a range of compulsory and elective courses that promote active student engagement and provide a blend of theory and practice in various aspects of communication, history and literature respectively. These

opportunities allow students to gain a comprehensive understanding of emerging trends and practices and develop the skills necessary to succeed in a dynamic, multicultural media, research and literary environment.

The **BNMCP** is at the forefront of preparing students for the rapidly evolving global media landscape. The curriculum is designed not only to impart theoretical knowledge but also to ensure students graduate with a multifaceted skill set, bolstered by proficiency in three languages, setting a solid foundation for international endeavours. Key courses such as Communication in the Digital Age (NMC 201), New Media Strategy (NMC 203), and New Media Studio I & II (NMC 205 & NMC 202) are instrumental in cultivating a hands-on learning experience. These courses, along with Data-Driven Communication (NMC 204) and Content Development and Strategy (NMC 303), enable students to generate high-caliber work outputs that are immediately applicable in professional contexts. Such practical assignments and projects are not only integral to their academic growth but also serve as a powerful showcase of their capabilities for potential employers.

The programme's capstone courses, Graduation Project (NMC 403 & NMC 402), and Practical Training (NMC 404) reflect the commitment to experiential learning. Students are engaged in comprehensive projects that encapsulate their academic journey, providing tangible evidence of their expertise in new media and communications. Graduates are not just well-versed in theory but are also adept at applying their knowledge in real-world scenarios, as evidenced by their compelling portfolios.

The inclusion of courses like Screenwriting (NMC 217 & NMC 220), Digital Journalism (NMC 211), and Social Media Marketing Strategy (NMC 316) ensures that students are able to traverse the spectrum from creative storytelling to strategic brand management. As a result, alumni have a track record of seamlessly transitioning to postgraduate studies abroad or stepping into roles within international organisations straight after their internships. They leave the programme not only as graduates but as global communicators and media strategists.

BA in History Programme (BHP)

The **BHP** is offered in English. The curriculum encompasses a range of compulsory and elective courses that promote active student engagement and provide a blend of theory and practice in various aspects of communication, history and literature respectively. These opportunities allow students to gain a comprehensive understanding of emerging trends and practices and develop the skills necessary to succeed in a dynamic, multicultural media, research and literary environment.

The **BHP** has an international outlook and orientation that manifest itself at all levels. The History Department is part of the mainstream of History as universally understood and practised. It is committed to constantly reviewing our existing knowledge and interpretations to produce newer, richer, better, more comprehensive, more balanced knowledge of the history of all humankind. The HEI nurtures the students' awareness of the international academic world. The HEI cultivates a sense of where universal scholarship happens to be.

The HEI encourages the students to acquire an ability to translate scholarly language and concepts across cultures. The HEI is also connected with world scholarship through the bulk of the reading materials. The HEI also uses Modern Turkish and Ottoman Turkish in a secondary role when it comes to reading primary sources or period literature. The History

Department is like a melting point of international backgrounds, comprising PhD's done at Birmingham (UK), Bonn (Germany), Chicago (US), Georgetown (US), Glasgow (UK), Hamburg (Germany), Manchester (UK), Munich (Germany), Princeton (US), and University College London (UK).

The programme is built around a backbone of required courses in world history and historiography. In the BA programme, the HEI lays down that axis in IHU's first year University Courses (including especially SPS 101-102 and HUM 101-102), and then weave all second, third- and fourth-year courses around it.

Over this three-year cycle, apart from all the courses in Islamic, Middle Eastern or Ottoman History, the HEI also regularly offer around 15-20 courses in or related to World or European History. This includes subjects like Ancient Greece, the Hellenistic Age, Republican Rome, the Roman Empire, Medieval Europe, Byzantium and the Medieval Balkans, or comparative historical sociology topics like Lords and Peasants, The City in History, War and Society, or Imperialism and Colonialism, most of which are not offered at any other Turkish university.

Top IHU historians belong to international networks of symposia, conferences, workshops or editorial board meetings, which both help to put IHU History on the map, and keep bringing leading edge feedback from the outside world. In the past, the IHU History Department has been the host and organiser for four successive Süleymaniye Symposia, so-called because they were held at the historic Süleymaniye Campus around the legendary mosque in downtown Istanbul.

Last year, the HEI held a series of four workshops online on the History of Emotions, all of which were attended by a large audience. Over the last two years, the HEI have also stepped up to become co-sponsors and co-organisers of an ongoing series of symposia on the Military History of the Mediterranean Sea, the third of which, comprising a large number of international scholars, will be held at the Süleymaniye complex on June 26-28, 2023.

BA in Islamic Studies programme (BISP)

The **BISP** is offered in Turkish and English. The curriculum involves several compulsory and elective courses that encourage active student participation and offer combined theory and practice in different fields of theology by exposing students to various texts and their contemporary fatwas and inviting professionals as guest lecturers.

The **BISP** is a 30 percent English-language programme. However, in order to prioritize the students' benefit from not only English literature but also Arabic literature, the HEI have created a comprehensive programme. Thus, aiming to internationalise the achievements in the field of Islamic studies, the HEI extensively teaches the students both classical and modern Arabic. The Arabic for Specific Purposes (I-II-III-IV) courses in the curriculum exemplify this. Additionally, the mandatory and elective courses in the curriculum aim to cultivate students at the international level. Courses such as IS 412 Contemporary World and Sufism, IS 421 Contemporary Issues in Islamic Theology, and IS 430 Contemporary Issues in Islamic Jurisprudence can serve as examples.

Courses such as IS 412 Contemporary World and Sufism, IS 421 Contemporary Issues in Islamic Theology, and IS 430 Contemporary Issues in Islamic Jurisprudence can serve as examples.

BA in Comparative Literature programme (BCLP)

The **BCLP** is offered in English. The curriculum encompasses a range of compulsory and elective courses that promote active student engagement and provide a blend of theory and practice in various aspects of communication, history and literature respectively. These opportunities allow students to gain a comprehensive understanding of emerging trends and practices and develop the skills necessary to succeed in a dynamic, multicultural media, research and literary environment.

The **BCLP** curriculum is designed to ensure that students graduate with linguistic and professional skills that provide a solid foundation for their occupational and academic endeavours beyond Turkey. Proficiency in several foreign languages and skills of scholarly research, critical writing, intercultural competence, and awareness of diversity are incorporated into the curriculum. The student body is composed of Turkish and international students. The richness of linguistic and cultural backgrounds boosts the student learning environment.

Most of the courses delve into the literary and artistic heritage of nations from around the world, such as The World Through Art and Literature, Poetry and Poetics, Postcolonial Theory and Fiction, and Literature and Civilization courses. Senior students of the Comparative Literature programme are encouraged to apply for international programmes for graduate studies and they are provided all kinds of professional support in this regard.

The students also receive announcements from the department of field-related, international and domestic opportunities and news, such as conferences, seminars, webinars, study /internship programmes, books, fairs, trips and so on. The department have hosted international faculty from countries such as the US, Uzbekistan and Algeria visiting for research, conference, and collaboration. It allows the comparative literature students to listen to and interact with international scholars, build relationships for future endeavours, as well as broaden their perspectives.

Internationality of the student body

For all programmes:

The student body is highly international (rate of foreign students reaches from around 50 to even 100 per cent - see chapter „information on institution), fostering intrinsic international and intercultural exchange both in and outside the classroom. Students benefit from international academic partnerships, participation in workshops, and opportunities like Erasmus+ (IPs), further enhancing the global nature of the programmes.

Currently, there are 633 international students from 81 different countries enrolled at IHU, which constitutes 35 % of the total student population. A total of 199 international students from 48 different countries are enrolled at the Business School, 161 of whom are supported by scholarships. A total of 14 international students from 10 different countries are enrolled at the

bachelor of New Media and Communication, Islamic Studies, History and Comparative Literature.

Table 10: Internationality of the student body

#	PROGRAMME	UYRUK										TOTAL
		EGYPT	JORDAN	UZBEKISTAN	BANGLADESH	SYRIA	CHINA	U.S.A.	ENGLAND	RUSSİA	MACEDONIA	
1	New Media and Communication	2	1	1	1							5
2	Islamic Studies			1		1	1	1	1	1		6
3	History		1								1	2
4	Comparative Literature	1										1
	TOTAL	3	2	2	1	1	1	1	1	1	1	14

BA in Comparative Literature programme (BCLP)

The Comparative Literature BA programme has admitted students from different parts of the world, Far Asia to Africa. Some participated in Erasmus internship during their studies, some was involved in short-term studies in the US. and some are working with international community in Turkey. The very first graduate of the programme was admitted to the University of Oregon with full scholarship last year.

BA in History Programme (BHP)

The agreements with the University of Thessaloniki in Greece and the University of Florence in Italy have gone into effect, and this past semester the HEI have already had three undergraduates in Florence. By the end of 2024, the HEI hope to have increased this to at least seven Erasmus agreements.

Internationality of faculty

For all programmes:

A significant number of faculty members possess international expertise in educational or professional domains and several instructors have obtained their postgraduate or PhD degrees from foreign institutions and/or have worked for international companies or organisations.
Faculty members participate in foreign conferences or seminars and publish papers abroad to stay up to date.

Ibn Haldun University (IHU) prides itself on the international composition of its faculty, which is a cornerstone in shaping the academic profile of the institution. The faculty's international experience, coupled with active collaborations with universities worldwide, significantly contributes to the global perspective and educational standards of IHU.
Faculty members at IHU come from a variety of educational and professional backgrounds, including those who have taught or studied abroad, and are actively involved in international research and academic networks. This diverse faculty enriches the teaching environment with different perspectives, promoting a multicultural and inclusive learning atmosphere for students.
IHU's commitment to integrating theory and practice in its curricula is exemplified by the incorporation of case studies, simulations, and real-world projects, all aimed at applying theoretical knowledge in practical contexts. Faculty members encourage students to engage

in international internships and fieldwork, providing them with firsthand experience in global media, literary houses, research institutions, and diverse industry settings.

The university's curriculum design across various programs reflects this international approach. For example, the New Media and Communication Bachelor's Program is delivered entirely in English and includes key courses that focus on hands-on learning experiences, preparing students for the dynamic global media landscape. Similarly, the Comparative Literature and History departments offer courses that delve into the literary and artistic heritage of nations worldwide, with an emphasis on linguistic proficiency and scholarly research.

Study abroad opportunities further enhance IHU's international orientation, enabling students to develop cross-cultural competencies and global networks. The institution has established numerous bilateral agreements under the Erasmus+ program, fostering student and faculty exchanges that are instrumental in preparing students for international careers.

Additionally, IHU's multilingual policy and the development of language skills in globally influential languages are pivotal in preparing students for a globalized job market. The History department, for instance, integrates Modern Turkish and Ottoman Turkish in its curriculum when focusing on the Turkic world, contributing to the comprehensive education in a multilingual context.

The university's faculty members are also involved in organizing international conferences, such as the Süleymaniye Symposia, and are part of prestigious advisory boards and international scholarly networks. These engagements ensure that IHU's academic research and teaching practices remain at the forefront of global standards and best practices.

In conclusion, the internationality of IHU's faculty is a testament to the university's dedication to providing an education that is not only academically rigorous but also globally oriented and responsive to the needs of an increasingly interconnected world.

These faculty members not only bring their international expertise to IHU but also actively engage in international scholarly networks and collaborations, bringing a wealth of global perspectives to the students. The university's emphasis on international faculty recruitment and collaboration is a testament to its commitment to providing education that meets global standards and prepares students for the challenges of an interconnected world.

BA in Comparative Literature programme (BCLP)

Department of Comparative Literature: The department is staffed with three full-time lecturers, all Ph.D. holders, and four part-time lecturers. Additionally, a research assistant provides academic mentorship to undergraduates and supports faculty research.

BA in History Programme (BHP)

History Department: The department includes six full-time academic staff, consisting of two full professors and four assistant professors, supported by a team of adjunct faculty, including one associate professor and three assistant professors, all contributing to teaching, research, and supervision. Notably, all faculty members hold Ph.D. degrees from highly regarded universities such as the University of Birmingham, University of Bonn, University of Chicago, Georgetown University, University of Glasgow, University of Hamburg, Manchester University, Munich University, Princeton University, and University College London.

Comprising ten full-time lecturers and fourteen part-time lecturers, along with two research assistants, the School of Islamic Studies represents a diverse teaching group that supports the academic and research needs of the faculty.

International Teaching Experience: Many IHU faculty members possess extensive international teaching experience, ensuring that the education delivered is enriched with global perspectives and practices.

BA in Islamic Studies programme (BISP)

The School of Islamic Studies comprising ten full-time lecturers and fourteen part-time lecturers, along with two research assistants, the School of Islamic Studies represents a diverse teaching group that supports the academic and research needs of the faculty

BA in New Media and Communication Programme (BNMCP)

This School Communication has seven full-time lecturers, including two professors, one associate professor, and four assistant professors, all with Ph.D. qualifications. The School of Communication includes full-time and part-time lecturers with Ph.D. degrees and international industry experience.
The school's dedication to international standards is further enriched by part-time lecturers and two research assistants, one of whom is pursuing doctoral studies in the United States and the other in the United Kingdom, contributing to the school's international academic profile. Research assistants in the department are involved in advanced studies in the United States and the United Kingdom, contributing to the international academic network of the school.

Foreign language contents

For all programmes:

Within the framework of our university's multilingualism policy, the university expect from their students to be proficient in both Turkish, English and Arabic at the B2 level by the time they graduate.

BA in Comparative Literature programme (BCLP)

In addition, B2-level proficiency in Turkish and Arabic languages are mandatory for graduation due to the multilingualism policy of the university. This proficiency encompasses intermediate level communication skills in both oral and written forms. Students need to complete compulsory language courses in these two languages before graduating from the Comparative Literature Program. To accommodate different needs and interests and enable students to engage with a range of literary texts in various languages, such courses as Persian, Kurdish, French, Chinese, Korean, Russian, Spanish, and Ottoman Turkish are also offered at the university.

BA in History Programme (BHP)

Besides advanced-level English language proficiency, B2 level proficiency in Turkish and Arabic is a must for graduation, due to the multi-lingual policy of the university. To accommodate different needs and interests and enable students to engage with a range of literary texts in various languages, such courses as Persian, Kurdish, French, Chinese,

Korean, Russian, Spanish, Ottoman Turkish are also offered at the university. The Comparative Literature students are encouraged to enroll in language courses as general electives. Many of the students and graduates are in the field of part-time language teaching due to this educational background and the availability of opportunities.

BA in Islamic Studies programme (BISP)

As to Turkish, esp. for international students, they are required to have C1 in Turkish to begin the first year, if they program is defined as 30 % in English. Arabic is crucial for Islamic studies, so there are eight courses of Arabic in the first two years, eventually they acquire C1 degree in Arabic, after that they begin the courses of third and fourth years

BA in New Media and Communication Programme (BNMCP)

Following the Senate decision dated June 16, 2017, regarding multilingual education, it is a graduation requirement for all students in every department of our university to have language proficiency of at least B2 level in Turkish, English, and Arabic. International students are required to take at least two Turkish language courses appropriate to their level, in lieu of the TLL101- 102 courses.

Appraisal:

In the viewpoint of the panel international contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. 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. Thus, discussions in the classroom and group work constantly reflect international aspects. The panel also welcomes the fact that the programmes teach different perspectives and deal with Islamic, Western and Asian content. The measures taken to ensure an international composition of the student body show a clear and sustainable effect. As statistical data indicate, the **ratio of international students** as well the **international body within the BNMCP, BCLP and BISP programmes** 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. For **BHP**, the international composition of the student body corresponds to the programme´s concept.

The international composition of the faculty, since most of them have a lot of international experience. Most of the IHU faculty have an international background or international experience and are active in international networks. This international dimension shapes the profile of the study programme and is promoted by IHU. In addition, the University motivates its teaching staff to take part in international conferences or staff exchanges.

While lectures and course material in English predominate und provide for an excellent international environment, ss mentioned before (see 3.2) **panel requires the same entry requirement for Arabic as for English (and Turkish) especially for BHP**.

		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		BNMCP/ BCLP/ BISP	BHP		
3.4.3	Internationality of faculty		X			
3.4.4	Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The curriculum at the IHU School of Communication is consistent with the school's dedication to continuous learning and personal advancement, as it offers a diverse range of courses that cater to different interests and career goals in the field of communication. In addition to providing skills that are relevant to specific areas, the school places a great emphasis on the social and personal improvement of its students. The Honor's programme provided students with extracurricular classical studies, cultural and artistic education programmes and workshops.

IHU´s programme curricula aim to develop several personal development skills, including:

- Global awareness: In today's interconnected world, communication professionals need to be aware of cultural differences and global trends. The curriculum includes courses that expose students to different cultures, languages, and communication practices, and prepares them to work in a global environment.
- Ethical decision-making: Professionals, creatives and historians face complex ethical dilemmas, and the curriculum at IHU emphasizes the importance of ethical decision-making. Students learn to recognize ethical issues, evaluate options, and make decisions that align with ethical 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, evaluate options and varying interpretations and make informed decisions based on a critical review of the context.
- Adaptability: The world is constantly evolving, and the curriculum at IHU aims to help students adapt to change. Students learn to be flexible and resilient and to embrace new ideas and approaches in their field.
- Emotional intelligence: Success in the communication field 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 in the context of communication.

Appraisal:

According to the panel the students of all four study programmes acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the

course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as ethical decision-making or problem-solving abilities, is ensured. Furthermore, IHU´s 3 Lingual Strategy contributes directly and uniquely to the competences and skills of students as well academic body.

		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)

For all programmes

The objective of IHU is to introduce novelty and originality into the academic syllabus and pedagogical initiatives to equip students with the necessary knowledge, skills and competencies to enable them to pursue their desired career paths. Study 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 curriculum is designed to provide a balance between theoretical knowledge and practical application. IHU academic departments understand that the job market demands graduates who can apply their knowledge to real-world situations. In this regard, specific courses tailored to the relevant field, as well as practical and problem-based, simulation, case studies and project-based courses are provided to enable students to gain practical experience in adapting knowledge to real-life situations.

Although it is not mandatory, students are directed and encouraged to participate in voluntary 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. Thanks to IHU's 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. This allows them to gain the necessary foundational skills and mindset needed to succeed in international companies. Each programme offered not only provides students with the knowledge and skills necessary to compete in the job market, but also includes supplementary courses for social and personal development.

BA in New Media and Communication Programme (BNMCP)
Through case studies and discussions, students can also develop their critical thinking and decision-making skills, as well as their ability to communicate effectively and work

collaboratively with others. As a result, graduates of the BA in New Media and Communication programme will possess these competencies:

- Foundational knowledge in their field theories and practices, with emphasis on digital media and social media.
- Ability to critically analyze and interpret communication texts and media content across different platforms.
- Proficiency in three languages - English, Turkish and Arabic, with strong communication skills in both oral and written communication.
- Familiarity with cultural diversity and its impact on communication practices.
- Ability to work effectively both in teams and independently on communication projects and research activities.
- Awareness and appreciation of diversity in the communication field and workplace.
- Understanding of the importance of developing effective communication strategies and associated interpersonal communication skills.
- Strong analytical and observational skills in the context of communication.
- Ability to form intercultural synergy and adapt to diverse communication contexts.
- Awareness and understanding of social issues and their implications for communication practices.
- Academic and intellectual integrity in the field of communication.
- Adaptability and flexibility in a constantly changing communication landscape influenced by new technologies and media platforms.
- Acquiring a continuous learning and professional development mindset in the field of communication.

In the Department of New Media and Communication, students participate in a 7+1 educational model. With an intake of 15 students per year and each student being assigned an advisor through the Student Information System (OBS), these students can receive one-on-one guidance, aiding in their career planning. For instance, in courses like Social Media Marketing, the use of essential tools such as Meta Business Suite and Twitter Analytics is mandatory, and students work in groups to develop projects using these interfaces. This experience equips future professionals in this field with the necessary skills. Additionally, institutional visits and lectures featuring expert guest speakers can be considered as extra-curricular events. Experts from various fields are hosted at our university for both externally organised activities with partner institutions and university-internal events. This facilitates interactions and connections between students, the industry, experts, and organisations (News – New Media and Communication Department - Communication School - Ibn Haldun University (ihu.edu.tr)).

As a department, the IHU School of Communication actively takes steps to ensure the competitive success of its programme and students in an international context. The BA programme has recently been enhanced to provide more field-specific and elective courses, allowing students to develop competencies in different communication modes and mindsets. Faculty members are in constant correspondence with students and alumni, regularly collecting feedback to evaluate the effectiveness of the study programme in preparing graduates for the communication job market.

BA in History Programme (BHP)

The BA in History programme at IHU develop students' skills, aptitudes, mentalities equipping them with the following competencies that commensurate with the training. By completing the course, and without further academic work, students should be able to:

- Find skill-based jobs anywhere involving critical reading and textual analysis.
- Develop problem solving skills, expository writing, and their languages.
- Find culture-based jobs everywhere involving familiarity with, or at least sensitivity to other cultures and societies.
- Work in teach in secondary educational institutions.
- Work in journalism or the media (or anything that requires sophisticated and unbiased knowledge about the outside world).
- Work in bureaucracy, diplomacy, the civil service in their countries.
- Work in multinational corporations, or into national or international NGO's (or anything that requires cross-cultural translation or combining the local and the global).
- Pursue an MA and possibly a PhD in preparation for an academic career.

In the History BA programme, there are no specific courses targeting job market competitiveness. Instead, employability is expected to be an overall outcome – of global knowledge, cultural flexibility and analytical skills acquired over four years. The History BA Programme does not address specific jobs but overall competencies, further complemented by extra-curricular events like lectures, workshops, symposia or cultural seminar series (for example on art, music, or literature).

BA in Islamic Studies programme (BISP)

Students who have graduated from IHU's Islamic Studies programme acquire a diverse range of competencies, which equip them for employment in the field. These competencies include:

- Extensive Knowledge of Islamic Studies: IHU graduates possess a deep understanding of Islamic theology, jurisprudence, history, Quranic studies, Hadith and Islamic philosophy. Their comprehensive knowledge of Islamic principles and teachings enables them to engage in scholarly research and contribute to the field.
- Strong Research and Analytical Skills: Graduates are equipped with excellent research skills, allowing them to conduct thorough investigations, critically analyse texts and sources and synthesize information. Their ability to engage in rigorous research enables them to produce scholarly articles and contribute to academic discourse.
- Cross-Cultural Competence: IHU students are trained to be culturally sensitive, respectful, and open-minded, enabling them to effectively communicate and collaborate with individuals from diverse cultural and religious backgrounds. Their cross-cultural competence fosters interfaith dialogue and enhances their ability to work in multicultural environments.
- Language Proficiency: IHU graduates possess proficiency in Arabic, the language of the Quran and many primary Islamic texts. This expertise enables them to read, understand, and analyse classical Arabic sources. Additionally, their proficiency in languages such as English broadens their employment prospects in research, teaching, and communication.

- Teaching and Communication Skills: Graduates of IHU's Islamic Studies programme develop strong teaching and communication skills. They are adept at conveying complex concepts in a clear and engaging manner, making them effective educators. Their ability to communicate effectively also allows them to engage in public speaking engagements, present research findings and contribute to intellectual discussions.
- Interdisciplinary Knowledge: IHU graduates possess a well-rounded education in various disciplines related to Islamic Studies, including history, sociology, psychology, anthropology, comparative religion and political science. This interdisciplinary knowledge provides them with a holistic understanding of Islamic Studies and enables them to approach research and scholarship from multiple perspectives.
- Adaptability and Flexibility: IHU graduates have demonstrated their ability to adapt to different work environments, research topics, and academic approaches. Their openness to new ideas, methodologies and perspectives allows them to embrace diverse perspectives and contribute to the growth of the field.
- Ethical Awareness: IHU's Islamic Studies programme instils a strong ethical awareness in its graduates. They possess a deep respect for diverse viewpoints and approach their research and scholarship with objectivity and integrity.
- Leadership and Organizational Skills: IHU students are equipped with leadership and organisational skills that enable them to pursue administrative roles within educational institutions, research centers, or religious organisations. Their ability to effectively manage and coordinate academic programmes, conferences and community initiatives sets them apart as competent leaders.
- Commitment to Continuous Learning: IHU graduates embody a commitment to lifelong learning. They recognize the dynamic nature of Islamic Studies and are dedicated to staying updated with the latest research, scholarship and debates in the field, ensuring their continued professional growth and contributions to the discipline.

Students of Islamic Studies take four courses of Qur'an and eight courses of Arabic in order to equip them with recitation and Arabic skill which are necessary to be appointed as teachers of Qur'an, Arabic and other Islamic courses of Religious High Schools, and Secondary Schools; besides, such skills are required to be appointed as preacher or imam of a mosque which are managed by Turkish Religious Affairs.

Thanks to 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, a multicultural environment provides students with the opportunity to understand different cultures and perspectives and learn from them. This allows them to gain the necessary foundational skills and mindset needed to succeed in international companies.

BA in Comparative Literature programme (BCLP)

Through case studies and discussions, students can also develop their critical thinking and decision-making skills, as well as their ability to communicate effectively and work collaboratively with others. As a result, graduates of the IHU Comparative Literature Programme will acquire the following competencies:

- Proficiency in academic writing.

Foundational knowledge in English and Turkish literatures, with thematic emphases on the eighteenth and nineteenth centuries.

- Ability to close-read visual and written texts across disciplines and genres.
- Proficiency in three languages, English, Turkish, and Arabic, with strong communication skills in both oral and written communication.
- Familiarity with cultural mind-frames and ideologies across history and place.
- Ability to work effectively both in teams and independently on research activities.
- Awareness and appreciation of diversity in the workplace.
- Understanding of the importance of developing an authorial voice and associated interpersonal communication skills.
- Strong analytical and observational skills.
- Ability to form intercultural synergy.
- Awareness and understanding of social issues.
- Academic and intellectual integrity.
- Adaptability and flexibility in constantly changing communicational and informational landscapes.
- Acquirement of continuous learning and professional development mindsets.

The BA in Comparative Literature programme prepare students for their future careers according to the path they choose. Those students who intend to have an academic career may take active roles in the projects of the faculty members. Career talks" provides such students a chance to meet and exchange information with post-graduate students of the department. The annual "student symposium" organised following the Children's and Youth Literature course is planned to go national this year; it offers undergraduate literature students a valuable opportunity to share their work with public. See also:
(1) https://lit.ihu.edu.tr/en/the-first-meeting-of-the-ottoman-literary-theory-project-was-held
(2) https://lit.ihu.edu.tr/en/what-happens-after-graduation
https://lit.ihu.edu.tr/en/2nd-children-s-literature-student-symposium

The Department of Comparative Literature actively takes steps to ensure the competitive success of its programme and students in an international context. The undergraduate programme has recently been streamlined and opened to more field and free electives so as to ensure exposure to and competencies in different intellectual as well as communication modes and mindsets. Faculty members are in constant correspondence with students and alumni, regularly collecting feedback to evaluate the effectiveness of the study programme in preparing graduates for the job market.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all their courses. Especially the **BNMCP** programme enables the students to actively apply the acquired skills in a highly dynamic media environment and to develop them further. Through a highly innovative and multi-media oriented media center (production studio) (see also chapter 4.4), the programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market. The technical support of that media center is of very high quality.

As all four programmes are still verry young, having started for the first time in 2017/2018, there is not yet much statistical data on employment to be able to prove employability accordingly. Nevertheless, the panel sees the promotion of employability as a sufficient component of the BCLP/ BISP/ BHP curricula.

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

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

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.

BA in New Media and Communication Programme (BNMCP)

The School of Communication is comprised of 7 full-time lecturers, including 2 professors, 1 associate professor, and 4 assistant professors, all of whom hold a Ph.D. degree. In addition to the full-time faculty members, there are part-time lecturers who contribute to the school's teaching activities on a seasonal basis. These part-time lecturers bring diverse perspectives and expertise from their professional experiences in the communication industry. Furthermore, the School of Communication has 2 research assistants.

One of the research assistants is currently pursuing their doctoral studies in the United States, while the other is continuing their doctoral research in the United Kingdom. These research assistants play a vital role in supporting the teaching faculty with their research endeavours, contributing to the advancement of knowledge in the field of communication.

BA in History Programme (BHP)

The History Department is made up of 6 full-time staff academics, including two full professors, four assistant professors, and a research assistant holding an MA degree. This core is ably supported by an adjunct team of one associate professor and three assistant professors, who teach on a part-time basis. All in all, eleven historians are involved in our teaching, research, thesis supervision, and decision-making processes.

All members of the Department, whether are Ph.D. holders from some of the most prestigious departments in the world including University of Birmingham (UK), University of Bonn (Germany), University of Chicago (US), Georgetown University (US), University of Glasgow (UK), University of Hamburg (Germany), Manchester University (UK), LMU Munich (Germany), Princeton University (US), and University College London (UK).

BA in Islamic Studies programme (BISP)

The School of Islamic Studies is comprised of 10 full-time lecturers, and 14 part-time lecturers that are not affiliated with the University. Furthermore, there are 2 research assistants in the faculty as well, who do not primarily teach but rather support teaching members of the faculty with their research.

BA in Comparative Literature programme (BCLP)

The department of Comparative Literature is comprised of 3 full-time lecturers, all of whom hold a PhD degree, and 4 part-time lecturers. Furthermore, there is 1 research assistant in the faculty who supports teaching members of the faculty with their research and acts as academic mentor to undergraduates.

Academic qualification of faculty (Asterisk Criterion)

A teaching member having a Ph.D. 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. 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.

The faculty members of IHU Business School are highly productive in terms of publications. In 2022 alone, the faculty produced 50 academic publications. These publications consisted of 57 % articles, 19 % conference papers, 17 % book chapters, and 7 % other types of publications. Of the published articles, 23 were published in journals indexed in the Q1 and Q2 categories.

Academic research is highly valued by the university. 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.
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.

Members of the Comparative Literature, for example, produced 7 academic publications, and 7 conference papers in 2022. Some of the conference papers later got published in their respective indexed conference proceedings. Faculty members are actively engaged in project work in addition to academic publications. Along with university-funded research projects, ministry-funded projects and projects funded by the Scientific and Technological Research Council of Turkey (TÜBİTAK) are also being carried out.

Most of the faculty members have extensive teaching experience, both nationally and internationally, encompassing many years across various universities. IHU provided an extensive training scheme for all its lecturers.

Pedagogical / didactical qualification of faculty (Asterisk Criterion)

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 recognized, such as the Proficiency of Foreign Language Determination Exam (YDS), or an equivalent or higher score on a foreign language examination that is recognized internationally and accepted by the Council of Higher Education (CoHE), such as TOEFL.

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, to be considered, 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 recognized 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.

Practical business experience of faculty

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, to be considered, 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 recognized 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. Within this scheme, lecturers shall train and earn pedagogical and didactical certificates.

Internal cooperation (Asterisk Criterion)

Ensuring collaboration amongst faculty members is achieved through regular meetings of varying scopes and objectives. Departmental-level meetings are conducted at least twice per semester, and a management-level meeting is held once per semester. 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, organize 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 by the faculty (Asterisk Criterion)

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:

For the panel, the number and positions of the teaching staff are suitable to satisfy the demand of each study programme to reach the intended qualification objectives. They bring academic and practical perspective into the teachings.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. On the basis of the CVs provided, the panel was able to get an overview of the staff employed and came to the conclusion that the academic qualification of the faculties corresponds to the requirements and objectives of the study programmes. The faculty's academic qualification is underlined by scientific publications and a high-ranked publication list. The University further motivates the academic staff with incentives and financial support for outstanding scientific achievements and publications.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for further qualification of the faculty members are implemented.

As each instructor 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. Furthermore, instructors 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 recognized foreign language examination like the Proficiency of Foreign Language Determination Exam (YDS) or obtain an equivalent score on an international foreign language exam. Therefore, practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

There is a remarkable **cooperation between lectures** within electives as well ordinary programmes **in form of joint teaching and projects**, where faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly**.**

Student support is an integral part of the IHU services provided by the faculty. It is offered regularly and strongly supported by **the low student-to-professor ratio** and serves to help students study successfully. The faculty members are available for the students my means of a support "buddy" system (every student has its mentor). The students are "fully content" with the support they receive, which was reported from ongoing till alumni cohorts.

	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

Programme Director (Asterisk Criterion)

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.

Process organisation and administrative support for students and faculty

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 meticulously 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+ program. 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 organizing programmes for international delegations that visit the university at the administrative level. Through its efforts, the international office contributes significantly to the university's internationalization 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.

The administrative staff is 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 good impression of the programme management (Dean, Programme Directors of all four study programmes) and appreciates that they are well involved in the coordination of activities. The panel members positively highlight the enthusiastic and motivated programme leaders, which acts as stewards for both, students and faculty members to ensure that the programmes operate efficiently.

Services for many academic and administrative issues are available. Administrative employees can also attend trainings to develop their professional skills. In principle, the panel is convinced that the services are very sufficient and expert panel a strong sense of cohesion. However, in the discussions with students, for example, the panel was able to hear that even a stronger cooperation would be welcome. The panel would encourage the University to establish and utilise service evaluations more systematically to build and even extent the desired support and continue to guarantee a good service.

The panel welcomes the fact that IHU is increasing its number of 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.

Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The HEI offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and is very motivated. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		

4.3   Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

For all programmes

In order to promote student and lecturer exchanges and facilitate joint research activities and academic events, IHU has established partnerships with 50 academic institutions overseas are listed below:

Table 11: Partnerships with overseas institutions

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	Akhmet Yassawi University, Kazakhstan	Kazakhstan
25	Hanyang University, South Korea	South Korea
26	Cyprus Health and Social Sciences University, Cyprus	Cyprus
27	Mundiapolis University, Morocco	Morocco
28	Sungkyunkwan University, South Korea	South Korea
29	Kyrgyz-Turkish Manas University, Kyrgyz Republic	Kyrgyzstan
30	Heriot-Watt University (Dubai Campus)	UAE/UK/Malaysia
31	OSCE Academy in Beshkek, Krygyz Republic	Kyrgyzstan
32	ADA University, Republic of Azerbaijan	Azerbaijan
33	Allama Iqbal OpenUniversity, Pakistan	Pakistan
34	Azerbaijan State University of Economics (UNEC)	Azerbaijan
35	OSH State University, Krygyz Republic	Kyrgyzstan
36	Andijan State Univerity, Uzbekistan	Uzbekistan
37	KIMEP University, Republic of Kazakhstan	Kazakhstan
38	International University of Sarajevo, Bosnia and Herzegovina	Bosnia and Herzegovina

39	KIMEP, Kazakhstan Institute of Management, Econmics and Strategic Research	Kazakhstan
40	Al Farabi Kazakh National University	Kazakhstan
41	University of Sarajevo	Bosnia and Herzegovina
42	Universiti Teknologi Mara (UiTM)	Malaysia
43	University of Economics - Varna	Bulgaria
44	International Balkan University	Macedonia
45	E-Campus University	Italy
46	University of Duesto	Spain
47	Institute of Technology and Business in Ceske Budejovice	Czech Republic
48	University of Firenze	Italy
49	Islamic University Of Applied Sciences Rotterdam	Holland
50	Adam Mickiewicz University in Poznań	Poland

The University creates internship opportunities for its students through the partnership protocols signed with the private sector and public organisations.

Currently, IHU has valid MOUs 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
- Turkish Human Rights and Equality Institution

Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

For all programmes

Collaboration with industry forms a crucial element of the IHU academic departments. The faculty members establish close connections with the industry to enable students who wish to

do internships to closely follow the latest developments. The companies with which the Department of New Media and Communication maintains a close collaboration with and are represented on the department's advisory board are listed below:

- Anadolu Agency
- Turkuaz Medya
- TRT WORLD
- TRT (Turkish Radio and Television Corporation)

In addition to the companies represented on the advisory board of the Department of New Media and Communication, collaboration is also established with the leading institutions in the country 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
- Kızılay
- Seta
- SOCAR Turkey Enerji A.S.
- Turkuvaz Media
- 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

Through these collaborations, the students can undertake internships and gain professional experience in major media organisations, following the 7+1 model. As of the Spring semester of the 2022-2023 academic year, 6 students have successfully completed their internships at TRT WORLD. These collaborations and events allow the students to learn directly from industry professionals, gain practical knowledge and expand their network within the media industry. The School of Communication is committed to providing students with valuable experiences and preparing them for successful careers in the dynamic field of media and communication. The successful completion of this internship and the submission of required reports and evaluations by both the hosting institutions and the students contribute to their final grade and are integral to fulfilling the program requirements. The "7+1 model" is indicative of the university's commitment to blend academic rigor with practical skills, preparing students for the demands of the global job market and helping them forge potential career pathways.

Appraisal:

The scope and nature of cooperation with IHU, other academic institutions and networks relevant for the programme are plausibly presented and good practice is documented. The agreements forming the basis of the cooperation are well documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. The **panel proposes that IHU's strategy of increasing cooperation should be put into practice to a greater extent**. Further the panel would like to encourage IHU to continue its search for cooperation partners and **suggests further expanding cooperation for exchange programmes.**

Cooperation with business enterprises and other organisations is actively promoted (for example by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, in order to discuss further development of the programme). Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures, they significantly contribute to the development of qualifications and skills and to the quality of the final theses. The panel members are impressed with the huge network of stakeholders from different industries and positively highlight the integration of their needs in the programmes.

With regard to exchange programmes, the panel found that IHU is working intensively and has implemented many measures such as summer school 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 that a greater choice would be desirable even when panel gained an insight into the current search for cooperation partners and appreciates that the University is already trying to initiate numerous measures. Here the panel would like to note that IHU could, for example, contact universities of applied sciences or explicitly look for cooperation at programme level and not just at HEI level.

	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

Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

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, 26 in the Faculty of Management Sciences, 23 in the Main Building, 43 in the School of Languages, and 1 in the Student Center. The classes are outfitted with state-of-the-art technological amenities such as interactive whiteboards and advanced projection systems. The University has 5 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 undergraduate 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.

Access to literature (Asterisk Criterion)

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 to the School of Business and Management Sciences 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.

Appraisal:

The expert panel had the opportunity to visit the facilities of the programmes. During the round 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 the most modern technology.

Furthermore, all study programmes use additional rooms and laboratories to adequately convey special curriculum content. For example, BNMCP programme enables the students to actively apply the acquired skills in a highly dynamic media environment through a highly innovative and multi-media oriented media center (production studio). The IHU Media Center facilities provide a professional backdrop for these courses, fostering an environment where all students can produce media content and participate in various competitions. Due to the modern university campus students as well, staff have access to the newest digital technology, so **panel evaluated quantity, quality, media and IT equipment of teaching and group rooms as exceeding**. In regard to the students' IT equipment, the panel was also impressed that all students are given their own laptops, which also have programmes such as SPSS installed. On the basis of the documents provided and the on-site inspection of the facilities, the panel concluded that the smooth operation of the programmes is guaranteed in terms of teaching, research, study and administration capacities.

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 the literature and journals as well as to digital media through various databases is ensured. Access to relevant digital media is available from the students' home and qualified library staff is there to advise students.

The library´s statistics are also considered astonishing (accessibility and amount to international journals, databases, e-books and so on) and the new acquisition of the library staff, although the amount of Arabic materials might be strengthened, still reflect the overall language strategy of the HEI**.** The panel was impressed from the presentation and staff library.

	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			

4.5 Additional services

Career counselling and placement service

The Career Center has been established under the authority of the Rectorate to further increase the competitiveness of the graduates in job market. The Center provides students the career support, and guides them towards becoming professionals who can excel in their respective fields.

The IHU Career Center aids in strengthening ties between the institution and business community 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, 2022-23. 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 our university has contributed to their success.

Alumni Activities

Student clubs at IHU also actively assist students with their goals for career development. For example, the Career and Development Club is dedicated to organizing 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. Organized events are listed below:

- Career and Development Club (20.10.2021)
- BAYKAR Technology Facilities Trip (20.12.2021)
- Leadership 101 (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)

Students in undergraduate and graduate programmes with thesis can take advantage of a work-study programme to make the most of their free time, advance their knowledge and skills, become more acclimated to university life, and partially cover their financial obligations. According to the Social Insurance and General Health Insurance Acts, students who work part-time are deemed insured. Currently, 49 students are employed part-time at Ibn Haldun University.

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 on February 3, 2018. IHU has been physically designed 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.

Furthermore, the dimensions of the spaces in the university have been specifically created based on the dimensional needs of individuals with physical disabilities, as illustrated in the

attached plans, to ensure that they are able to fully participate in the educational opportunities available to all students.

Appraisal:

IHU career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network. The panel members positively highlight, that the alumni organisation due to the relatively young programmes (2017/18) is still under development and bolstered by regular meetings, a well-maintained database and website in which the data of the graduates are collected.

		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		

4.6　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 is tuition. 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 10 instalments with a bank payment plan through a contracted bank. At Ibn Haldun University, all undergraduate 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 (Asterisk Criterion)

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 organized 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 analyzed and the areas that need improvement are determined.
- Process performances are measured and analyzed.
- 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 summarized 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 realized 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, analyzing, 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 analyzing the processes:
- The bottleneck and delay areas in the workflows are analyzed and the areas that need improvement are determined.
- Process performances are measured and analyzed.
- 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 prioritize and decide on the improvements.
- If gradual improvement is to be realized, 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 realized 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 12: 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

5.2 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 analyzing 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 analyzed 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 our graduates work. In addition, a Leadership Behavior Evaluation Survey will be conducted to evaluate the leadership behavior characteristics of all leaders at the University.

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 5 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.

5.3 Programme documentation

Programme description (Asterisk Criterion)

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 program, as well as more specific details about courses, admissions, academic regulations, course descriptions, and campus information. The Programme Catalogue contains information on the program'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 organizes 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:

IHU has a quality assurance and development procedure in place, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes. The HEI's quality procedure takes into account the evaluation results, success rate, and graduate employment as well as the profile of the student population.

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, by the faculty and external parties are carried out regularly and according to a predefined procedure and provide input for the quality development process. Students can only access their grades once they have completed the evaluation. The University has recently started using software that will provide details on graduates who have embarked on their professional careers, such as where they are employed, their job roles and responsibilities. In this regard, the panel would like to encourage IHU to use the figures systematically, as they can provide good indications of how the programmes could be improved.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g., course plan and exam regulations). The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		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 New Media and Communication (B.A.)
BA in History (B.A.)
BA in Islamic Studies (B.A.)
BA in Comparative Literature (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)		BNMCP	BCLP/BHP/BISP		
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")		BNMCP	BCLP/BHP/BISP		
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		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7* Examination and final thesis (Asterisk Criterion)			X		
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)				Condition	
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		BNMCP/ BCLP/ BISP	/BHP/		
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)	BNMCP		BCLP/ BISP/ BHP		
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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	**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**					
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		