



T.C.  
YALOVA UNIVERSITY  
FACULTY OF ISLAMIC SCIENCES  
QUALITY MANUAL

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# A. QUALITY ASSURANCE SYSTEM

## A.1. Mission and Strategic Objectives

### A.1.1. Mission, Vision, Strategic Goals and Objectives

Our faculty has determined its mission, vision, strategic goals and objectives by adhering to the Twelfth Development Plan of the Presidency of the Republic of Turkey Strategy and Budget Directorate and the 2024-2028 Strategic Plan of Yalova University, which was prepared as a result of Article 9 of the Public Finance and Management Law No. 5018. Our faculty updates its mission, vision and goals when necessary and takes into account the ideas and suggestions of its internal and external stakeholders in these updates. The determined elements are shared on the official website of the faculty.

The strategic goals and objectives set by the faculty determine the path to the vision that the institution has set out to achieve. The monitoring and evaluation of the goals are realized through the University Information System (UBS) and the Integrated Quality Management System (BKYS). By using these systems, it organizes the processes of education-training, research-development and social contribution and plans and updates the goals of the Faculty within the framework of its 5-year strategic plan.

Our faculty shapes its strategic goals and objectives by holistically evaluating the five-year development vision of the university, its institutional identity and its own unique academic structure. This process is structured within the framework of the principles defined in the Quality Manual, and the realization levels of the determined goals are systematically monitored through the BKYS and UBS systems. Strategic planning is not only an activity limited to specific periods, but also a dynamic management tool that is updated through a continuous feedback loop. In this framework, the opinions of internal and external stakeholders are not only considered as data, but also as a natural part of the governance structure of the faculty; practices in the fields of education, research and social contribution are shaped by this multi-layered participation approach. The Quality and Accreditation High Commission forms the backbone of this process and not only reviews the mission, vision and strategic orientations of the faculty at regular intervals, but also submits reports to the faculty management to ensure that these orientations are reflected in the institutional functioning.

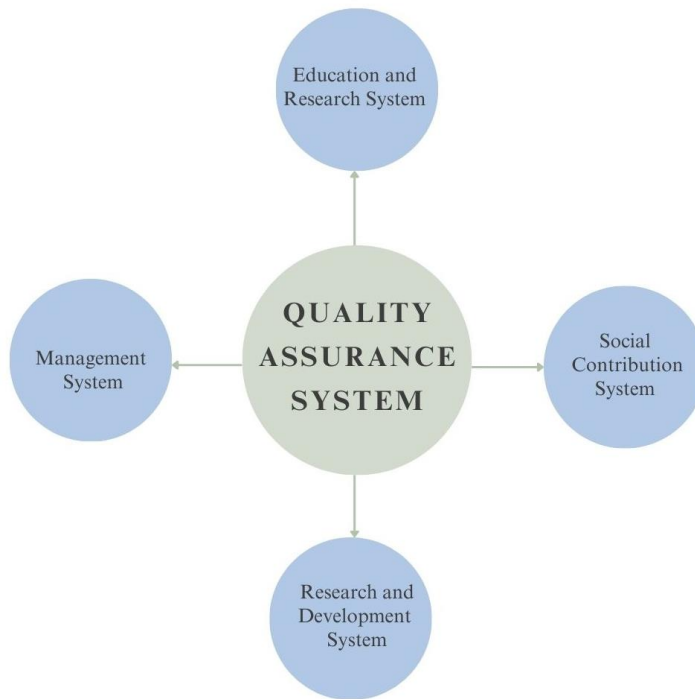
Subject	A.1.1. Mission, Vision, Strategic Goals and Objectives
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission, Quality Assurance System Development Commission Application Deanery Evaluation: Quality and Accreditation High Commission, Quality and Assurance System Development Commission, Quality Commission Improvement Quality and Accreditation High Commission
	Approval: Faculty Board
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board, NGOs, Official Institutions

Application Areas	All academic and administrative areas where the faculty operates, All stakeholders with whom the Faculty carries out internal and external cooperation activities,
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Quality Handbook, Strategic Plan, Academic Boards
Performance Indicators	<a href="#">Integrated Quality Management System (IQMS)</a> <a href="#">YÖK Academic Data</a> Performance Reports Meeting Reports <a href="#">Yalova University Institutional Evaluation System</a>
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	<a href="#">Integrated Quality Management System (IQMS)</a> <a href="#">University Information System (UBS)</a> <a href="#">Corporate Website</a>

#### A.1.2. Quality Assurance, Education, Training, Research and Development, Social Contribution and Management System Policies

The Faculty structures its quality policies in line with the strategic plan of Yalova University in order to achieve the vision it has determined within the framework of its mission; this process is carried out based on the cooperation between the [Quality and Accreditation High Commission](#) and the Faculty Advisory Board. The job descriptions and annual work plans of the commissions are determined by taking into account the procedures and principles related to the Quality Handbook; the current needs of the faculty are determined through regular meetings with internal and external stakeholders. In line with the findings obtained in the process, policy updates and improvement proposals are submitted to the Faculty Board for approval when deemed necessary. These goals are included in the strategic plan, which is renewed every 5 years. This process is monitored through the Institutional Evaluation System, [University Information System \(UBS\)](#) and [Integrated Quality Management System \(BKYS\)](#).

The Faculty determines its policies on quality assurance system, education, training, social contribution, research and development and management services in cooperation with the Quality and Accreditation High Commission and the Dean's Office by taking the opinions of internal and external stakeholders. The determined policies are made available to all stakeholders [on the official website of the faculty](#). [The Quality and Accreditation Senior Commission](#) carries out the follow-up of the quality policy processes determined by the unit quality commission, taking into account the Yalova University Quality Commission Directive and the strategic plan. The Commission holds review meetings to check the relevant policies and make suggestions for changes and improvements, and submits its recommendations to the Dean's Office as a report. The Dean's Office also takes stakeholder views, discusses with the authorized committees and takes the necessary measures.



Subject	A.1.2. Quality Assurance, Education, Training, Research and Development, Social Contribution and Management System Policies
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission Application Deanery Evaluation Quality and Accreditation High Commission, Quality and Assurance System Development Commission Improvement Quality and Accreditation High Commission Approval: Faculty Board
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board, NGOs, Official Institutions
Application Areas	All academic and administrative areas where the faculty operates, All stakeholders with whom the Faculty carries out internal and external cooperation activities,
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Quality Handbook, Strategic Plan, Academic Boards
Performance Indicators	<u>Integrated Quality Management System (IQMS)</u> Performance Reports Meeting Reports Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of each academic year January 2025

Place in the Information Management System	<a href="#">Integrated Quality Management System (IQMS)</a> <a href="#">University Information System (UBS)</a> <a href="#">Faculty Website</a>
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### A.1.3. Corporate Performance Management

After the performance indicators are determined in accordance with the objectives and strategic management and the contributions of internal and external stakeholders are received, the faculty carries out institutional performance management in cooperation with the department heads and relevant boards and commissions. The faculty prepares annual self-assessment reports. It conducts surveys to measure the satisfaction of internal and external stakeholders, evaluates the results, takes necessary measures to increase satisfaction and makes improvements.

Yalova University Institutional Evaluation System is actively used to monitor the Faculty's institutional performance management process. The performance information of academic and administrative staff is also supported by surveys. Quality and Accreditation Commissions, which follow the process, carry out periodic evaluations. The evaluations are reported and submitted to the Dean's Office. The Dean's Office takes into account the ideas and suggestions of stakeholders and makes the necessary improvements.

Subject	A.1.3. Corporate Performance Management
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission Application Deanery Evaluation Quality and Accreditation High Commission, Quality and Assurance System Development Commission Improvement Quality and Accreditation High Commission Approval: Faculty Board
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All faculties
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Academic Boards
Performance Indicators	<a href="#">Integrated Quality Management System (IQMS)</a> Avesis Data Performance Reports Meeting Reports <a href="#">Yalova University Institutional Evaluation System</a> Performance Surveys
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	<a href="#">Integrated Quality Management System (IQMS)</a> <a href="#">University Information System (UBS)</a> <a href="#">Faculty Website</a>

### A.2. Internal Quality Assurance

The Faculty operates internal quality assurance mechanisms in harmony with all units. These



activities are carried out by the Quality and Accreditation Commission and put into effect within the scope of the "Working Procedures and Principles of Quality and Accreditation Commissions". It evaluates the requests and suggestions of the Departments and Divisions of Basic Islamic Sciences, Philosophy and Religious Sciences and Islamic History and Arts, Quality and Accreditation, Quality Assurance System Development, Education-Training, Research-Development, Social Contribution, etc. commissions and administrative units such as the faculty secretary and student affairs. Ensures the participation of all internal and external stakeholders in decision-making processes.

Establishes goals and outputs for internal performance in coordination with the University Quality Coordinatorship. The institution participates in in-service trainings and meetings organized by the University on internal quality assurance.

Within the scope of internal quality assurance, the institution benefits from the experience and observations gained with different units during the Quality Management System studies of the University. Thus, it creates an internal quality assurance integrated with the University.

### A.2.1. Quality Commission

The quality commission is formed by the Dean's Office in accordance with the Yalova University Quality Assurance Directive. The internal quality management of our faculty is carried out under the coordination of the Quality and Accreditation High Commission, which consists of quality sub-commissions. This upper commission consists of 6 sub-committees:

- Quality Assurance System Development Commission
- Education and Training Development Commission
- Social Contribution Development Commission
- Research and Development Commission
- Management System Development Commission
- Internationalization Commission.

The commissions established in our faculty in accordance with the legislation operate in coordination and harmony. The Quality and Accreditation High Commission and its sub-commissions, the Advisory Board, and internal and external stakeholders are integrated into the organizational structure of the faculty in a way to ensure the participation of internal and external stakeholders in institutional management. These commissions carry out monitoring, evaluation and improvement processes in their respective areas of responsibility; the outputs of these processes are included in the decision-making mechanisms of the Faculty Management and Boards.

Thanks to this structure, academic and administrative staff and all stakeholders directly participate in the quality management process; thus, it is aimed to establish the quality culture at the institutional level, to increase awareness of the quality system and to root a management approach based on continuous improvement.

Within this framework, the committee responsible for quality operates in regular and functional cooperation with other working groups within the faculty. The committee periodically evaluates the compliance of the faculty with its mission and strategic goals, the level of achievement of the vision and the realization of the goals. In line with its findings, it

reports its findings and suggestions for improvement and submits them to the Dean's Office. The Dean's Office, on the other hand, evaluates these reports with stakeholder opinions, consults with the authorized faculty boards and ensures that necessary remedial measures are taken.

Subject	A.2.1. Quality Commission
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission Application Deanery Evaluation: Quality and Accreditation High Commission, Quality Assurance System Development Commission Improvement Quality and Accreditation High Commission Approval: Faculty Board
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All faculties
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Academic Boards
Performance Indicators	<a href="#">Integrated Quality Management System (IQMS)</a> Avesis Data Performance Reports Meeting Reports <a href="#">Yalova University Institutional Evaluation System</a> Performance Surveys
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	<a href="#">Integrated Quality Management System (IQMS)</a> <a href="#">University Information System (UBS)</a> <a href="#">Faculty Website</a>

#### A.2.2. Internal Quality Assurance Mechanisms (PÜKO cycles, calendar, structure of academic and administrative units)

Our faculty carries out internal quality assurance mechanisms in coordination with all sub-units and with a holistic approach. Requests and suggestions from departments, divisions, commissions and administrative units are systematically evaluated; the active participation of internal stakeholders in decision-making processes is ensured. During the strategic planning process, these units are consulted through official correspondence and the feedback obtained is integrated into quality processes.

The outputs of the process are monitored through [the Integrated Quality Management System \(IQMS\)](#). All these practices are carried out based on the Plan-Do-Check-Act (PDCA) cycle. Quality management activities are planned based on specific periods and implementation calendars; implementation calendars are also created for main activity areas such as Education-Training, Research- Development, Social Contribution, Management Services and Internationalization.

The academic structure of the Faculty consists of three main departments, namely Basic

Islamic Sciences, Philosophy and Religious Sciences, and Islamic History and Arts; sub-structures are organized under these departments in the form of departments and science branches.

The Faculty Dean's Office recognizes the academic and administrative staff as internal stakeholders and directly involves them in quality processes. This involvement is ensured through face-to-face meetings, general evaluation meetings, satisfaction surveys, e-mail and EBYS (Electronic Document Management System) tools such as information and feedback collection. Necessary improvements are made in the processes in line with the opinions and suggestions received from stakeholders.

The Commission reports the findings and evaluations regarding the quality processes at the meetings it organizes and submits these reports to the Dean's Office for discussion. The Dean's Office takes and implements the necessary improvement decisions in line with both these evaluations and stakeholder opinions.

Subject	A.2.2. Internal Quality Assurance Mechanisms
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission and sub-commissions Application Deanery Evaluation Quality and Accreditation High Commission and sub-commissions Improvement Quality and Accreditation High Commission and sub-commissions Approval: Faculty Board
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All faculties
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Academic Boards
Performance Indicators	<a href="#">Integrated Quality Management System (IQMS)</a> Performance Reports Meeting Reports <a href="#">Yalova University Institutional Evaluation System</a> Performance Surveys
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	<a href="#">Integrated Quality Management System (IQMS)</a> <a href="#">University Information System (UBS)</a> <a href="#">Faculty Website</a>

### A.2.3. Leadership and Quality Assurance Culture

Our faculty sees the leadership function not only as a managerial authority but also as a pioneering responsibility in building a quality culture. In this direction, the quality policy, which has been formulated in accordance with the institutional mission and vision, is clearly communicated to all employees and the necessary internal communication processes are

carried out for the adoption of these

policies. Quality objectives are structured and secured in line with strategic goals and within the framework of the PDCA (Plan-Do-Check-Act) cycle.

The Faculty aims to enhance the internal and external reputation of the institution and to implement corporate values; it pioneers exemplary practices in the fields of ethical behavior and social responsibility. Meeting the expectations of stakeholders receiving services in accordance with the legislation is not only a managerial obligation; it is internalized as a corporate culture and transferred to all employees with this awareness.

The organization provides appropriate conditions in terms of human resources, physical infrastructure and working environment, and encourages its employees in terms of managerial capacity, leadership skills and creative thinking. The development of a culture of cooperation and solidarity within the institution is supported; activities that will increase sensitivity towards society and the environment are encouraged.

The faculty management adopts stakeholder satisfaction as a fundamental principle in the development of the leadership culture; periodically reviews the performance of the staff and makes the necessary improvements. Thus, the combination of all these processes ensures the establishment of a sustainable quality assurance culture in the institution.

The Quality and Accreditation High Commission and the Quality Assurance System Development Commission are responsible for monitoring, evaluating and coordinating the processes related to leadership and quality assurance culture. They report the developments related to the process through the meetings held and submit these reports to the Dean's Office through the Quality and Accreditation High Commission. The reports from the relevant commission are evaluated; in line with the results obtained, the Dean's Office takes the necessary improvement decisions by taking stakeholder opinions into consideration.

Subject	A.2.3. Leadership and Quality Assurance Culture
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission, Faculty Boards, Departments, Unit Quality Coordinatorship Application Dean's Office, Departments Evaluation: Quality and Accreditation High Commission, Dean's Office Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Faculty Boards, Departments External Stakeholders Advisory Board
Application Areas	Administrative Processes
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Academic Boards
Performance Indicators	<a href="#">Integrated Quality Management System (IQMS)</a> Performance Reports Meeting Reports <a href="#">Yalova University Institutional Evaluation System</a>
Evaluation and Improvement Date	End of each academic year January 2025

Place in the Information Management System	<a href="#">Integrated Quality Management System (IQMS)</a> <a href="#">University Information System (UBS)</a> <a href="#">Faculty Website</a>
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### A.3. Stakeholder Engagement

Our faculty adopts stakeholder participation as a fundamental principle at every stage of institutional functioning. The opinions and contributions of stakeholders are taken as basis in the implementation, monitoring and evaluation of basic processes such as quality assurance, education-training, research- development, social contribution, management system and internationalization.

In line with the data obtained through monitoring activities and feedback mechanisms, various improvement activities are carried out in planned periods to increase stakeholder participation. In this framework, it is aimed to operate the processes in line with the principles of transparency, openness and participation; it is aimed that the quality culture is a common responsibility area belonging not only to the management but also to all stakeholders.

Yalova University Faculty of Theology defines the student group receiving services from the institution and the academic and administrative staff providing services within the institution as strategic internal stakeholders and prioritizes the opinions and expectations of these stakeholders. External actors outside these groups are considered as external stakeholders and are included in the process to contribute to the quality assurance system.

The faculty offers all stakeholder groups the opportunity to take an active role in decision-making and process design stages; this participation is institutionalized through various tools and mechanisms. Stakeholder opinions are systematically collected and integrated into quality management processes through surveys, advisory boards, face-to-face meetings, electronic feedback systems and official correspondence.

INTERNAL STAKEHOLDERS		
Stakeholder Group	Reason for Contribution	Business Association Area
Academic Staff	The main actor assuming primary responsibility for public service production	Informing about student procedures and education and training processes, developing solutions to problems
Administrative Staff	The main actor assuming primary responsibility for public service production	Informing about student procedures and education and training processes, developing solutions to problems
Students / Representatives	The main stakeholder that constitutes the focal point of education and training activities	Providing regular information on issues related to learning processes, identifying problems and developing solutions
Department Heads	Internal management unit responsible for the planning, execution and coordination of academic functioning	Implementing the decisions taken regarding students and ensuring coordination between academic units
EXTERNAL STAKEHOLDERS		
Stakeholder Group	Reason for Contribution	Cooperation Area

Rectorate and Affiliated Units	Senior management units and structural stakeholders to which the faculty is affiliated	Maintaining the functioning of the faculty in line with the general decisions and instructions of the university
Institute of Postgraduate Education	Administration and academic coordination of graduate programs	Conducting master's and doctorate processes and planning student mobility
Municipalities	Institutional cooperation with local public administration within the scope of social contribution	Planning and execution of activities carried out in the public interest
Governorship	Institutional cooperation with local public administration within the scope of social contribution	Planning and execution of activities carried out in the public interest
Mufti's Office	Sector cooperation in terms of employment and vocational practice	Providing professional contribution through joint activities and field practices
Directorate of National Education	Partnership in education services and employment	Joint studies on teaching and formation processes and the labor market
Civil Society Organizations	Organizations cooperating within the scope of social responsibility	Social responsibility projects, joint seminars and event organizations
Alumni	Key indicators that have a direct impact on the outputs of faculty processes	Evaluating alumni demands, maintaining alumni relations at the institutional level
Advisory Board	Consultation mechanism representing external stakeholders	Proposal development and evaluation processes to provide strategic direction to faculty activities
Police Headquarters	Cooperation for community safety and raising awareness of young people in the areas of social responsibility	Security seminars for students, fight against addiction, social awareness activities
Special Provincial Administration	Supporting public services with local government units	Resource sharing in local projects, providing financial and moral support to education and culture programs
Provincial Directorate of Youth and Sports	Common goals in the areas of youth development, sports activities and values education	Youth camps, social responsibility projects, values education, sports supported cultural activities

### A.3.1. Participation of Internal and External Stakeholders in Quality Assurance, Education, Research and Development, Social Contribution, Management and Internationalization Processes



Our faculty carries out the participation of internal and external stakeholders in the institutional governance process in a systematic and multi-dimensional structure. The ideas, suggestions and contributions of academic and administrative staff and students among internal stakeholders, and public institutions, alumni, non-governmental organizations and private sector representatives among external stakeholders are considered as an integral part of the quality assurance system. In the development process of the Faculty, meetings, focus interviews, requests and suggestions, and surveys with internal and external stakeholders are planned and carried out by the Quality and Accreditation High Commission and the Dean's Office. Decisions taken, new practices developed and announcements made in line with the findings obtained are announced to the relevant internal stakeholders through [the University Information System \(UBS\)](#), the faculty website and social media accounts.

Our faculty has developed many tools and systems such as interviews with internal and external stakeholders, surveys, and direct communication channels with the faculty dean and rector in order to increase the participation of all stakeholders in decision-making processes and to ensure transparent monitoring of practices. Through these mechanisms, stakeholders are not only included in the process, but are also able to follow the implementation of decisions and provide feedback.

### **Employees**

The academic and administrative staff of our faculty are actively involved in decision-making processes through multidimensional mechanisms. This participation is ensured through traditional institutional structures such as Academic Board, Department Board and Department meetings; satisfaction and evaluation surveys, Rectorate Communication Center (RIMER), UBS Communication, direct communication with the Dean via QR code and similar digital feedback systems.

The Academic Board Meeting is held at the end of the academic year under the chairmanship of the Dean. In these meetings, the Dean, Vice Deans, Heads of Departments and relevant commission chairs are informed about the developments in the quality management system, education and training processes, social contribution activities, research and development practices and the management system. The opinions, suggestions and criticisms of all faculty members and teaching staff on these issues are systematically received. Student representatives are informed about the decisions deemed necessary.

Department Board Meetings are held every month during the academic year under the chairmanship of the head of the department, with the participation of the deputy heads of the department and the relevant academic staff. The decisions taken on the issues discussed are reported to the Dean's Office if deemed necessary, or are opened for evaluation to be included in the agenda of the Academic Board.

Department Meetings are held at the beginning of each month and focus on academic agenda items such as updating the content and outcomes, planning the assessment and evaluation methods of the courses and determining the semester course distributions. The decisions taken at these meetings are forwarded to the Department Board and the decisions deemed appropriate are implemented by the Dean's Office. The quality management structure of our faculty is structured based on the Higher Education Quality Council (YÖKAK) Rubric Evaluation System, Theology Accreditation Agency (IAA) Rubric Evaluation Module

and YÖKAK Internal Evaluation Guide. In this context, the following sub-commissions and working groups were established under the Quality and Accreditation Commission

- Education and Training Development Commission
- Quality Assurance System Development Commission
- Management Services Development Commission
- Social Contribution Development Commission
- Research and Development (R&D) Activities Commission
- Internationalization Working Group.

All these decisions and recommendations are recorded at least four times a year and submitted to the Quality and Accreditation High Commission. The recommendations developed as a result of the evaluations are forwarded to the Dean's Office for implementation. In addition, all academic and administrative staff within our faculty can communicate directly with the Faculty Management via corporate e-mail, Rectorate Communication Center (RIMER) and [UBS](#). They can request information and submit their opinions and suggestions through these digital channels.

In addition, the requests of academic and administrative staff regarding infrastructure and complaints about services are forwarded to the Dean's Office; each finalized request is communicated to the relevant staff with feedback. At the end of the year, these requests are evaluated collectively and decisions are made and implemented to improve infrastructure and service quality.

## **Students**

Our faculty considers students not only as recipients of educational services but also as active stakeholders in the quality assurance process. In this context, multi-faceted participation mechanisms have been established that enable students to contribute to the institutional functioning.

### **1. Communication and Feedback Systems:**

- Students can communicate directly with their instructors on course-based issues through [the University Information System \(UBS\)](#).
- For general requests and complaints, applications are made through the Rectorate Communication Center (RIMER); the requests are directed to the relevant Dean's Office for resolution.
- Students can communicate directly with the Dean of the Faculty through the QR code application.
- Feedback is collected instantly and in multiple ways through the faculty website, social media accounts and student representatives. Various digital groups are actively used to ensure effective communication among students.

### **2. Survey and Feedback Practices:**

The following surveys are regularly conducted to monitor and improve student satisfaction:



- Course Evaluation Questionnaire
- Program Evaluation Questionnaire
- Counselor Evaluation Questionnaire
- General Satisfaction Survey
- Graduation Survey

The data obtained through these surveys allow for the improvement of the quality of education and planning in line with student expectations.

### 3. Student Representation and Participation:

Student representatives elected at the undergraduate and graduate levels attend the Faculty Academic Board and relevant commission meetings and share students' demands, complaints and suggestions with the administration.

### 4. Counseling Mechanisms:

Our faculty has an effective advising system structured to provide support to students. Students can easily reach their advisor lecturers via e-mail and [UBS](#) message module. Advisors guide students in both academic and social processes.

### 5. Continuity and Engagement with Alumni:

The Alumni Information System is actively used to ensure that students continue their ties with the university after graduation. This system includes contact information, social media addresses, personal websites and CV data, and tracks the social and professional status of alumni. Social, cultural and professional events are organized to strengthen solidarity between graduates and students.

Thanks to this holistic structure, students are actively involved not only in the educational process but also in strategic decision-making and quality assurance.

## **External Stakeholders**

Our faculty cooperates with external stakeholders at the institutional level in areas such as improving the quality of education and training, developing service collaborations and planning cultural and social activities. In this context, feedback from external stakeholders is regularly received through both survey applications and consultation meetings and is directly reflected in decision-making processes.

The Advisory Board consists of representatives from the Presidency of Religious Affairs, Special Provincial Administration, Directorate of National Education, Yalova Provincial Mufti's Office, non- governmental organizations (NGOs), and students. It meets at the invitation of the Dean's Office in

accordance with the quality calendar; additional meetings are planned when deemed necessary. The structure, duties and responsibilities of the Board and the principles regarding its functioning are determined within the framework of the "Advisory Boards Principles".

An Advisory Board has also been established to contribute to the vision set by the Faculty. The activities of this board are carried out in line with the "Principles of Advisory Boards"

and contribute to the development of collaborations and external stakeholder analysis. All these processes are recorded and monitored within the framework of Quality and Accreditation. In this way, external stakeholder views are not only received but also systematically integrated into decision-making processes.

Subject	A.3.1. Participation of Internal and External Stakeholders in Quality Assurance, Education, Training, Research and Development, Social Contribution, Management and Internationalization Processes
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission Application Deanery Evaluation Quality and Accreditation High Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Dean's Office
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives, Administrative Staff External Stakeholders Advisory Board
Application Areas	All units of the faculty
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Academic Boards Applied Surveys
Performance Indicators	Performance Reports Meeting Reports RIMER Academic staff satisfaction rate Administrative staff satisfaction rate Student's overall satisfaction Graduate satisfaction rate Stakeholder satisfaction rate Employer satisfaction rate Course satisfaction rates Family survey Number of requests, suggestions and petitions and the number of responses Number of requests received to the student e-mail address and the number of responses
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	<a href="#">University Information System (UBS)</a> <a href="#">Faculty Website</a>
	RIMER

#### A.4. Internationalization

Our faculty adopts the principle of internationalization as one of its main strategic goals, integrated with its quality assurance system, education-training processes and research-development activities. In this context, there is an Internationalization Policy prepared in

accordance with the mission and vision of our faculty. This policy is planned to increase global competitiveness and academic visibility in higher education.

The activities carried out in line with our internationalization policy consist of multidimensional components such as student and faculty mobility, international academic collaborations, joint scientific projects, publications, foreign student admission and multilingual curriculum design. All these processes, the quality assurance principles determined by [the Higher Education Quality Council \(YÖKAK\)](#), the outputs obtained [from Yalova University External Relations Coordination Office the International Student Coordination Application and Research Center](#) and are monitored and reported by the faculty quality commissions.

#### A.4.1. Internationalization Policies

In line with the general strategic goals of our university, our faculty adopts developing and sustaining international collaborations as a fundamental priority. In this context, it aims to increase our academic interaction and visibility at the global level by encouraging original and qualified scientific production in the field of theology in line with our mission and vision. With the aim of making an international contribution to theology research, it is aimed to develop a globally recognized approach by supporting scientific studies enriched with original thought structures. In this framework, supporting the international research of young academics in particular brings along an intellectual mobility that will contribute to the development of our discipline at a universal level.

Our faculty implements multifaceted strategies to increase the international scientific activity of our faculty by supporting the academic activities of our faculty and students abroad. In this direction, active participation in international exchange programs, especially Erasmus+ , Farabi and Mevlâna Exchange Programs, is maintained; activities that will strengthen the global academic connections of our academic staff and students are encouraged.

In addition, various collaborations are developed for our academic staff to take part in international academic networks and their participation in joint projects (Erasmus+ KA130) is supported. Through these activities, both academic diversity and cultural richness are ensured, and the internationalization process carried out in line with the principles of quality assurance supports the visionary structure of our faculty.

As in previous years, we will continue to host international students and academics in our faculty and reinforce the relations in this direction. In line with the strategic goals of Yalova University; it is aimed to increase cooperation with other countries within the scope of exchange programs, especially at undergraduate and graduate level. Thus, the vision of becoming a regional center of attraction and contributing to theological research at regional and global level will be strengthened.

Within the scope of the Erasmus+ program, which is one of the main components of our internationalization policy; increasing the number of student exchanges, expanding the variety of joint projects and increasing interactions with international academics are among our main priorities. With this strategy, knowledge and experience sharing is encouraged, quality assurance and internationalization are brought into an integrated structure, and our faculty is aimed to be a structure that contributes scientifically both locally and

internationally.

The Unit Quality Coordinatorship ensures regular follow-up and control of the activities related to the internationalization policies of the faculty. In line with the findings obtained in these processes, develops suggestions for improvement and submits these suggestions to the Dean's office in the form of a report to be submitted to the Quality Commission for evaluation.

The Quality Commission convenes at least 4 times a year, examines the reports from the relevant coordinatorships with a holistic approach and submits the final report containing its evaluations to the Dean's Office. The Dean's Office implements the necessary updates and structural improvements, taking into account the evaluations determined by the commission and the opinions received from stakeholders.

Subject	A.4.1. Internationalization Policy
Responsible Unit(s)	Planning Dean's Office, Quality Commission, Quality and Accreditation High Commission, Internationalization Working Group Application Deanery Evaluation: Dean's Office, Quality and Accreditation High Commission Improvement Quality and Accreditation High Commission, Dean's Office, Internationalization Working Group Approval: Dean's Office
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders: Advisory Board, Turks Abroad and Related Communities (YTB), Presidency of Religious Affairs (DİB) <a href="#">International Student Coordination Application and Research Center</a> <a href="#">Yalova University Foreign Relations Coordination Office</a>
Application Areas	All areas covering international education and training activities
Monitoring Mechanisms	Face-to-face and online meetings, Internationalization Working Group, Academic Boards Applied Surveys
Performance Indicators	Number of International Students, Number of participation in Erasmus+, Mevlana and Farabi programs Number of organizing and participating in international events Erasmus Information,
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	University Information System (UBS) Faculty Web Page

#### A.4.2. Management and Organizational Structure of Internationalization Processes

Internationalization activities in our faculty are carried out with an institutional organization model structured within the framework of the internationalization policy. The main components of this structure are the Dean of the Faculty, the relevant Vice Dean, the Quality and Accreditation High Commission and the Internationalization Working Group.

The Internationalization Working Group is the unit primarily responsible for the planning,

implementation, monitoring and evaluation of internationalization processes. The Working Group continues its activities with the aim of shaping the international academic relations of our faculty in accordance with strategic goals.

The process is monitored from a quality assurance perspective by the Unit Quality Coordinator. The Coordinatorship regularly monitors the activities in the field of internationalization, identifies areas for improvement and submits reports containing suggestions for improvement to the Dean's Office for submission to the Quality Commission. The Dean's Office plans and implements the necessary improvements in line with the evaluations of the Quality Commission and taking into account the contributions of relevant stakeholders. In this way, internationalization processes are continuously updated and developed on the basis of the principle of sustainability within the institutional integrity.

Subject	A.4.2. Management and Organizational Structure of Internationalization Processes
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission, Internationalization Working Group Application Deanery Evaluation: Dean's Office, Quality Commission, Quality and Accreditation High Commission, Internationalization Working Group Improvement Quality and Accreditation High Commission, Dean's Office, Internationalization Working Group Approval: Dean's Office
Stakeholders	Internal Stakeholders: Academic Staff, Administrative Staff, Students, External Stakeholders: Advisory Board, International Student Coordination Application and Research Center, Yalova University Foreign Relations Coordination Office
Application Areas	All areas covering international education and training activities
Monitoring Mechanisms	Face-to-face and online meetings, Internationalization Commission, Academic Boards Applied Surveys
Performance Indicators	Number of International Students, Number of participation in Erasmus+, Mevlana and Farabi programs Number of organizing and participating in international events Erasmus Information Number of International Collaborations
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	University Information System (UBS) Faculty Web Page

#### A.4.3. Internationalization Resources

The sustainability of the internationalization activities of our faculty is primarily ensured by the financial resources provided from the budget allocated by our university. However, additional resources that support internationalization goals also play an important role. In this context:

- International research grants provided by various public institutions, especially TÜBİTAK,
- Bilateral cooperation agreements with universities abroad,
- Exchange programs such as Erasmus+, Farabi and Mevlâna,
- Support programs offered by public institutions, private organizations and individual donors, The faculty is among the main resources that contribute to the internationalization strategy of our faculty. The effective and transparent management of these resources is regularly monitored by the Unit Quality Coordinator. The coordinatorship prepares detailed reports on these processes, including the developments and improvements needed, if any, and submits them to the Dean's Office for submission to the Quality Commission.

The Quality Commission convenes and evaluates the reports from all units. The evaluations made are processed by the Dean's Office, taking into account stakeholder opinions. If deemed necessary, arrangements are made. This ensures a participatory and quality-assured approach to the planning, use and development of internationalization resources.

Subject	A.4.3. Internationalization Resources
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission, Internationalization Working Group Application Deanery Evaluation: Dean's Office, Quality and Accreditation High Commission, Internationalization Working Group Improvement Quality and Accreditation High Commission, Dean's Office, Internationalization Working Group Approval: Dean's Office
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders: Advisory Board, Student Coordination Application and Research Center, Foreign Relations Coordinatorship
Application Areas	Academic staff, students, all departments, national and international organizations
Monitoring Mechanisms	Face-to-face and online meetings, Internationalization Working Group, Academic Boards Applied Surveys
Performance Indicators	Budget allocated to international education and training, Number of International Students, Number of participation in Erasmus+, Mevlana and Farabi programs Number of International Collaborations
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	University Information Management System (UBYS) Faculty Web Page

#### A.4.4. Monitoring and Improving Internationalization Performance

The Internationalization Working Group systematically collects performance data on the faculty's internationalization activities at the end of each academic year. This data is obtained by collecting and analyzing stakeholder opinions and evaluating current practices. In line with these analyses, the Commission determines the performance indicators targeted to be achieved for the next academic year. In this process, the Unit Quality Commission regularly monitors and evaluates the work carried out by the External Relations Coordinatorship and submits its suggestions for improvement to the Dean's Office. The Dean's Office plans improvements in line with the suggestions received and organizes consultation meetings with the relevant units. In these meetings, the outputs and suggested improvements are restructured and integrated into the processes through the Internationalization Commission. In its meetings, the Quality Commission examines the reports from all sub-commissions and coordinatorships with a holistic approach. In the light of the evaluations obtained, the Dean's Office restructures the process by taking into account the opinions of both internal and external stakeholders and implements the necessary improvements.

Subject	A.4.3. Monitoring and Improving Internationalization Performance
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission, Internationalization Working Group Application Deanery Evaluation: Dean's Office, Quality and Accreditation High Commission, Internationalization Working Group Improvement Quality and Accreditation High Commission, Dean's Office, Internationalization Working Group Approval: Dean's Office
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders: Advisory Board, International Student Coordination Application and Research Center, Coordinatorship of Foreign Relations
Application Areas	Academic staff, students, all departments, national and international organizations
Monitoring Mechanisms	Face-to-face and online meetings, Internationalization Working Group, Academic Boards Applied Surveys
Performance Indicators	Budget allocated to international education and training, Number of International Students, Number of participation in Erasmus+, Mevlana and Farabi programs Number of International Collaborations
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	University Information Management System (UBYS) Faculty Web Page



## B. EDUCATION AND TRAINING

### B.1. Design and Approval of Programs

#### B.1.1. Design and Approval of Programs

The faculty designs undergraduate programs in line with the mission, vision and strategic goals of Yalova University, considering the needs of the society and in accordance with higher education standards. The opinions and suggestions of internal and external stakeholders are systematically consulted in the development of programs; stakeholder participation is considered as an integral part of the quality assurance process.

Program outcomes are structured in the form of measurable and observable learning outcomes, taking into account [the Turkish Higher Education Qualifications Framework](#) (TYYÇ), the relevant Field Qualifications (AY) and the standards set by the [Theatrical Accreditation Agency](#) (IAA). In line with these outcomes, course curricula are designed, outcomes are defined for each course, and appropriate teaching methods and assessment and evaluation strategies are determined to ensure access to these outcomes.

Course contents and lesson plans are structured in a way to ensure that these learning outcomes are effectively acquired by students during the fourteen-week education process. The faculty plans the workload of each course in a balanced, consistent and appropriate manner in accordance with the learning outcomes by considering the European Credit Transfer System (ECTS) load; these plans are published on [Yalova University Education Information System](#) (EIS), which is open to access by all stakeholders.

In the program design process, not only academic qualifications but also social contribution policies are taken into consideration. The processes of determining, implementing and updating program objectives, outcomes and course outcomes are carried out based on the Plan-Do-Check-Act (PDCA) cycle within the framework of [Yalova University Associate Degree Education and Training Regulation](#) and [Yalova University Undergraduate Education and Training Regulation](#).

The Faculty systematically seeks the opinions and suggestions of internal and external stakeholders in the design and updating of programs. Program drafts created by the Department Heads are discussed and decided by the Faculty Executive Board after consultation with stakeholders. The program approved by the Faculty Executive Board is submitted to the University Senate for approval through the Dean's Office. With the approval of the Senate, the process is completed, the relevant programs are published in [the Education Information System](#) and shared with the public on the University's corporate website and other digital platforms.

[The Education and Training Development Commission](#) is responsible for monitoring and evaluating the implementation of the programs. In addition, [the Education and Training Development Commission](#) meets periodically to evaluate the quality level of education and training processes and submits these evaluations as a report to the Dean's Office. Taking these reports into account, the Dean's Office conducts interviews with internal and external stakeholders and initiates the necessary improvement efforts.



Subject	B.1.1. Design and Approval of Programs
Responsible Unit(s)	Planning Department Heads, Education and Training Development Commission
	Application Deanery Evaluation: Dean's Office and Education and Training Development Commission Improvement: Deanery
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards Education and Training Development Commission Reports Faculty Board of Directors and Senate Decision Records Alumni Feedback External Stakeholder Opinion Collection Process Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys
Performance Indicators	Integrated Quality Management System (IQMS) Stakeholder Engagement Rate Number of Updated Programs Education Information System Up-to-Date Rate Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results Course Evaluation Survey Results Graduate Student Survey Results Courses and Information Packages in the Islamic Sciences Program Program and Learning Outcome Relationship Table Faculty of Islamic Sciences Program Objectives Faculty of Islamic Sciences Program Outcomes
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

### B.1.2. Alignment with Program Objectives, Outcomes (Program Outcomes and Discipline Specific Outcomes) and IAA Criteria

The program objectives of the Faculty consist of general objectives defined on the basis of career goals, professional competencies and expectations that graduates are expected to have. Program outcomes include the knowledge, skills and competencies that students are expected to acquire during the education and training process.

Program objectives, program outcomes and program-specific criteria are determined in line with [the Turkish Higher Education Qualifications Framework \(TYYÇ\)](#) and the criteria of [the Theology Accreditation Agency \(IAA\)](#) and within the framework of the Plan-Do-Check-Act (PDCA) based continuous improvement cycle, by taking the opinions of internal and external stakeholders. This process is carried out under the coordination of the Faculty [Education and](#)

[Training Development Commission](#). Compliance control and monitoring activities are carried out regularly and suggestions for improvement are submitted to the Dean of the Faculty in line with the findings obtained.

The effectiveness of program objectives and outcomes is monitored and evaluated through program evaluation surveys, graduation surveys, stakeholder workshops and data obtained from the Education Catalog module accessed through [the University Information Management System](#) (UBYS).

Subject	B.1.2. Compliance with program objectives, outcomes (program outcomes and discipline-specific outcomes) and IAA criteria
Responsible Unit(s)	Planning Education and Training Development Committee Implementation Dean's Office, Education and Training Development Commission Evaluation: Dean's Office, Education and Training Development Commission Improvement: Dean's Office, Education and Training Development Commission
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards Education and Training Development Commission Reports Faculty Board of Directors and Senate Decision Records Alumni Feedback External Stakeholder Opinion Collection Process Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys
Performance Indicators	Integrated Quality Management System (IQMS) Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results Course Evaluation Survey Results Graduate Student Survey Results Courses and Information Packages in the Islamic Sciences Program Program and Learning Outcome Relationship Table Faculty of Islamic Sciences Program Objectives Faculty of Islamic Sciences Program Outcomes
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

### B.1.3. Matching Course Outcomes with Program Outcomes and Discipline Specific Outcomes

At the institution, all processes related to the determination and updating of program objectives, program outcomes, program-specific criteria and course outcomes are carried out within the framework of the continuous improvement mechanism based on the PDCA cycle.

In this context, taking into account the objectives and activities in the strategic plan of the institution, internal stakeholders (teaching staff) meet periodically and form a consensus on the course outcomes that will ensure the realization of program outcomes. Course outcomes are prepared on the basis of knowledge, skills and competencies in accordance with the Turkish Higher Education Qualifications Framework (TYYÇ). These outcomes are determined together with internal stakeholders under the coordination of the relevant department head and presented at the department meeting. The course outcomes accepted at the department meeting are submitted to the Dean of the Faculty for approval. The Dean's Office of the Faculty is responsible for the preparation of student-centered teaching environments, meeting the training needs of the teaching staff, creating course programs and similar academic processes for the implementation of the approved course outcomes.

Students' achievements related to course outcomes are evaluated through measurement tools such as exams, homework, applications and projects. Corrective and preventive measures are taken for course outcomes that are observed to be insufficient at the level of realization. Course outcomes that are found to be deficient or excessive in the level of realization are updated in line with the opinions of the relevant Department Heads and the [Education and Training Development Commission](#) and submitted to the Dean's Office. The Dean of the Faculty is responsible for implementing these updates and carrying out the improvement processes.

Subject	B.1.3. Program Outcomes and Discipline Specific Outcomes of Course Outcomes Pairing with
Responsible Unit(s)	Planning Department Heads, Education and Training Development Commission Application Deanery Evaluation: Department Heads, Education and Training Development Commission Improvement: Deanery
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards Education and Training Development Commission Reports Faculty Board of Directors and Senate Decision Records Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys

Performance Indicators	Integrated Quality Management System (IQMS) Number of Updated Learning Outcomes Corrective/Preventive Measure Implementation Rate Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results Course Evaluation Survey Results Graduate Student Survey Results Courses and Information Packages in Islamic Sciences Program Program and Learning Outcome Relationship Table Faculty of Islamic Sciences Program Objectives Faculty of Islamic Sciences Program Outcomes
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

#### B.1.4. Structure of the Program and Course Distribution Balance (Compulsory-Elective Course Distribution Balance; Balance of Field and Vocational Knowledge and General Culture Courses, Gaining Cultural Depth, Opportunities to Know Different Disciplines)

The Faculty conducts its education within the framework of [Yalova University Associate Degree Education and Training Regulations](#) and [Yalova University Undergraduate Education and Training Regulations](#). The curriculum, which aims to realize the teaching objectives of the Faculty, is systematically structured and implemented through the Education Catalog in [Yalova University Information System](#). In the Education Catalog module, the purpose, content, category, learning outcomes, teaching methods, weekly course topics, resources, level of compliance with program outcomes, assessment and evaluation methods, and ECTS-workload distribution of each course are defined under separate tabs and are open to access by all academic and administrative stakeholders.

The faculty adopts a student-centered and competency-based approach in assessment and evaluation processes. The assessment tools of each course are planned to be compatible and diverse with the learning outcomes of the course. In addition to written exams, alternative methods such as projects, assignments, presentations, performance practices and portfolios are used to comprehensively assess students' different knowledge and skills. All assessment criteria and weights are clearly announced to students at the beginning of the semester. Students receive detailed feedback on their exams and work so that the assessment process also becomes a learning opportunity. Assessment results are regularly analyzed and reported in order to monitor the level of achievement of program learning outcomes and to make improvements in educational processes when necessary.

Course contents are created in order to provide students with the program outcomes of the Faculty within a 14-week period; the student workload of each course is determined in accordance with ECTS principles and in a balanced manner. At the beginning of each semester of the education process, at the department meetings held within the Departments of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Sciences;

the contents of the current compulsory and elective courses, achievements, methods and techniques used, students' success levels and similar issues are evaluated; decisions are taken for continuous improvement with the contributions of internal and external stakeholders.

In line with this evaluation process, adjustments are made in the content of the current courses and plans are made to include new courses in the program when deemed necessary. In this context, a call for new elective course proposals is made by the heads of departments to the lecturers; the relevant lecturers submit their proposals to the heads of departments together with their course information forms and justifications. The proposals approved by the department are forwarded to the Faculty Executive Board; after the approval of the board, they are sent to the Rectorate for the approval of the Senate. The course approved by the Senate is added to the elective course pool.

In addition, the Faculty periodically collects preliminary request forms in order to monitor student demands in elective course planning; the elective courses planned to be opened in line with the interests and orientations of the students are determined.

ISLPF404 Teaching Practicum course, which is included in the curriculum of the Faculty, is implemented to support the professional development of pre-service teacher students, and the practice part of the course is carried out in cooperating secondary education institutions. Within the scope of this course, pre-service teachers participate in practice studies that will enable them to prepare for the teaching profession in a more qualified way and gain the competence to use the general culture, field knowledge and pedagogical formation knowledge they have acquired during their education in real educational environments. During the practicum process, prospective teachers gain knowledge and experience about school culture, school climate, professional ethics and attitudes and behaviors required by the teaching profession.

The practicum process is carried out in practice schools affiliated to the Ministry of National Education under the guidance of the practicum teacher and the faculty advisor lecturer in accordance with a 12- week calendar. The planning, execution and evaluation processes of this course are carried out in cooperation with [the Pedagogical Formation Coordinatorship](#). The coordinatorship determines the general framework of the application process, creates standard documents and portfolio format, and ensures the integrity of the application in regular communication with instructors and school counselors.

Students' practices are not limited to classroom observations and lectures; they are systematically structured through [the Teaching Practice Portfolio File](#). The current format and user guide of the portfolio file is available on [the Pedagogical Formation Coordinatorship](#) web page. This file contains many components such as weekly activity plans, lesson plans, observation reports, evaluation forms, presentation rubrics, student attendance charts and written feedback from instructors. In particular, lesson plans and lectures are evaluated with structured rubrics. The observing lecturer and the practicum teacher provide both written and verbal feedback to the prospective teacher on the contents of the portfolio; thus, the student has the opportunity to recognize and improve the aspects open to improvement before the end of the implementation process. The portfolio, which is submitted in full at the end of the semester, is used as the main assessment tool for monitoring the candidate's professional

development and measuring the level of success. Planning regarding the structure of the program and the balance of course distribution is organized through board meetings, implementation processes are systematically monitored and findings are evaluated with stakeholder contributions.

Subject	B.1.4. Structure of the Program and Course Distribution Balance (Compulsory-Elective Course Distribution Balance; Field and Vocational Knowledge and General Culture Balance of Lessons, Gaining Cultural Depth, Different Disciplines Recognition Possibilities)
Responsible Unit(s)	Planning Faculty Board, Pedagogical Formation Coordinatorship Application: Dean's Office, Faculty Executive Board, Pedagogical Formation Coordinatorship Evaluation: Dean's Office, Pedagogical Formation Coordinatorship Improvement: Dean's Office, Faculty Executive Board, Pedagogical Formation Coordinatorship
Stakeholders	Internal Stakeholders Academic Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards Education and Training Development Commission Reports Faculty Board of Directors and Senate Decision Records Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys IMS Training Catalog Data Faculty Executive Board and Department Meeting Minutes Pedagogical Formation Portfolio Evaluation Forms
Performance Indicators	Integrated Quality Management System (IQMS) Compulsory-Elective Course Ratio Field-Vocational-General Culture Distribution Ratio Student Satisfaction Survey Results
	Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results Course Evaluation Survey Results Graduate Student Survey Results Courses and Information Packages in the Islamic Sciences Program Program and Learning Outcome Relationship Table Faculty of Islamic Sciences Program Objectives Faculty of Islamic Sciences Program Outcomes Teaching Practice Portfolio Submission Rate Number of Annual Curriculum Revisions
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS)-Training Catalog Electronic Document Management System (EBYS) Corporate Website

### B.1.5. Student Workload Based Design

Within the scope of the Bologna Process, European Credit Transfer System (ECTS) credits



are taken as basis in the evaluation of the courses within the program according to the student workload. In order to ensure the effective participation of students in the Islamic Sciences program and to make the learning processes more qualified, the evaluation and crediting of courses based on workload in line with the student-centered teaching approach is structured with ECTS principles.

The ECTS value of each course is determined on the basis of the total time that the student must spend in order to successfully complete the course in question. In this context, student workload is calculated by taking into account the number and duration of components such as course duration, out-of-class individual study time, homework preparation, midterm exam preparation, midterm exam, final exam preparation, final exam, presentation preparation and presentation, project preparation, report writing, application activities and field work.

Detailed program and course-based information of the relevant academic units can be accessed through the Bologna Information Package, which can be accessed through the "ECTS/ECTS" tab on the Yalova University website. The Dean's Office updates the course-related data at the beginning of each new academic year through [the University Information Management System](#) (UBYS), taking into account the results of the student evaluation survey for the course offered in the previous academic year and the opinions of internal and external stakeholders.

Students carry out course selection and registration procedures within the framework of [Yalova University Associate Degree Education and Training Regulations](#) and [Yalova University Undergraduate Education and Training Regulations](#). Course design and evaluation processes based on student workload are carried out by the Faculty Board. The quality assurance dimension of the process is monitored by [the Education and Training Development Commission](#) and the [Quality Assurance System Development Commission](#), and the relevant findings and suggestions are reported to the Dean's Office in certain periods. The Dean's Office plans and implements the necessary improvement steps in line with the evaluations of the Commissions and the contributions of stakeholders.

Subject	B.1.5. Student Workload Based Design
Responsible Unit(s)	Planning Education and Training Development Commission and Quality Assurance System Development Commission Application Dean's Office, Faculty Board Evaluation: Dean's Office, Education and Training Development Commission and Quality Assurance System Development Commission
	Improvement: Dean's Office, Faculty Board
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)

Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards Course Information Forms and UBYS Updates Education and Training Development Commission Reports Faculty Board of Directors and Senate Decision Records Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys Faculty Executive Board and Department Meeting Minutes Faculty Quality Commission Meeting Minutes
Performance Indicators	Integrated Quality Management System (IQMS) Feedback from Students Instructor Feedback Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results Course Evaluation Survey Results Graduate Student Survey Results Courses and Information Packages in the Islamic Sciences Program Program and Learning Outcome Relationship Table Faculty of Islamic Sciences Program Objectives Faculty of Islamic Sciences Program Outcomes Ratio of Updated Course Information Forms
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS)-Training Catalog Electronic Document Management System (EBYS) Corporate Website

#### B.1.6. Measurement and Evaluation

At the Faculty, the processes regarding the measurement and evaluation of students' academic achievements are carried out on the basis of "Examinations and Evaluation" in [Yalova University Associate Degree Education and Training Regulations](#) and [Yalova University Undergraduate Education and Training Regulations](#). In this context, it is aimed to evaluate students' learning levels in a multidimensional way; it is essential to utilize more than one method and tool in measurement and evaluation processes. The evaluation components of each course are defined through the Course Information Package in the Yalova University Information System, and the course duration, out-of-class individual study time, midterm, quiz, homework, presentation, and similar activities are specified in detail.

At the faculty, data on the assessment and evaluation process of the course and the results of the assessment are made available to students through [the Student Information System](#) and shared by the instructors in a timely and transparent manner. On the other hand, in order to ensure the equal participation of students with special needs in academic processes, assessment and evaluation methods are adapted in line with individual needs; in this context, the Faculty Dean's Office acts in cooperation with Yalova University [Disabled Students Unit](#), [University Without Barriers Coordinatorship](#) and

[Disability Studies Application and Research Center](#). In this way, it is ensured that students with different learning needs benefit from fair, accessible and pedagogically appropriate



assessment and evaluation processes.

The framework in [Yalova University Associate Degree Education and Training Regulations](#) and [Yalova University Undergraduate Education and Training Regulations](#) is applied in the assessment and evaluation of the courses. In this direction, the success grade of each course is determined as the sum of 40% of the midterm exam grade and 60% of the semester / year-end exam grade. In courses based on projects, homework, presentations, performance practices and portfolio applications, the weight of the mid-term and final exams and the weight of the mid-term and final exams are determined by the instructor responsible for the course. In this framework, the weights of the semester / year studies, semester / year exams and semester / year-end exams, which are taken as basis for the evaluation of a course, are submitted to the relevant department head by the instructor who teaches the course and announced to the students by the department head within the first two weeks of the semester / year.

Students who do not participate in the final and make-up exams at the faculty are considered unsuccessful by receiving the letter grade "FF" from the relevant course. A student who receives a letter grade of "DC" or "DD" from a course is considered to have conditionally succeeded in that course. However, in order for these courses to be considered successful in terms of graduation requirements, the student's Weighted Grade Point Average (GPA) must be at least 2.00. Students whose GPA is below 1.80 at the end of the semester are academically unsuccessful. Students in this situation cannot take new compulsory courses; they can only take appropriate elective courses from the next semester. The lower limit of academic failure can be increased by the decision of the Faculty Executive Board.

Unsuccessful students are obliged to repeat the courses that they have previously received the letter grade of "FF" or "FD" and are offered again in the current semester. They can repeat the courses in which they received the letter grades "DC" and "DD" if they wish. The new letter grade obtained from the repeated course is considered valid regardless of the previous success status and this last grade is taken as the basis for the AGNO calculation. This rule also applies to students whose GPA is above 1.80 and who repeat the courses they have conditionally passed in the lower semesters. Students who increase their GPA above 1.80 can continue their education in the following semester, provided that they do not exceed the upper credit limit determined for the current semester. These students are firstly obliged to retake the courses they failed with the letter grade of "FF" and "FD". Afterwards, they can take the courses of the lower semesters that they have not taken before. In case of a time conflict in the course schedule, students are required to take the courses of the lower semesters first. These arrangements are carried out within a system that allows for the objective, traceable and gradual improvement of student achievement; it is automatically monitored through [the University Information Management System](#) (UBYS) in each academic semester.

At the Faculty, the evaluation of students' academic achievement is based on the absolute evaluation system, and each student's Raw Success Grade (HBN) is converted into letter grades within certain intervals. The letter grade equivalents of HBN are determined in accordance with Table 1, which is prepared according to the standards specified in the relevant regulation and accepted by the Faculty. In the absolute evaluation system, after

calculating the student's HBN, fractional grades are rounded to the nearest whole number. In this framework, fractions of 0.50 and above are rounded to the next higher integer, while fractions of 0.49 and below are rounded to the next lower integer. This ensures fairness, transparency and standardization in the evaluation of student achievement grades. The HBN calculation method and letter grade mappings, which are taken as basis in determining the success grades for all students, are applied in accordance with [Yalova University Undergraduate Education and Examination Regulations](#) and entered into the system by the course instructors.

Table 1: HBN - Letter Grade Equivalents (According to Absolute Evaluation System)

Raw Success Grade (HBN) Range	Letter Grade	Coefficient	Success Status
90 - 100	AA	4.00	Passed (Successful)
85 - 89	BA	3.50	Passed (Successful)
80 - 84	BB	3.00	Passed (Successful)
75 - 79	CB	2.50	Passed (Successful)
65 - 74	CC	2.00	Passed (Successful)
58 - 64	DC	1.50	Conditional Pass
50 - 57	DD	1.00	Conditional Pass
40 - 49	FD	0.50	Failed (Failed)
0 - 39	FF	0.00	Failed (Failed)
-	YT	0.00	Adequate
-	YZ	0.00	Inadequate
-	MU		Exempt
-	DZ	0.00	Absent (Failed)
-	GR	0.00	Did not enter (Failed)

In order to increase the efficiency of the course, to ensure that students are informed about current issues and to improve their written and oral communication skills and teamwork competencies, the faculty members assign various homework assignments and make presentations to the students. The contribution rates of such in-course activities to the success grade are clearly announced at the beginning of the semester in order to increase students' awareness of the evaluation processes and are specified by the instructor in the Course Information Package in the [University Information Management System](#) (UBYS). In case such homework, practice and similar activities are included in the evaluation, the instructor of the relevant course applies to the Dean's Office of the Faculty at the beginning of the semester with a petition explaining the details of the application and announces the relevant information on the system.

If the students who cannot attend the midterm exam apply to the Faculty Dean's Office with a petition within five working days at the latest from the end of their excuse, their requests are evaluated by the Faculty Administrative Board and an excuse exam is opened to the students whose excuses are accepted. The make-up exam is held within the same semester on the day, time and place determined by the Dean of the Faculty. Except for midterm exams, students are not entitled to make-up exams for any other exams.

The Dean of the Faculty is responsible for conducting the exams in an orderly, reliable and

academic manner. Procedures such as the preparation of exam programs for educational processes, making exam assignments for instructors and invigilators are carried out under the coordination of the Vice Dean for the relevant academic year. The duty of proctoring in the implementation of the exams is carried out by research assistants and / or faculty members deemed appropriate by the Faculty Administrative Board. The date, time, hall information regarding the exams and the rules to be followed during the exams are announced to the students on the Faculty web page.

In order to carry out the exam processes carried out at the Faculty in a transparent, secure and student- oriented manner, the exam results are announced on Yalova University Student Information System (UBS). Students can log in to the system with their usernames and passwords and follow only their own exam grades and education processes. Instructors, on the other hand, have the right to access education and examination processes only within the scope of the courses defined to them. The UBS system ensures information security by allowing user-based authorization definitions. These authorizations are carried out by the Student Affairs Department.

Regarding the exam results, students can object to the exam results in terms of material errors within three working days from the date of announcement. Such objections are made to the relevant department

head with a written petition and forwarded to the instructor of the relevant course by the department head. The instructor examines the exam papers and exam tables within three working days and makes the necessary evaluation. If a material error is detected, the situation is forwarded to the Faculty Dean's Office through the department chairmanship and the issue is discussed at the Faculty Administrative Board. The result of the evaluation is notified to the student within fifteen days.

Attendance is compulsory in the formal education programs of the Faculty. Attendance is monitored by the instructor of the course through roll calls. Students are required to attend at least 70% of the theoretical courses and at least 80% of the practical courses in order to take the final exam of a course at the end of the semester / year or internship. Students who do not meet this requirement are determined by the instructor at the end of the semester and this situation is announced on the Student Information System following the end of the course.

Students who cannot attend classes due to events officially assigned by the university such as sports matches, culture and arts activities and competitions are not counted as absenteeism when calculating the attendance obligation. However, the total absenteeism period of a student, including such periods of leave, cannot exceed 50% of the total hours of the relevant course in the semester/year. If this limit is exceeded, the student is considered unsuccessful in the relevant course. Absences due to a medical report and all other excuses are considered as absenteeism within the scope of attendance obligation and are included in the total absenteeism period of the course.

In order to monitor the effectiveness of education and training processes and to support a culture of continuous improvement, the faculty systematically collects student feedback on program outcomes, course learning outcomes and course objectives. In this context, periodic surveys for continuing students and follow-up surveys for graduates are conducted.

The surveys are administered online through the National Information Management System (NIMS) in order to receive feedback from students and faculty members. The data obtained from the surveys are analyzed by the Faculty Dean's Office and the results are reported and areas for improvement are identified. When deemed necessary, the relevant files are forwarded to [the Education and Training Development Commission](#) for evaluation of these areas. The Commission submits its suggestions and recommendations to the Dean's Office in writing as a result of its meetings. The Dean's Office, taking into account the opinions of the commission, shares the identified deficiencies with the relevant department heads and units and ensures that necessary measures are taken. All official correspondence regarding these procedures is carried out and recorded by the administrative staff of the Faculty.

On the other hand, documents related to the examination processes of all courses in the Faculty curriculum are regularly archived. In this context, exam question papers, answer keys and letter grade lists for each course are filed and kept securely. These documents allow for retrospective monitoring and auditing of the teaching process and also serve as a basis for quality monitoring activities. These archived documents and the reports prepared at academic board meetings are evaluated by the Faculty Board at regular intervals; decisions are taken and put into practice regarding the issues deemed necessary.

Subject	B.1.6. Measurement and Evaluation
Responsible Unit(s)	Planning Department Heads, Education and Training Development Commission Application Deanery Evaluation: Faculty Executive Board and Education and Training Development Commission Improvement: Dean's Office, Faculty Executive Board
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards Education and Training Development Commission Reports Faculty Board of Directors and Senate Decision Records Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys Faculty Executive Board and Department Meeting Minutes Faculty Executive Board Excuse and Appeal Decisions

Performance Indicators	Integrated Quality Management System (IQMS) Student Satisfaction Rate Academic achievement statistics Diversity of Course-Based Assessment Methods Indicator of Suitability for Students with Special Needs Compassionate Application Coverage Rate Material Error Application Process Response Rate Ratio of Archived Examination Documents Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results Course Evaluation Survey Results Graduate Student Survey Results Courses and Information Packages in the Islamic Sciences Program Program and Learning Outcome Relationship Table Faculty of Islamic Sciences Program Objectives Faculty of Islamic Sciences Program Outcomes
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

## B.2. Student Admission and Development

### B.2.1. Student Admission and Recognition and Crediting of Prior Learning (Knowledge and Skills Acquired through Formal Education, Non-Formal Education and Independent Learning)

The institution offers two programs at the undergraduate level: 100% Turkish Islamic Sciences Program and 100% Arabic Islamic Sciences Program.

#### **First Registration**

Student admission to the formal education programs of the faculty is carried out according to the results of the central placement exam conducted by the Measurement, Selection and Placement Center (ÖSYM). Placement procedures are carried out according to the verbal (PROMPT) score type and preference order of the candidates, and the candidates gain the right to register in accordance with the principles and principles determined by the Higher Education Council (YÖK), ÖSYM and the Rectorate. This process is carried out in accordance with the relevant provisions of the Higher Education Law No. 2547 and the registration-admission legislation of Yalova University.

Candidates who are placed in the faculty as a result of central placement perform their pre-registration procedures online within the announced periods. After the pre-registration process, they are obliged to complete their final registration by applying to the relevant registration offices in person with the documents required for registration. The applications of candidates who submit incomplete documents during the registration process are not accepted.

It is the individual responsibility of the candidate to complete the final registration process

between the specified dates. Candidates who do not register within the specified period lose their registration rights. Yalova University Student ID Card is issued and delivered to students who successfully complete the final registration process. This ID card documents that the student has been officially admitted to the university and has gained the right to participate in educational activities.

The process of recognizing and documenting the knowledge, skills and competencies acquired by students registered at Yalova University Faculty of Islamic Sciences as a result of their participation in social activities organized by the university or public institutions during their education period is carried out within the scope of the Social Transcript application. In order for the social activities that students participate in to be recorded in the Social Transcript document, an official application must be made to the relevant activity and the necessary conditions must be met.

In special admission cases such as transfer, vertical transfer, double major, etc., predefined and announced procedures are followed. In addition, the Faculty clearly applies defined criteria and processes for the recognition, crediting and exemption of prior learning at the program level. The procedures for the recognition of the knowledge and experience that students have previously acquired through formal or informal means are carried out in accordance with [Yalova University Senate Principles on Course Equivalency and Adjustment Procedures](#). Students are obliged to submit their exemption requests arising from their previous education by applying to the relevant units in writing between the dates announced in the academic calendar before the start of each academic year. During the application process, the documents received from students (e.g. official certificates, educational documents certified by public institutions or letters of reference) are expected to meet the following qualifications

- Duration, scope and content of the activities documented,
- Knowledge, skills and competencies gained,
- The nature of the institution where the training/study takes place,
- Compatibility between the relevant activity and program outcomes.

The applications are evaluated by the Adjustment Commission established within the Faculty. The application schedule of the exams to be held regarding the applications deemed appropriate by the Commission, exam dates, exam results and final decisions are announced on the faculty's website in accordance with the provisions of [Yalova University Senate Principles on Course Equivalency and Adjustment Procedures](#). The aim of this application is to establish a student-centered and holistic learning monitoring system, to recognize formal and informal learning in a document-based manner, and to integrate students' individual learning histories into academic programs.

### **Turkish Islamic Sciences Program**

Yalova University Faculty of Islamic Sciences Turkish Undergraduate Program is structured in line with the basic principles of higher education, [the Turkish Higher Education Qualifications Framework](#) (TYYÇ) and the criteria of [the Theology Accreditation Agency](#) (IAA). The program aims to provide students with theoretical and practical knowledge in the field of Islamic sciences and to train them as individuals who can think integrated with contemporary

scientific developments.

The program offers a balanced curriculum in the fields of classical Islamic sciences, religious education, philosophy-religious sciences and Arabic language, enabling graduates to gain competence in both academic and professional fields. In this program, which is conducted in Turkish, it is aimed to develop

general competencies such as critical thinking, ethical sensitivity, social responsibility and communication skills along with field knowledge.

#### Curriculum and Academic Structure

The undergraduate program has a total of 4 years of education covering 8 semesters. Within the scope of the program:

- A balanced mix of compulsory and elective courses,
- Learning outcomes of each course are matched with program outcomes,
- A planned structure based on student workload has been adopted in accordance with the ECTS system.

The course plan is prepared by the Faculty Board and is continuously monitored and updated in line with the views of the [Education and Training Development Commission](#).

Assessment and evaluation processes in the program are structured to be transparent, fair, multidimensional and learning-oriented. Classical exams, project assignments, presentations, quizzes, semester practices and final exams are applied based on the success criteria announced in advance for each course. Assessment results are analyzed by instructors and used as feedback for both student development and the success of the program.

#### Educational Environment and Learning Resources

Turkish undergraduate program students are provided with modern learning environments and classroom interaction is supported. The learning process is supported by facilities such as library, digital databases, counseling services, and online content access. In addition, an academic advisor is assigned to each student and the academic development process is followed one-to-one.

The educational processes of the program are regularly monitored within the framework of the Plan- Do-Check-Act (PDCA) cycle. The data obtained through student, graduate and employer surveys are included in the curriculum improvement process; course contents and methods are updated based on feedback. The relationship between program outcomes and learning outcomes is reported by [the Education and Training Development Commission](#) at the end of each academic year and presented to the Faculty Board.

#### Arabic Islamic Sciences Program

It is one of the undergraduate programs carried out within the Faculty of Islamic Sciences at Yalova University. The program is a four-year undergraduate program that aims to enable students to become competent in the field of classical Islamic sciences and to gain academic proficiency in Arabic language. The program is designed based on [the Theology Accreditation](#)



Agency (IAA) and the Turkish Higher Education Qualifications Framework (TYYÇ). Student admission to the program is based on the results of the Higher Education Institutions Examination (YKS) conducted by the Measurement, Selection and Placement Center (ÖSYM), based on Verbal (SÖZ) score type. There is a compulsory Arabic preparatory class for all students enrolled in the program. Preparatory education and the four-year undergraduate program are carried out according to the curriculum determined by the Faculty.

This program aims to enable students to communicate directly with original sources by presenting the basic disciplines of Islamic sciences (tafsir, hadith, fiqh, theology, Islamic history, Arabic language and literature, religious education, philosophy and religious sciences) in Arabic. In addition, the program is structured in such a way that graduates will be able to establish academic communication at the international level, conduct research in two languages and apply for graduate studies abroad.

### **Curriculum and Academic Structure**

The program consists of 8 semesters and all courses are conducted in Arabic. Students;

- can start the program after successfully completing the Compulsory Arabic Preparatory Class.
- The curriculum consists of elective courses supported by basic Islamic disciplines, Arabic language and modern social sciences.
- The courses are planned based on ECTS load and the learning outcomes are structured in accordance with the program outcomes.
- The outcomes of each course are integrated into the knowledge, skills and competency levels defined in the TQF.

### **Assessment and Evaluation System**

- The assessment and evaluation system is designed to be multidimensional and appropriate to the content taught in Arabic:
- Written exams, oral exams, text analysis exercises, presentations, homework and translation work are used.
- Assessment criteria are announced in advance and take into account the knowledge-skills balance of each course.
- Students' competencies in text comprehension and academic discussion are assessed as well as their language proficiency.

### **Learning Environment and Learning Resources**

The lecturers teaching in the program are qualified to teach in Arabic language and the course materials are based on original Arabic sources. The courses within the scope of the program are given by lecturers who have at least one of the following qualifications:

- Foreign lecturers whose native language is Arabic,
- Instructors who have scored at least 85 points in nationally or internationally recognized Arabic exams (YDS, ILCE, ALPT, etc.).



All academic processes of the program are carried out based on the PDCA (Plan-Do-Check-Act) cycle:

- Student performances,
- Assessment and evaluation results,
- Stakeholder (graduate, employer, student) feedback,
- The curriculum development process takes into account comparisons with national and international theology programs.

The relevant analyses are reported to the Faculty Board at the end of each academic year and, if deemed necessary, the content, methods or assessment strategies are revised.

### **Compulsory Arabic Preparatory Class**

There is a compulsory Arabic Preparatory Class for all students enrolled in the Faculty's 100% Arabic Islamic Sciences Program. The Department of Arabic Language and Rhetoric is responsible for the academic coordination and execution of the preparatory education. All works and procedures related to the preparatory class are carried out by the Preparatory Class Coordinator in charge with the relevant department. Preparatory education is carried out within the framework of Yalova University Faculty of Theology Compulsory Arabic Preparatory Class Education-Training and Examination Directive; educational activities and exam practices are planned in accordance with the principles in this directive. Arabic Proficiency (Exemption) Exam is administered to students who have the right to study at the Faculty before the start of the academic year. Students who pass this exam are exempted from the preparatory class and start the undergraduate program directly.

Within the scope of the compulsory Arabic preparatory education applied at the Faculty, the Arabic exemption exam is held by the Preparatory Class Coordinatorship at the beginning of each academic year on the first day of the academic year in order to determine the current language proficiency level of the students. Exam dates and application details are announced at least one week before the exam via the university's official website and official social media accounts. This arrangement is planned to ensure that students attend the exams on time and in full. The Arabic Exemption Exam is a single-stage exam, and students who score at least 70 points are exempted from the preparatory class and have the right to start the undergraduate program directly. Students who fail the exam start Arabic preparatory education.

In addition, students who meet the following conditions can directly enroll in the undergraduate program without taking this exam:

- To have taken the Foreign Language Examination (YDS) conducted by ÖSYM within the last three years or to have at least 70 points from the exams accepted by YÖK,
- Graduating after completing the last three academic years in secondary education institutions in countries where Arabic is spoken as the mother tongue.

The foreign language preparatory program of the faculty is carried out in a modular structure consisting of four separate courses throughout the academic year. Preparatory education aims

to develop students' basic language skills; each course addresses reading, writing, listening and speaking skills with an integrated approach.

#### Course System and Education Structure

Preparatory class education consists of four separate courses, each consisting of approximately eight- week periods. In this structure, at the end of each course, students' language development is monitored and documented through multidimensional assessment tools. Within the course system, teaching materials and methods are diversified by taking into account the proficiency levels and learning speeds of the students.

#### Assessment Process

The following assessment components are defined to be applied in each course:

- Midterm Exam (Midterm): It is held in the middle of the course. The student's progress in the learning process is monitored.
- Final Exam: At the end of the course. The student's general proficiency at the language level is measured.
- Quiz/ Quizzes: Depending on the planning of the instructor during the teaching process.
- Final Exam and Make-up Exams: They are administered at the end of the academic year; they are assessment tools to evaluate students' proficiency in transition from the preparatory program.

The assessment tools used in the assessment system are structured to evaluate students' language skills holistically. The exams measure reading, writing, listening and speaking skills in a balanced way and the evaluation criteria are announced in advance.

#### Examination Implementation and Organization Principles

- Exams are administered in accordance with the academic calendar and integrated into the weekly course schedule.
- The dates of midterm and final exams are announced to students a reasonable time before the exams.
- Examination practices are carried out within the framework of standardized and auditable processes in line with the principles of assessment and evaluation.

The exams conducted in the preparatory class are used as a means of evaluating not only the individual achievements of the students, but also the effectiveness of the teaching process. At the end of each course, exam results are analyzed and the data obtained are evaluated by [the Education and Training Development Commission](#) and used for curriculum development and updating teaching strategies. Within the framework of the PDCA cycle, feedback mechanisms are in place to improve both teaching processes and exam practices.

#### Students Arriving via Foreign Student Examination (YÖS)

Yalova University Faculty of Islamic Sciences accepts international students to the Islamic Sciences Program in line with the university's internationalization strategy and the faculty's vision of education based on the principle of openness. This process is carried out in accordance with the provisions of [Yalova University Directive on International Student Admission](#)

and is coordinated by [the International Student Coordination Application and Research Center](#).

International student admission to the faculty is carried out on the basis of international exams accepted by the Yalova University Senate and high school graduation diploma scores, especially TR-YÖS (Turkish Foreign Student Admission Exam). The exams and score types taken into consideration in admission are updated every year and announced on the university's website. The applications of the candidates are made online through the relevant system, and the evaluation is carried out by [the International Student Coordination Application and Research Center](#) within the University.

Accepted students complete their final registration at the Student Affairs Department in accordance with the specified calendar. Documents required for registration include high school diploma and equivalency certificate, Turkish proficiency certificate (at least B2 level), copy of passport, exam result certificate, study visa and financial security statement.

International students enrolled in the Turkish Islamic Sciences Program are required to document their Turkish proficiency through TÖMER (Turkish Language Teaching Application and Research Center) or Yunus Emre Institute. Candidates who cannot submit a Turkish proficiency certificate are given one year, and those who cannot achieve proficiency in this period are given an additional year. At the end of these periods, the enrollment of students who cannot provide proficiency is canceled. The Turkish preparatory education process is carried out by [Yalova University Turkish Language Teaching Application and Research Center](#) (YTÖMER) within Yalova University in accordance with [Yalova University Turkish Language Teaching Application and Research Center Education, Training and Examination Directive](#).

International students admitted to the Arabic Islamic Sciences Program are not required to submit a Turkish proficiency certificate since the language of instruction is Arabic. According to paragraph 6 of Article 9 of the [Yalova University Directive on International Student Admission](#), candidates who are placed in units that teach in a foreign language are not required to certify their Turkish language level. Therefore, students who are placed in the program in question can directly start their undergraduate education. However, students can improve their Turkish language proficiency in terms of daily life and social adaptation by attending Turkish language courses organized by [Yalova University Turkish Language Teaching Application and Research Center](#) (YTÖMER) operating within the university. The courses offered by YTÖMER are structured from A1 to C1 level according to the Common European Framework of Reference for Languages (CEFR) and cover a total of 720 hours of training. Students who attend the courses and pass the proficiency exam are given certificates of achievement indicating their level. However, this certificate is not compulsory for enrollment in the Arabic language unit.

International students are obliged to fulfill their residence, health insurance and housing obligations in accordance with the Turkish legislation. Students can receive the necessary support and guidance from [the International Student Coordination Application and Research Center](#) throughout these processes.

The rights and obligations of international students are applied at the same level as other students in accordance with the principle of equality; the academic-administrative processes

of the program are monitored holistically within the scope of the quality assurance system and continuously improved.

### **Transfer Student Admission**

Yalova University Faculty of Islamic Sciences carries out the transfer processes within the framework of the ["Regulation on the Principles of Transferring Between Associate and Undergraduate Programs, Double Major, Minor and Credit Transfer Between Institutions in Higher Education Institutions"](#). In this context, intra-university, inter-institutional and international transfer applications are evaluated and put into effect in accordance with the principles determined.

Announcements regarding transfer applications are announced on the web page of Yalova University Student Affairs Department (ÖİDB) together with the application conditions, required documents and application methods. Application dates are announced in the university academic calendar of the relevant academic year. The applications made by the students are subject to a preliminary examination by the Registrar's Office. The files of the candidates who meet the application requirements are forwarded to the Adaptation Commission within the Faculty for evaluation and scoring in terms of content.

The Adaptation Commission creates an evaluation score by taking into account the compatibility between the program to which the candidates apply and their previous education. These scores are ranked from high to low, and the noble list is formed starting from the candidates with the highest score within the quota. The reserve list is determined among the candidates who have the appropriate score among the candidates who are not on the primary list. In inter-institutional or international transfer applications, in case of equality of evaluation scores, the candidate with the higher central placement score is given priority. The full and substitute lists created by the Adaptation Commission are submitted to the Faculty Administrative Board for a decision. In line with the decision of the board of directors, the results are announced through the Student Affairs Department. The full and substitute lists are announced to the public by being published on the web page of the Office of the Registrar.

### **Vertical Transfer Student Admission**

Yalova University Faculty of Islamic Sciences also accepts students according to the results of the Vertical Transfer Exam (DGS). In this context, candidates who have graduated from the Theology program at the two-year associate degree level are eligible to enroll in the faculty within the scope of undergraduate completion if they are successful in the DGS exam held by the Measurement, Selection and Placement Center (ÖSYM). Every year, the DGS quotas to be admitted to the faculty are determined by the Faculty Board of Directors and finalized with the approval of the Council of Higher Education (YÖK). Placement to quotas is carried out centrally by ÖSYM.

Students enrolled in the faculty through DGS are subject to the same rights and obligations as the students who come to the faculty by transfer during their undergraduate education. During their education, their course adjustments and academic processes are evaluated and applied by the relevant department heads and the adjustment commission. After enrollment, these students benefit from all academic and administrative services of the faculty equally

with other regular students.

### **Adjustment**

One of the basic processes for the recognition of prior learning at the institution is the adjustment procedures. All adjustment procedures carried out at the Faculty are carried out by the Faculty Adjustment Commission in accordance with the relevant legislation and directives. While the adjustment procedures of students enrolled through transfer are carried out, the compatibility of the contents and credits of the courses taken before with the current program is taken into consideration. Courses that have been successfully completed and accepted as equivalent are transferred one-to-one.

In cases where the same course is divided due to the curriculum structure in different institutions, these courses are combined and exemption is applied as a single course. Compulsory courses are recognized exactly on the basis of content and credit equivalence; in elective courses, exemption is applied on the basis of equivalent or equivalent courses. If the number of compulsory courses in the student's previous education is more than the compulsory courses of the current program, exemption can also be provided from elective courses corresponding to the relevant content.

Credit transfer procedures for students who complete the Open Education Theology Associate Degree Program and register to the faculty with the Vertical Transfer Exam (DGS) are carried out by the Adjustment Commission. The courses that these students will be exempted from are determined by the commission, taking into account the content, qualification and ECTS load. The content compatibility of the courses previously taken by students enrolled in the faculty by transferring from different departments is analyzed; necessary exemption procedures are applied for the courses deemed compatible. In addition, exemption is applied in Turkish Language I-II, Atatürk's Principles and History of Turkish Revolution I-II, Foreign Language I-II courses, which are compulsory in all higher education institutions by the Council of Higher Education (YÖK) and whose content has not changed, taking into account the previous success status of the students.

### **Registration Renewal**

Registration renewal is carried out by the student completing the course taking process for the relevant semester within the periods specified in the Yalova University Academic Calendar and paying the contribution / tuition fee (for compulsory ones). The student's registration renewal obligation is repeated at the beginning of each academic year and this process is carried out through [the University Information Management System \(UBYS\)](#).

Students who do not complete the registration renewal process within the specified periods cannot attend the courses and exams during the relevant semester and cannot benefit from student rights. In addition, that semester of the student who does not renew the registration is counted from the maximum education period defined in accordance with the Higher Education Law No. 2547. Students who are unable to register for the course in due time:

- Those who are not obliged to attend the course, until the midterm exams at the latest,
- Those who are obliged to attend the course can make a written application to the Dean's Office by documenting their excuses within four weeks at the latest.

These applications are evaluated and decided by the Faculty Administrative Board. In line with the decision of the Board of Directors, students whose application is accepted can renew their registration and participate in educational activities in the relevant semester.

### **Pedagogical Formation**

In the formal undergraduate programs carried out at the institution, pedagogical formation education, which aims to provide knowledge, skills and experience for the teaching profession, is carried out within a defined process. This process is carried out with the courses integrated into the curriculum in line with the provisions of the "[Framework Procedures and Principles Regarding the Pedagogical Formation Education Certificate Program](#)" and [Yalova University Pedagogical Formation Education Directive](#), which was accepted at the Executive Board meeting of the Higher Education Council dated 27.09.2021.

The pedagogical formation courses included in the program and included in the field of teaching profession knowledge determined by YÖK are as follows:

- Introduction to Education Science
- Teaching Principles and Methods
- Special Teaching Methods
- Classroom Management
- Educational Psychology
- Instructional Technologies
- Guidance and Special Education
- Measurement and Evaluation in Education
- Teaching Practice

In the last year of education, students in the pedagogical formation program carry out their internships in certain practice schools affiliated to the Ministry of National Education in Yalova within the scope of the "Teaching Practice" course. This practice process is organized within the framework of the provisions of the "Directive on the Teaching Practice of Practice Students in Educational Institutions Affiliated to the Ministry of National Education" (MEB Journal of Communiqués, September 2021 - Issue: 2767-EK).

In this process, students observe the teaching of courses and administrative processes at the practice school; they give lectures at least once under the supervision of the mentor teacher and the instructor assigned by the faculty. Students' performances regarding their teaching practice are evaluated through the "Practicum Student Evaluation System" used by the Ministry of National Education. In addition, the relevant lecturers carry out the evaluation processes through the university's UBYS automation system. Pedagogical formation education is offered to all students enrolled in formal undergraduate programs and who request it.

The contents of pedagogical formation courses are periodically updated by taking into account YÖK Teacher Training Undergraduate Programs, TYYÇ and MoNE Teacher Qualifications Framework. Assessment and evaluation processes cover not only academic achievement but also areas such as attitudes towards the teaching profession, communication skills and ethical competence. The placement of pedagogical formation courses in the curriculum, student admission, recognition of prior learning and crediting processes are



monitored by [the Education-Learning Development Commission](#) and [Pedagogical Formation Coordinatorship](#), and suggestions for improvement are submitted to the Faculty Board. When deemed necessary, improvement steps are implemented by the Dean's Office, taking into account stakeholder opinions.

### **University Common Compulsory (UCC) and University Common Elective Courses (UCA)**

In the education and training processes carried out at the faculty, common courses defined throughout the university are included. In this context, university common compulsory courses (UCC) and university common elective courses (UCA) are integrated into undergraduate programs. The planning, opening, execution, determination of assessment-evaluation principles and registration processes of these courses are carried out under the coordination of [the Common Courses Department](#) within the framework of [Yalova University Common Courses Department Directive](#).

Within the scope of university common compulsory courses (UCC), courses such as Turkish Language I-II, Atatürk's Principles and History of Turkish Revolution I-II, Foreign Language I-II are compulsory for all undergraduate students and are included in the education plans. The contents of these courses are updated in accordance with the relevant regulations and the assessment and evaluation processes are standardized through coordinators determined for each course. In programs where the medium of instruction is not Turkish, equivalent courses such as Introduction to Turkish I-II are offered for foreign students.

University common elective courses (UCA) are designed with an interdisciplinary approach to support students' social, cultural, artistic, scientific and professional development. These courses cover areas such as society, culture, career, art, environment, health, technology and personal development. At the Faculty, these courses are integrated into students' programs starting from the third semester; students

can register for only one course from the ÜSD coded course list for each semester. A minimum of 10 students is required for the courses to be offered.

The weekly course schedules of the courses within the scope of ÜSD and ÜZD are prepared by [the Common Courses Department](#) at the beginning of each semester and submitted to the Registrar's Office; faculties create their own course plans based on this program. Students' course selections and changes are made during the add-drop week specified in the Yalova University Academic Calendar. The upper quotas for the courses that are finalized to be opened can be determined by [the Common Courses Department Board](#).

Common courses at the faculty are carried out in coordination with the university in general; course contents, instructor assignments and implementation methods are monitored and evaluated in line with the relevant board and commission decisions; and unity of practice is ensured in teaching processes. Feedback and evaluation reports on these courses constitute the basic input of continuous improvement processes to increase the quality of education and training.

### **Distance Education**

Distance education activities in our faculty are carried out in accordance with the Higher Education Council of Higher Education's [Framework Regulation on Applied Education in Higher](#)



[Education](#) and [Yalova University Distance Education Senate Principles](#). All courses carried out within the scope of distance education are carried out synchronously (synchronous) and asynchronously (asynchronous) through UBYS (National Information Management System). In the distance education process:

- Synchronous courses are planned in such a way that at least 15 minutes of each course hour is live, and they are conducted in a way not to exceed 25 minutes per course hour and 40 minutes in block courses.
- Asynchronous course content is organized on a weekly unit basis and enriched with multimedia elements (PDF, PowerPoint, video, animation, audio recording, etc.). At the beginning of each unit, there are objectives, explanations about the content, recommended resources and evaluation questions at the end.
- All course content is uploaded to the system at least one day before the weekly lesson and information such as contact information, course objectives and technological requirements are provided to students.

Assessment and evaluation processes are carried out through the UBYS system; a wide variety of tools such as oral exams, projects, homework, performance evaluations and portfolios can be used. In final exams, assessment tools are selected in accordance with the nature of the course and are implemented in a way to ensure security against cheating.

Distance education activities are developed year by year in line with the university's digitalization goals; implementation results and student feedback are regularly analyzed and reported to the relevant committees and improvement suggestions are implemented. In this context, distance education activities are seen as an integral part of the institutional quality assurance process.

### **Continuing Education and Certificate Programs**

Yalova University Faculty of Islamic Sciences aims to support the professional and personal development of individuals by integrating formal education activities with the university's lifelong learning strategies. In this context, various certificate programs, courses, seminars and professional development-oriented trainings are organized in cooperation with [Yalova University Continuing Education Application and Research Center](#) (YÜSEM). The establishment and activities of YÜSEM are carried out within the framework of [the Yalova University Continuing Education Application and Research Center Regulation](#) prepared in accordance with the Higher Education Law No. 2547 and

published in the Official Gazette dated 30.07.2009. The aim of the Center is to provide training opportunities for all segments of the society, to increase cooperation with the public and private sectors, to introduce new technologies and to improve the competencies of individuals. In this direction, all educational activities of the university other than formal undergraduate and graduate programs are coordinated through the center and offered in online or face-to-face formats when necessary.

Faculty members take part as instructors in these programs depending on their areas of expertise and contribute to the content development processes. Certificate programs enable individuals working in the public or private sector to acquire up-to-date knowledge and skills,

increase their competitiveness in the labor market and develop in the axis of social responsibility. At the end of the trainings, certificates, certificates of achievement or certificates of participation are issued to the participants according to their success; the conditions for the issuance of these certificates are determined by the YÜSEM Board of Directors and submitted to the approval of the University Senate.

Continuing education practices both contribute to the professional development of faculty students after graduation and support the production of qualified knowledge for the society. The content and execution of the programs are regularly evaluated and updated according to the needs to ensure a more effective learning process. These activities contribute to the quality of institutional education and training within the framework of the university's strategy of integration with the society.

### **Summer Education**

Yalova University conducts summer teaching outside of the fall and spring semesters in order to support students' academic development and accelerate their graduation processes. Summer teaching offers an important opportunity for students to repeat failed courses, improve their grades, or plan their academic progress by taking extra-curricular courses. The summer teaching process is regulated within the framework of [Yalova University Summer Teaching Directive](#); It is shaped by the proposal of the relevant academic units, the decision of the Senate and the approval of the University Executive Board.

The duration of summer education cannot be less than seven weeks and the courses are based on the principle that the courses in the curriculum of the relevant program are offered in a condensed manner within the framework of the same code, content, ECTS and course hours. Students can enroll in a maximum of four courses in the summer semester and the total course hours cannot exceed 15 hours. Courses with prerequisites are also subject to the prerequisite requirement in the summer semester. Attendance to the courses is compulsory, and meeting the attendance requirement of the courses taken in previous semesters does not provide exemption in the summer semester.

The minimum number of students to open a course in summer education is 15. Courses that do not reach this number cannot be opened. When the number of students per course exceeds 60, branch separation can be made. Registration procedures for the opened courses are carried out within the periods specified in the academic calendar; course additions, deletions or withdrawals are not made. In case the registered course cannot be opened, the student is directed to an alternative course or the related fee is refunded.

Courses taken in summer education are recorded as a separate "Summer Education" semester on the [University Information Management System](#) (UBYS) and these courses are included in the grade point average. Success evaluation is carried out with at least one midterm and one final exam. [Yalova University Associate Degree Education and Training Regulations](#) and [Yalova University Undergraduate Education and Training Regulations](#) apply to the calculation of success grades. If the student wants to take a course from a different university, it is possible provided that the course is approved in advance by the relevant department in terms of content, credit and language. The grades of the courses taken from different universities are converted into equivalence using the Grade Conversion Table in Yalova University Senate Principles.

The courses given within the scope of summer education are carried out by paying additional course fees to the relevant lecturers according to the provisions of the Higher Education Law No. 2547. In this context, lecturers and program coordinatorships fulfill their duties regarding the execution of the course, student evaluation and reporting at the end of the course in order to contribute to quality assurance processes.

Subject	B.2.1. Student Admission and Recognition and Crediting of Prior Learning (Knowledge and Skills Acquired through Formal Education, Non-Formal Education and Independent Learning)
Responsible Unit(s)	Planning Education and Training Development Commission, Pedagogical Formation Coordinatorship, International Student Coordination Application and Research Center Application: Dean's Office, Adjustment Commission, Education and Training Development Commission, Pedagogical Formation Coordinatorship, International Student Coordination Application and Research Center Evaluation: Dean's Office, Faculty Board, Adjustment Commission, Education and Training Development Commission, Pedagogical Formation Coordinatorship, International Student Coordination Application and Research Center Improvement: Deanery
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards UBYS Education Information System Reports Student Satisfaction and Course Evaluation Surveys Stakeholder Opinion Reports Academic Board Minutes Education and Training Development Commission Reports Faculty Board Meeting Minutes
Performance Indicators	Integrated Quality Management System (IQMS) Number of students registered in the Alumni Information System Information on YÖK ATLAS Placed Student Examination Grades Student Satisfaction Rates Student Academic Achievement Level Preparatory Exemption Exam Results Vertical Transfer Exam Results Diploma/Transcripts
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

### B.2.2. Recognition and Certification of Diplomas, Degrees and Other Qualifications

The institution has predefined principles and procedures for the recognition and certification of diplomas, degrees and other qualifications. The transfer of courses taken from other higher education institutions with ECTS credits and exemption procedures are carried out in

accordance with the relevant

directives published by Yalova University. The rules determined in this process are applied equally and fairly to all student candidates and are announced to the public in accordance with the principle of transparency. The Faculty carries out the graduation and diploma issuance processes of undergraduate students in accordance with the relevant regulations, directives and procedures of Yalova University. For graduation, students must have successfully completed at least 240 ECTS credits and have a weighted grade point average (GPA) of at least 2.00 out of 4.00.

All transactions of students who are eligible for undergraduate graduation at Yalova University are carried out through [the University Information Management System \(UBYS\)](#). The Student Affairs Unit examines the academic achievement data in the system and checks the graduation requirements such as the student's course load, compulsory courses, ECTS completion status and GPA one by one. Students who meet all the requirements for graduation are submitted to the Graduation Commission by the Registrar's Office. Commission members check the accuracy of the graduation information for each student and sign the graduation lists. These signed lists are placed on the agenda of the Faculty Executive Board and approved by the board. Graduation decisions approved by the Faculty Executive Board are sent to the University Registrar's Office by the Student Affairs Unit together with approved transcripts and relevant documents. Students who meet all the requirements for graduation are issued a Bachelor's Degree Diploma by Yalova University Student Affairs Department.

On the front side of the diploma; the university logo, program name, student's name-surname, program type (undergraduate), the name, title and signature of the relevant unit (dean / director) and rector, as well as the date of issue and QR code. On the reverse side, the student's Turkish ID number (or foreign ID number for foreign nationals), name-surname, date and place of birth, student number, graduation date, graduation period, diploma number, overall academic grade point average, title information (if any), diploma confirmation address and the signature of the head of the student affairs department. Students with a graduation average between 3.00-3.49 are labeled as "Honor Student", and those with a graduation average between 3.50-4.00 are labeled as "High Honor Student". Students' identity information is updated according to MERNIS data.

The Diploma Supplement, which is issued with the diploma, includes the date of graduation, diploma number, level of the degree received, grading system and program information. The diploma supplement is issued in A4 size with a QR code and signed by the Head of the Student Affairs Department. Diploma supplements are for informational purposes only; they do not replace the diploma and do not provide academic recognition on their own.

Diplomas and diploma supplements are issued in accordance with [the Yalova University Directive on the Arrangement of Diplomas, Diploma Supplements and Other Documents](#). Students start the dismissal process by filling out the graduation satisfaction survey via UBYS. After receiving approval from all units, students who submit their student ID can receive their diplomas against signature.

### **Social Transcript**

Yalova University Social Transcript application is a complementary process that aims to systematically record and document the social, cultural, artistic, scientific and sporting activities that students participate in throughout their university life. This application aims to make visible not only the academic performance of the student, but also their all-round development. The Social Transcript is an institutional document that documents students' participation in activities such as volunteering, culture and arts, sports, representation, project development, social responsibility, and is used as a supportive document in post-graduation job or graduate education applications.

The principles of the application are determined within the scope of Yalova University Social Transcript Directive, and students submit their applications and evidentiary documents regarding the activities they participate in to the relevant units according to the procedures defined in the directive. The activities are evaluated by the commissions or authorized units; applications approved in accordance with the directive are processed into the Social Transcript system through [the University Information Management System](#) (UBYS). Students can access this document with a verification code and institutional approval.

The Social Transcript process is monitored at least once a year within the framework of quality assurance; the reports from the units are evaluated by [the Education-Learning Development Commission](#) and suggestions for improvement, if any, are submitted to the Dean's Office. Thus, the social transcript system is not limited to document production; it is integrated into the institutional structure as a quality-oriented and sustainable monitoring and improvement mechanism that supports student development.

Subject	B.2.2. Recognition of Diplomas, Degrees and Other Qualifications and Certification
Responsible Unit(s)	Planning Unit Student Affairs, Graduation Commission, Education and Training Development Commission Application Faculty Executive Board, Unit Student Affairs, Student Affairs Department Evaluation: Faculty Executive Board, Graduation Commission, Education and Training Development Commission Improvement: Faculty Executive Board, Unit Student Affairs, Student Affairs Department
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Education and Training Development Commission Reports Faculty Board of Directors and Senate Decision Records Alumni Feedback External Stakeholder Opinion Collection Process Student Satisfaction Surveys

Performance Indicators	Integrated Quality Management System (IQMS) Number of students registered in the Alumni Information System Graduate Satisfaction Rate Annual reports Number of students whose graduation process was completed Time to complete graduation procedures (days) Social Proportion of students for whom transcripts are issued Student Satisfaction Survey Results Education and Training Development Commission Meeting Decisions
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

### B.3. Student-Centered Learning, Teaching and Assessment

The faculty has adopted a student-centered teaching model in order to ensure that the learning outcomes and program outputs of the courses are effectively achieved. This model aims to create a learning environment where students are not only passively exposed to information, but also actively participate in the processes of knowledge production and application.

Applied, interactive and research-based approaches that enable students to learn by living are preferred in learning-teaching processes. In this context, methods and techniques such as problem-based learning, collaborative learning, project-based teaching, scenario-based learning, drama and animation, and digital instructional technologies are integrated into the course content. In this way, students are encouraged to take an active role in both in-class activities and out-of-class individual or group work.

While structuring the student-centered teaching approach in our institution, the philosophy of lifelong learning has been adopted as a basic principle. In this context, it is aimed that students not only achieve their current learning goals, but also learn to learn and gain the ability to continuously improve themselves. With a systematic approach, the teaching and learning process is planned, implemented, controlled and improved when necessary in line with the PDCA cycle.

As part of this process, assessment and evaluation practices are also shaped in accordance with the student-centered approach. The student is active throughout the learning process;

- performance-based assessment,
- portfolio presentations,
- process-based assessment,
- The level of achievement of learning outcomes is measured by using tools and methods such as project and presentation evaluations.

Thus, assessment and evaluation performs a function that is not only result-oriented but also process- oriented and improves learning.

#### B.3.1. Teaching Methods and Techniques (Active, Interdisciplinary, Interactive, Research/Learning Oriented)



In the program, a lesson and practice-based teaching plan is applied. The courses that are the continuation of each other in the curriculum are included in the following semester in the curriculum. There are no prerequisite courses in the curriculum. The courses in the undergraduate education plan are semester-based. Modern education methods and techniques are used in the courses.

The faculty plans and implements teaching activities in line with the student-centered active learning approach adopted in the education process. In order for students to achieve the program objectives and learning outcomes effectively, a pedagogical structure that puts the student at the center in the teaching- learning process is taken as a basis.

In this context, the use of different teaching methods and techniques is encouraged through train-the- trainer trainings organized for instructors; through these trainings, it is aimed to enable instructors to apply active learning principles within the scope of the effective learning model. Methods based on active learning include group discussions, case analysis, role playing, project development and the use of interactive digital tools. Structural and administrative arrangements throughout the faculty are designed to be compatible with this pedagogical approach and are developed to support and functionalize classroom teaching processes. In learning-teaching processes;

- prioritizing active student participation,
- encouraging interdisciplinary approaches,
- Current teaching practices structured with research-based learning strategies are used.

The outputs and findings obtained from these practices are monitored through systematic monitoring and evaluation processes and the results are analyzed together with relevant internal/external stakeholders. Monitoring results are evaluated within the framework of the PDCA cycle and necessary preventive and developmental improvement steps are taken.

Subject	B.3.1. Teaching Methods and Techniques (Active, Interdisciplinary Working, Interactive, Research/Learning Oriented)
Responsible Unit(s)	Planning Dean's Office, Department Heads Application Dean's Office, Department Heads Evaluation: Dean's Office, Department Heads Improvement: Dean's Office, Department Heads
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Education and Training Development Commission Reports Course Information Packages Student Satisfaction Surveys Lesson Observations and End of Semester Reports Training of Trainers Participation Lists Curriculum Evaluation and Stakeholder Meetings Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys



Performance Indicators	Integrated Quality Management System (IQMS) Annual reports Percentage of Students Taking Part in Learning Activities (Based on Course Outcomes) Number of Courses Using Student-Centered Teaching Methods / Total Number of Courses (%) Number of Active Learning Oriented In-Service Training Sessions for Instructors Proportion of Courses Using Applied Assessment such as Portfolio, Project, Drama, etc. Number of Courses Using Student-Centered Assessment and Evaluation Types Student Satisfaction Rates Administrative Staff Satisfaction Rates Graduate Student Satisfaction Rates Academic Staff Satisfaction Rates
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

### B.3.2. Measurement and Evaluation

The faculty has measurement and evaluation processes shaped within the framework of student-centered teaching methods and techniques. This process aims to ensure that learning outcomes and program outcomes are achieved. Whether the program and course learning outcomes are achieved or not; It is controlled by multiple measurement tools such as midterm exams, quizzes, homework, oral exams, project / design studies, performance tasks. In line with the student-centered education approach adopted at the faculty, students are evaluated not only according to their exam results, but also on the basis of their active participation in the course process, their development and the outputs they produce at the end of the course.

The ability of instructors to apply student-centered assessment and evaluation methods in their courses is guaranteed within the scope of [Yalova University Associate Degree Education and Training Regulation](#), [Yalova University Undergraduate Education and Training Regulation](#), YÖK's [Procedures and Principles Regarding Distance Education in Higher Education Institutions](#) and [Yalova University Distance Education Application and Research Center Regulation](#). Within this framework, students' success is monitored through diversified measurement and evaluation methods. In addition to written exams in accordance with the learning outcomes of each course, alternative assessment tools such as homework, projects, presentations, and performance studies are used. Assessment criteria are defined and announced to students in advance and constructive feedback is given on the results. In this way, the assessment and evaluation process is carried out in a transparent and fair manner to support student development.

The findings obtained from these assessment and evaluation practices carried out in all departments are systematically monitored through Course Evaluation Surveys administered at the end of each academic year. This monitoring process includes students' feedback on course content, teaching methods, evaluation criteria and overall satisfaction level. The

results of the monitoring are shared with the relevant department chairs, faculty members and academic unit managers; in line with these findings, improvement suggestions are developed by [the Education and Training Development Commission](#) in areas deemed necessary. The effects of these requested improvements are monitored through course surveys and student performance analyses to be implemented in the following semester and evaluated systematically on the basis of the PDCA cycle.

The Dean's Office conducts course satisfaction surveys for students at the end of the semester to monitor the effectiveness of assessment and evaluation practices. In line with the findings of the surveys, if there is a need for improvement in the course teaching, assessment tools or teaching strategies, the relevant Bologna Coordinator is officially notified. In line with this notification, the coordinator makes the necessary adjustments to the course structure. In this way, assessment and evaluation processes are structured to measure not only academic achievement but also students' levels of active participation, critical thinking, application skills and responsibility for learning.

Subject	B.3.2. Measurement and Evaluation
Responsible Unit(s)	Planning Dean's Office, Department Heads, Education and Training Development Commission Application Dean's Office, Department Heads Evaluation: Dean's Office, Department Heads, Education and Training Development Commission Improvement: Dean's Office, Department Heads
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Course Evaluation Surveys
	Definition of Measurement and Evaluation Tools through IMS Education and Training Development Commission Reports Faculty Board of Directors and Senate Decision Records Alumni Feedback External Stakeholder Opinion Collection Process Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys
Performance Indicators	Integrated Quality Management System (IQMS) Annual reports Student satisfaction rates Course evaluation survey average (student evaluations) (in %) Proportion of courses using multiple assessment tools (exam, project, homework, etc.) (%) Number of courses with alternative assessment (portfolio, performance task, etc.) Course evaluation survey return rate (%) Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results
Evaluation and Improvement Date	End of each academic year

Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website
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### B.3.3. Student Feedback (Course-Faculty-Program-General Satisfaction Surveys, Request and Suggestion Systems)

In line with its student-centered education approach, the faculty carries out a defined system for the planning, implementation, control and continuous improvement of learning-teaching processes and measurement and evaluation activities. In this context, student feedback is recognized as one of the main data sources for improving the quality of education and training processes. The systematic collection and evaluation of students' experiences, perceptions, satisfaction levels and suggestions regarding education and training processes and the implementation of improvement activities based on these evaluation results are an important part of the institutional quality assurance culture.

Within the scope of the orientation programs organized at the beginning of each academic year, newly enrolled students are provided with general information about the faculty, as well as detailed explanations on how and through which channels student feedback can be communicated. At the faculty, student feedback is received and evaluated through various tools and methods below, and this data is actively used in quality improvement processes:

#### Course and Instructor Evaluation Surveys

Students' opinions on courses, content, teaching methods and lecturers are obtained through surveys administered online via the University's [Student Information System](#). In order to encourage participation in these surveys, it is not possible to view grades without making the voting result visible.

#### General Student Satisfaction Surveys

The satisfaction levels of students across the University or Faculty are measured in areas such as academic, administrative, physical infrastructure and student services.

#### Complaint, Suggestion and Request Mechanisms

**Online Suggestion and Complaint System:** Students can submit their requests, suggestions or complaints through the 24/7 accessible digital system; applications can be tracked with the application number created in the system. All applications are finalized within 7 days and supervised by senior management.

**Physical Complaint, Suggestion, Request and Satisfaction Boxes:** Written feedback is received through boxes located at certain points, regularly checked and their contents are delivered to the administration with a report.

**Official E-mail Addresses:** Student messages received via the official e-mail addresses of the faculty are evaluated and processed by the relevant units.

**Face-to-Face Meetings:** In order for students to communicate directly on academic and administrative issues, the faculty provides face-to-face meetings with administrative and academic staff. In order to meet with their students, faculty members set meeting hours at

least three days a week, each for at least one hour, and these hours are announced on the official website of the faculty. Thus, students have regular and transparent access to counseling and academic support services.

Social Media Accounts: Student requests received through official social media channels are evaluated.

CIMER Applications: Applications received through the Presidential Communication Center are evaluated by the Dean's Office.

Ask the Dean: Students can submit their requests directly to the Dean's Office through the online form on the faculty website; applications are tracked through the system and evaluated by the relevant units.

BKYS Satisfaction Management System Notification Form: Through this system, which is accessed through the university's digital quality management platform, students can submit their satisfaction, suggestions or complaints; the messages are monitored and processed by the quality units and the Dean's Office.

Feedback from students is systematically evaluated within the scope of [the Education and Training Development Commission](#) and [Quality Assurance System Development Commission](#) meetings held regularly every year. All feedback is collected and classified electronically in a central pool. The collected data are analyzed by the commission and presented to the Faculty Management. Corrective and preventive actions are initiated when deemed necessary.

The improvement process is supported not only by data-based analysis, but also by informing students to complete the feedback cycle. Changes deemed necessary are brought to the agenda at the Faculty Academic Board Meeting of the relevant semester and put into practice in line with the decisions taken. Students are informed about the decisions and practices through the web page and social media.

The Faculty receives systematic feedback not only from current students but also from alumni. For this purpose, an Alumni Information System has been established and is used for improvement through the University Quality Commission within the scope of quality development studies.

In addition, effective participation of students in decision-making processes is ensured through the Student Council operating at the university. Through the members of the Senate, the demands of the students are conveyed to the senior management and the decisions taken are conveyed to the students.

Subject	B.3.3. Student Feedback (Course-Faculty-Program-General Satisfaction Surveys, Request and Suggestion Systems)
Responsible Unit(s)	Planning Education and Training Development Commission, Quality Assurance System Development Commission
	Application Deanery Evaluation: Education and Training Development Commission, Quality Assurance System Development Commission, Dean's Office Improvement: Deanery
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board

Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Student Course Evaluation Surveys Student (current-graduate) Surveys Official Social Media accounts Feedback Practices Ask the Dean Physical Complaint, Suggestion, Request and Satisfaction Boxes Online Suggestion and Complaint System
Performance Indicators	Integrated Quality Management System (IQMS) Participation rate in course-faculty evaluation surveys (%) Student (current-graduate) Surveys (%) Course Evaluation Survey (%) Number of applications received to the online suggestion-complaint system / response rate (%) Number of notifications received from physical boxes Number of improvement processes initiated as a result of feedback Number of information provided to students after feedback
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

### B.3.4. Academic Advising

Academic advising services at the institution are carried out by all academic staff in accordance with [the Yalova University Associate and Undergraduate Student Advising Application Directive](#) and the Advising Procedures and Principles determined within the Faculty. With the registration of the student to the institution, an academic advisor is assigned to each student by the dean's office in order to guide the academic, administrative and personal problems that the student may encounter during the education and training process.

Faculty members are not only limited to the students they advise, but also provide guidance to other students who apply to them on various issues such as university adaptation, professional development and career planning. Students have direct access to the faculty member of their choice and can benefit from counseling services whenever they need them. Advisor-student communication is provided through the messaging module on [the University Information Management System](#) (UBYS). This system enables advisors to access students' academic information and establish effective communication.

An advisor evaluation survey is conducted at the end of each semester to measure students' satisfaction levels with advising services and the findings are shared with the relevant academic units. In order to monitor the quality of the advising system, to ensure that measures are taken when necessary and to ensure the continuous improvement of the system, [the Education and Training Development](#)

[Commission](#) is in charge. This commission prepares reports by taking into account the results of the advisor evaluation survey and other feedback from students, and the necessary arrangements are implemented by the Dean's Office in line with these reports.

Subject	B.3.4. Academic Advising
Responsible Unit(s)	Planning Dean's Office, Education and Training Development Commission Application Deanery Evaluation: Dean's Office, Education and Training Development Commission Improvement: Deanery
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Focus Group Discussions Counselor Interview Hours Student (current-graduate) Surveys Records of Counseling Meetings (via UBYS - Semesterly) Education and Training Development Commission Reporting Student Feedback Channels (Apart from surveys, e-mail, physical box, WhatsApp, CIMER, etc.)
Performance Indicators	Integrated Quality Management System (IQMS) Consultant Evaluation Survey satisfaction rates Rate of students reaching their advisors (%) Number of student interviews conducted by academic advisors through UBYS system Number of consultancy reports prepared by the Education and Training Development Commission
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

## B.4. Teaching Staff

The processes regarding the recruitment of academic staff, their appointment to academic positions, promotion of their titles and their assignment in education and training activities are clear, defined and carried out in accordance with the relevant legislation. All vacancy announcements, qualifications and evaluation criteria are determined in advance and shared with the public; the selection process is based on objective criteria. The faculty offers continuous training and support programs for faculty members to improve their teaching and learning competencies. Seminars and workshops on new or innovative teaching methods, digital pedagogical skills and assessment and evaluation approaches are organized and faculty members are encouraged to participate in these programs. In this way, the competencies of our academic staff are kept up-to-date and the quality of teaching is continuously improved.

Appointment and promotion procedures of academic staff are carried out in accordance with the Yalova University Directive on Promotion and Appointment to Faculty Membership, within the framework of the needs of the relevant Department and upon the evaluation of the Faculty Board. Staff announcement,

application, jury evaluation and appointment processes are carried out transparently and



compliance with the principles of the Council of Higher Education (YÖK) is observed.

Since the faculty employs sufficient academic staff for each field, the academic harmony between faculty members' areas of expertise and the courses they teach is kept at a high level . Course assignments are planned in line with the recommendations of the relevant Department Heads and Department Heads and finalized with the decision of the Faculty Executive Board. This approach both improves the quality of the education and training process and ensures the effective use of faculty members' expertise in their fields.

#### B.4.1. Criteria for Appointment, Promotion and Assignment

In our institution, there are defined, legislation-based and systematic practices regarding the appointment, promotion and course assignment processes of academic staff. The Institution has determined the minimum conditions that allow the objective measurement of candidate competence in promotion and appointment to faculty positions, and these criteria are applied in accordance with the relevant legislation. In this context, the criteria required for candidates to be appointed as faculty members are as follows

- Articles 23, 24, 26 and 65 of the Higher Education Law No. 2547,
- "Regulation on Promotion and Appointment of Faculty Members",
- It is also based on the minimum requirements set by Yalova University.

Staffing needs are determined by the Departments at the beginning of each year and submitted to the Faculty Administrative Board through the Department Head. The requests approved by the Faculty are forwarded to the Council of Higher Education (YÖK) through the Rectorate and the approved positions are announced by the Rectorate. Candidates applying for the advertised positions;

- Documents determined within the framework of the Higher Education Law and related regulations,
- Documents requested within the scope of Yalova University Directive on Promotion and Appointment to Faculty Membership are requested.

Candidates are evaluated on the following headings:

- Scientific research and publication activities (publications in international refereed journals, congress papers, citations),
- Contributions to scientific organizations (congress organization, editorship, refereeing),
- Research and development projects,
- Graduate thesis supervision and courses given at undergraduate/graduate level.

The course assignments of the lecturers are made in accordance with their field expertise; this process is carried out in line with the decision of the relevant Department and Faculty Administrative Board. In the event that there are not enough academic staff in the field, assignments are made from nearby branches, and if this is not possible, external assignments are applied in accordance with Article 31 of Law No. 2547.



Subject	B.4.1. Criteria for Appointment, Promotion and Assignment
Responsible Unit(s)	Planning Dean's Office, Department and Faculty Executive Board Application Deanery Evaluation: Dean's Office Improvement: Deanery
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Faculty Executive Board Decisions Norm Staff Planning Academic Announcements In-Service Training Participation Records (Annual) Academic Staff Satisfaction Survey (Annual) Education and Training Development Commission Reports
Performance Indicators	Integrated Quality Management System (IQMS) Average Appointment and Promotion Criteria Scores for Professorship positions. Average Appointment and Promotion Criteria Scores for Associate Professors. Average Appointment and Promotion Criteria Scores for the positions of Assistant Professors. Average Appointment and Promotion Criteria Scores for Research Assistant positions. Average Appointment and Promotion Criteria Scores for Lecturer positions. Number of academic vacancy announcements Number of appointed/promoted academic staff Compliance rate of assignment decisions with the specialization area of the Department (%) Number of courses given by academic staff (related to their area of specialization) Number of in-service trainings / seminars attended Ratio of academic staff participating in in-service trainings (%) Average academic staff satisfaction survey
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

#### B.4.2. Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition and Quality Assurance System)

Our institution carries out a process based on continuous improvement in line with the university's education policy in order to improve the education and training competence of its academic staff. In this direction, the faculty, which adopts a student-centered teaching approach, aims to train individuals who have not only field knowledge but also digital literacy, critical thinking, communication and lifelong learning competencies in line with the

requirements of the age. The institution uses multidimensional evaluation tools to monitor and improve the competence of its teaching staff in teaching processes. In this context

- Course and instructor satisfaction surveys administered to students at the end of each semester collect student feedback on the teaching process and provide information on the in-class activities of instructors and their interaction with students. The application of the surveys as a prerequisite for viewing exam grades aims to increase the feedback rate.
- Employee satisfaction surveys are conducted for faculty members in order to reveal their perceptions, needs and development demands regarding teaching processes.

The data obtained from these surveys are systematically analyzed by the Faculty Dean's Office and the [Education and Training Development Commission](#), which evaluates the findings and prepares reports to improve the quality of teaching at the faculty level. These reports are discussed in academic boards and administrative boards, and strategic decisions to increase the competencies of teaching staff are taken in line with these analyzes. According to the evaluation results obtained;

- Areas open for development are identified,
- Areas for improvement are identified by taking the views of internal stakeholders into consideration,
- Trainer trainings, workshops, seminars and in-service courses are organized for these areas.

These practices contribute to the professional and pedagogical development of the teaching staff and support a qualified, student-centered and sustainable education and training system in the institution.

Subject	B.4.2. Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition and Quality Assurance System)
Responsible Unit(s)	Planning Dean's Office, Education and Training Development Commission Implementation: Dean's Office, Faculty Board, Education and Training Development Commission Evaluation: Dean's Office, Faculty Executive Board, Education and Training Development Commission Improvement: Dean's Office, Department Heads
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Student Course Evaluation Surveys Student satisfaction surveys Academic Staff Satisfaction Surveys Education and Training Development Commission Meetings Training of Trainers Participation Lists

Performance Indicators	Integrated Quality Management System (IQMS) Average of Instructor Satisfaction from Student Evaluation Surveys Number of Programs Organized for Training of Trainers in the Institution Faculty Member Receiving Training within the Scope of Training of Trainers Program at the Institution Number of Educational Trainings, Seminars and In-Service Courses Attended by Faculty Members Ratio of Effective Use of Distance Education Systems by Instructors Academic Staff Satisfaction Survey Rates Obtaining Training of Trainers Certificate Student Satisfaction Surveys
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

### B.4.3. Incentives and Rewards for Educational Activities

The Faculty directs its academic and administrative staff and students to exemplary activities in the fields of education, research and social contribution, and supports their work in this direction with an incentive and reward system. These practices aim not only to recognize individual achievements, but also to increase institutional belonging and strengthen internal motivation.

Incentive and rewarding practices are carried out by the Rectorate. The Rectorate carries out its activities in line with the principles and criteria determined within the scope of [Yalova University Science, Art, Service and Incentive Awards Directive](#) and [Administrative Staff Award Directive](#). Incentives and awards are planned to cover both academic and administrative staff and students. The awards given at the faculty level can be in the form of financial contributions, as well as non-material rewards such as congratulatory messages, certificates of appreciation, certificates of superior achievement. Below are some examples of incentive and reward practices:

- Recognizing academic staff who develop innovative methods in the field of education and training,
- Rewarding faculty members and students who develop exemplary projects in the field of social contribution,
- Rewarding the personnel who receive awards given within the university or by public institutions by the faculty,
- Recognition of individuals and groups within the faculty who have a positive impact on the academic and student community with their exemplary practices (provided that they are documented),
- Awards are presented in a ceremony at the Academic General Assembly Meeting held at the end of the academic year.

In addition, in order to strengthen social cohesion within the organization, congratulations and get-well messages on important individual developments are systematically published. In this context, for example;

- One who marries, has children, marries or circumcises their children,
- Publishes books, publishes works in prestigious international publications,
- Project supported, successfully completed, new staff or assignment undertaken,
- Congratulatory messages are sent to staff and students who have successfully graduated or successfully defended their thesis.

On the other hand, messages of condolences or get well soon messages are shared via corporate e-mail, WhatsApp groups or social media channels for students and staff who have experienced illness, accidents or bereavement.

The incentive and rewarding process is integrated into the quality assurance system. The process is monitored in terms of quality by the [Quality Assurance System Development Commission](#) and in terms of education by the [Education-Training Development Commission](#); the commissions report their findings and proposals regarding the process to the Dean's Office at the beginning of each semester and the evaluation and recommendations of the reports received at the end of each semester. In line with the evaluations of the Commission, the Dean's Office makes the necessary improvements by taking the opinions of internal and external stakeholders.

Subject	B.4.3 Incentives and Rewards for Educational Activities
Responsible Unit(s)	Planning Dean's Office, Quality Assurance System Development Commission, Education and Training Development Commission Application Deanery
	Evaluation: Dean's Office, Quality Assurance System Development Commission, Education and Training Development Commission Improvement: Deanery
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Incentive and Award Scheme Academic Board Evaluation Meetings Satisfaction Surveys Stakeholder Views
Performance Indicators	Integrated Quality Management System (IQMS) Academic Staff Satisfaction Rate (in %) Sent Message Data Number of Incentive Mechanisms Number of Academic Staff Awarded Number of Academic Staff Receiving Academic Incentives Proportion of People Awarded for Innovative Practices in the Field of Education and Training Number of Awards and Certificates Given to Students (Achievement, Participation, Social Contribution, etc.) Ratio of People Awarded with Recognition/Ceremony at Academic Opening Number of Incentivized Scientific, Artistic or Social Contribution Projects Frequency of Sharing Social Appreciation and Information Messages within the Organization

Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

## B.5. Learning Resources

Our institution offers rich and diverse learning resources to support students' learning processes. These resources are structured in such a way that they can be accessed both face-to-face and digitally, aiming to meet the individual learning needs of students. The Faculty's library, digital databases, open access course materials, academic counseling services, auxiliary resources prepared by faculty members and online platforms are the main tools that support the learning process. These resources, which are offered to facilitate students' access to quality information and to develop lifelong learning skills, are regularly updated and improved with feedback.

### B.5.1. Learning Resources

Yalova University Faculty of Islamic Sciences continuously develops and manages its learning resources by adopting a student-centered and contemporary education approach. The faculty offers a variety of physical and digital resources to support students' academic and personal development.

Physical Learning Environments:

The Faculty has the appropriate quality and quantity of learning resources (classrooms, reading room, computer infrastructure, etc.) to continue its educational activities. It is ensured that these resources are accessible and sufficient for all students. For example, the library collection is regularly enriched with current publications required by the faculty programs, and remote access to resources is provided through electronic databases. Physical spaces are organized in such a way that everyone, including students with disabilities, can benefit comfortably. These spaces are equipped with modern educational technologies and offer facilities such as projection devices and internet connection. The weekly schedules of the classrooms are prepared before the start of the semester and finalized in line with the feedback of students and instructors.

Library and Information Resources:

The faculty does not have an independent library, but a reading room with computer equipment is available for students to study, research and access digital resources. The reading room contains a collection of basic resources in the fields of Islamic sciences and social sciences and allows students to conduct individual or small group studies. In addition, students can also use Yalova University Central Library for access to more comprehensive resources. The room is open between 08:30-17:00 on weekdays, and opening hours are extended during exam periods according to the needs of students.

Digital Learning Resources:

The faculty also attaches importance to digital learning resources. All academic resources such as books, articles, theses, dissertations, papers and reports produced within the university are

made available to the Open Access system in accordance with copyright. In addition, students and academic staff can access up-to-date academic information by accessing various databases (e.g. AYEUM).

In addition, the faculty makes effective use of digital learning platforms and the [University Information Management System](#) (UBYS) to ensure that students have access to learning resources at all times. Lecture notes, presentations and additional resources are uploaded to these platforms and made available to students online. In addition, some of the lectures are conducted in an online interactive environment and recorded lecture videos are available for replay for students who need them.

#### Management and Improvement of Learning Resources:

The Faculty regularly conducts evaluation and improvement studies to ensure the effective and efficient use of learning resources. In line with feedback from students and academic staff, learning environments and resources are continuously updated and improved. These processes are monitored by [the Education and Training Development Commission](#) and the [Research and Development Commission](#), and necessary improvements are implemented by the Dean's Office. Yalova University Faculty of Islamic Sciences continues to provide all the necessary learning resources to provide students with a qualified education and to continuously improve these resources.

Subject	B.5.1. Learning Resources
Responsible Unit(s)	Planning Education and Training Development Committee, Research and Development Committee Application Deanery Evaluation: Dean's Office Improvement: Deanery
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Student Satisfaction Surveys Academic Staff Feedback Education and Training Development Commission Reports
Performance Indicators	Integrated Quality Management System (IQMS) Staff and Student Satisfaction Rate Education Budget and Changes over the Years Total Number of Printed and Digital Resources in the University Library Number of Student and Staff Access to Electronic Databases (e.g. AKAGEV, AYEUM) Ratio of Students' Access to Course Materials via UBYS Rate of Implementation of Accessible Learning Resources for Students with Disabilities Quantitative Data on Learning Resources Faculty Bulletin
Evaluation and Improvement Date	End of each academic year



Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Online Library Applications Electronic Document Management System (EBYS) Corporate Website
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### B.5.2. Social, Cultural, Sportive Activities

At Yalova University Faculty of Islamic Sciences, activities carried out to contribute to the social, cultural and sports development of students are planned and implemented in cooperation with [the Department of Health, Culture and Sports](#), student clubs and relevant academic-administrative stakeholders. These activities are designed to support the all-round development of students and to enable them to participate effectively in social life as self-confident individuals.

Student clubs organized within the framework of [the Regulation on the Regulation on the Regulation of Yalova University Extracurricular Student Activities](#) and the [Regulation on the Implementation of the Department of Medico-Social Health, Culture and Sports Affairs of Higher Education Institutions](#) throughout the University carry out social, cultural, scientific and artistic activities in accordance with

the interests of the students of the Faculty. Students can organize organizations in different fields and participate in activities that contribute to their personal and professional development through the clubs they establish within the faculty or with the guidance of the faculty. Necessary coordination is provided for the clubs to carry out their activities effectively and efficiently; their event requests are evaluated by the Dean's Office and necessary logistical and organizational support is provided.

There is also the University Student Council, which was established to protect the rights of students enrolled in Yalova University Associate Degree, Undergraduate and Graduate programs in meeting and developing their educational, health, sports and cultural needs, to ensure that students are sensitive to national interests, to establish effective communication between the governing bodies and students, to convey the expectations and wishes of the students to the governing bodies, and to ensure the participation of students in decisions on education and training. The Student Council carries out its activities within the scope of the provisions of [the Student Council Directive](#).

The central campus where the faculty is located is equipped with different facilities to enrich the social lives of students. In this context, comprehensive sports facilities are available within the university in order for students to benefit from sports activities. Within the complex, there are indoor and outdoor sports halls, walking areas, suitable grounds for field sports; students can benefit from these areas at all hours of the day.

Multi-purpose halls where multifaceted activities such as conferences, seminars, panels, congresses, exhibitions, theaters and concerts can be organized for the realization of cultural and scientific activities are also located within the university and are available for the use of the students of the Faculty. All social, cultural and sports activities to be held within the faculty are announced on the faculty's official web page and social media accounts; visual and written reports are shared on these platforms after the events.



Yalova University Faculty of Islamic Sciences acts with a holistic approach that cares not only about the academic development of students, but also their social and economic welfare; in this direction, the Faculty Dean's Office carries out the assistance processes for students in need of financial support. The Faculty has developed various support mechanisms for those in need in order to prevent students from experiencing economic difficulties during their education and training processes.

The socio-economic information that students declare during their enrollment at the university forms the basis of the needs analysis. When deemed necessary, this information is verified through one-on-one interviews with students, and the observations and notifications of lecturers and class representatives are also included in the assessment process. Thus, students in need of support are identified with a holistic approach.

The Faculty organizes voluntary support for the identified students. In this context, various supports such as cash aid, educational material support, clothing and stationery aid can be provided to students with the contributions of individual donors or philanthropic organizations. These aids are carried out within the framework of transparency and fairness principles.

In addition, within the framework of [the Part-Time Student Employment Directive](#) carried out by the Rectorate of Yalova University, students who meet certain criteria earn income and gain professional experience within the university by working certain hours per week in line with the quotas allocated to the Faculty.

The Faculty also offers a lunch scholarship for students in need of economic support. This scholarship covers the provision of free lunch throughout the academic year to students who apply and are deemed eligible as a result of the evaluations made. Students apply for the lunch scholarship every semester and are evaluated, and students who qualify for the scholarship benefit directly from the service in the cafeteria through their student cards.

All these social support activities are planned and carried out by the Faculty Dean's Office, student demands are regularly analyzed, and the [Education and Training Development Commission](#) offers development and improvement suggestions by taking into account student needs and stakeholder opinions. The Faculty continues to fulfill its social responsibility towards its students and to support them in many ways.

The university's social contribution policy, goals and strategic plan are taken into account in all activities carried out at the faculty level; annual plans are created by taking stakeholder opinions. Student feedback received after the activities are evaluated through institutional measurement tools such as the "Student Satisfaction Survey" to measure the level of satisfaction, and suggestions for improvement are developed according to these results.

The findings are evaluated by the Dean of the Faculty and the relevant commissions; preventive and developmental activities are planned for the missing points and implemented in the activities of the next semester. Thus, social, cultural and sporting activities at the Faculty are carried out with an understanding that both prioritizes student development and is integrated into quality assurance processes.

Subject	B.5.2. Social, Cultural, Sportive Activities
Responsible Unit(s)	Planning Dean's Office, Department of Health, Culture and Sports, Education and Training Development Commission and Social Contribution Development Commission Application Dean's Office, Department of Health, Culture and Sports Evaluation: Dean's Office, Department of Health, Culture and Sports, Education and Training Development Commission and Social Contribution Development Commission Improvement: Dean's Office, Department of Health, Culture and Sports
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Student Satisfaction Surveys (SKS Activities) Student Council Feedback Club Activity Reports and Event Application Forms Social Support Application Evaluation Forms Event Planning and Evaluation Calendar Part-Time Student Work Reports Annual Reports
Performance Indicators	Integrated Quality Management System (IQMS) Staff and Student Satisfaction Rate Education Budget and Changes over the Years Percentage of Realization of the Targets Regarding Education and Training Activities in the Strategic Plan of the Institution Percentage of Realization of Targets for Research Activities in the Strategic Plan of the Institution Percentage of Realization of Targets for Social Service Activities in the Strategic Plan of the Institution Number of Social, Cultural and Sportive Activities Organized at the Faculty Number of Active Student Clubs Number of Students Participating in Activities Number of Students Receiving Socio-Economic Support (Stationery, Cash Aid, Food Scholarship, etc.)
	Number of Students Working Part Time Number of Suggestions Received through Student Council and Club Representatives
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

### B.5.3. Facilities and Infrastructures (Dining Hall, Dormitory, Technology Equipped Workspaces, Medico, etc.)

#### Education and Research Areas

The University continues its education and training activities in a total of 6 campuses, namely Central, Safran, Armutlu, Termal, Çınarcık and Altınova Campuses. The Central Campus has a total indoor area of 74,399 m<sup>2</sup>, including the Rectorate, Faculty of Engineering, Faculty of Law, Faculty of Economics and Administrative Sciences, Faculty of Art and Design,

Faculty of Islamic Sciences, Faculty of Sports Sciences, School of Foreign Languages, Central Library and Central Research Laboratory buildings. Of this area, 11,244.49 m<sup>2</sup> is used by the Faculty of Islamic Sciences.

The Faculty continues its activities in its modern and well-equipped building located in Yalova University Central Campus. A student-oriented physical structure is offered with classrooms, seminar halls, computer laboratories, recreation and study areas, student canteen and counseling offices. These areas are improved in line with the feedback evaluated through regular student satisfaction surveys.

### **Library Services**

Yalova University Central Library serves with a wide range of collections, digital databases, open shelf system and electronic resources to facilitate students' access to academic information. The library offers study areas accessible 7 days a week and has the appropriate physical and digital infrastructure for group work, individual research, and access to online resources. Faculty students benefit from both the central library and the reading room within the faculty. Electronic resources are also accessible from off-campus, thus supporting continuous learning and research.

### **Congress and Event Areas**

Yalova University Mehmet Okul Congress and Culture Center, located within the university, has a modern infrastructure that enables the organization of academic events at national and international level. This center increases academic interaction with activities such as congresses, symposiums, workshops, student conferences, career days and panels, and provides a scientific sharing environment for students and faculty members. The faculty takes an active role in the academic activities organized in this center and diversifies its educational activities on a campus scale.

### **Health and Sports Services**

Yalova University's Medico-Social Center serves to provide students with access to basic health services. The center provides outpatient examinations, first aid, health counseling and psychological support services. The university also has a variety of facilities such as fitness centers, indoor and outdoor sports fields to support students' participation in physical activity.

### **Nutrition Services**

The cafeteria services offered throughout the University are planned by the faculty members and dieticians of the Department of Food Engineering according to scientific principles. The menus, which are prepared by taking into account the average calorie intake of students at lunch (900-1200 kcal), are published weekly on the University website. Access to services is facilitated with the YuniPass application. In addition, cafeterias with sea views located at various points throughout the campus offer both rest and socialization opportunities for students.

### **Housing Opportunities**

In Yalova city center and surrounding districts, state dormitories affiliated with the Credit and Dormitories Institution and private dormitories and apartments offer accommodation services to students. University units inform newly enrolled students about accommodation

opportunities and provide guidance during the accommodation process.

In addition, students can benefit from the services of the University's Continuing Education Center (YÜSEM) under certain conditions. YÜSEM not only serves the students of the University, but also provides services for academic and administrative staff and those who wish to participate from outside the University for social contribution. The process of students benefiting from the opportunities provided by the University is carried out by [the Education and Training Development Commission](#). [The Quality Assurance System Development Commission](#) monitors the process in terms of quality and submits its findings and proposals to the Dean's Office. In line with the evaluations of the commission, the Dean's Office makes the necessary improvements by taking the opinions of the stakeholders.

Subject	B.5.3. Facilities and Infrastructures
Responsible Unit(s)	Planning Dean's Office, Department of Health, Culture and Sports, Education and Training Development Commission, Quality Assurance System Development Commission Application Dean's Office, Department of Health, Culture and Sports Evaluation: Dean's Office, Department of Health, Culture and Sports, Education and Training Development Commission, Quality Assurance System Development Commission Improvement: Dean's Office, Department of Health, Culture and Sports
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Student Satisfaction Surveys Use of Physical Infrastructure (Library, Dining Hall, Sports Facilities, Laboratories, etc.) Electronic Resource Access Records and Library Borrowing Data Academic and Administrative Event Calendars Medico-Social Center Service Application Forms and Health Records Event Participation Lists and Activity Reports (Congress, Seminar, Student Club Organizations) Education and Training Development Commission reports
Performance Indicators	Integrated Quality Management System (IQMS) Classroom, laboratory and library usage area per student (m <sup>2</sup> ) Number of up-to-date resources in the library collection and access rate to electronic databases Number of academic events (conferences, workshops, seminars) organized annually Proportion of students benefiting from sports, health, housing and nutrition services
	Average score for physical environment and support services in student satisfaction surveys Daily number of students benefiting from the cafeteria service Number of students applying to health center and psychological counseling services Statistics on participation in student clubs and social activities
Evaluation and Improvement Date	End of each academic year

Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website
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#### B.5.4. Faculty without Barriers

In line with the principle of inclusiveness of higher education, Yalova University continues its efforts to ensure the participation of disabled individuals in educational processes in an equal, accessible and supportive environment. The University adopts an approach that aims to eliminate the physical, academic and social obstacles faced by disabled students in their education processes and to support their individual independence.

In this context, the [Disabled Student Unit](#), [Barrier-Free University Coordinatorship](#) and the [Disability Studies Application and Research Center](#), which operate within the university, carry out studies to ensure the full, effective and sustainable participation of disabled individuals in higher education.

All new buildings and existing structures at the university are designed and transformed by taking into account the "Barrier-Free Access" criteria. In this context, accessible building entrances, disabled parking areas, floor passages and corridors equipped with guide lines, elevators supported by light and sound warning systems, direction signs written in Braille, and disabled toilets that comply with standards are located in campus areas. The architecture and physical infrastructure of university campuses are shaped based on accessibility to facilitate the participation of disabled individuals in social life.

Within the scope of accessibility in education, arrangements are made for disabled students enrolled at the university in accordance with their individual needs; these arrangements are coordinated in cooperation with the relevant academic units. Individualized educational support, ease of access to course materials, adaptations in exam practices and consultancy services are provided for students.

[The Disabled Student Unit](#) communicates one-on-one with disabled students, identifies their needs, develops solutions and works in coordination with academic unit representatives. Disabled Student Unit Representatives assigned to each academic unit organize individual information meetings with students who document their disability status and provide support in academic and social adaptation processes.

[The Barrier-Free University Coordinatorship](#) plans accessibility processes throughout the university in a holistic manner and carries out monitoring and evaluation activities integrated into the quality assurance system. In addition, [the Disability Studies Application and Research Center](#) conducts interdisciplinary academic studies in the field of disability; contributes to increasing social awareness by organizing awareness seminars, social responsibility projects, joint programs with public institutions and non-governmental organizations.

In order to encourage the active participation of students with disabilities in social life, the University facilitates their access to cultural, sports and artistic activities and observes physical and digital accessibility standards in activities. In addition, through awareness-raising activities, the sensitivity of both academic and administrative staff on disability is strengthened and an egalitarian and inclusive living space is built on campus.

Subject	B.5.4. Faculty without Barriers
Responsible Unit(s)	Planning Dean's Office, Disabled Student Unit, Barrier-Free University Coordinatorship and Disability Studies Application and Research Center Implementation Dean's Office, Disabled Student Unit, Barrier-Free University Coordinatorship and Disability Studies Application and Research Center Evaluation: Dean's Office, Disabled Student Unit, Barrier-Free University Coordinatorship and Disability Studies Application and Research Center Improvement: Dean's Office, Disabled Student Unit, Barrier-Free University Coordinatorship and Disability Studies Application and Research Center
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Student satisfaction surveys Suggestion-Complaint Form
Performance Indicators	Integrated Quality Management System (IQMS) Number of elevators, ramps and toilets for the disabled Existence of guide lines, Braille signage and orientation applications Number of exam adaptations organized for students with disabilities Proportion of training materials presented in accessible format Number of students enrolled in the Disabled Student Unit Number of information meetings organized for students with disabilities Number of psychological counseling/support services provided to students with disabilities Number of seminars, panels and events organized on disability Ratio of organizations ensuring accessibility conditions in social and cultural events Number of disability awareness trainings attended by academic and administrative staff
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

#### B.5.5. Guidance, Psychological Counseling and Career Services

Yalova University has structured its guidance and career services within the framework of the academic counseling system carried out through academic staff in order to support students' academic, personal, social and professional development in a multi-dimensional manner. This system is designed to increase students' adaptation to the university, monitor their academic performance, guide their education processes effectively and support their career planning.

Academic advisors not only monitor students' course selection and registration processes, but also provide guidance for their individual development. In this context, advisors support a holistic development by guiding students' lifelong learning habits, research skills, career



awareness and professional orientations. In addition, when factors affecting student success such as failure, absenteeism or special circumstances are observed, students are directed to the relevant support units (e.g. psychological counseling, student affairs, Erasmus office, etc.).

Counselors inform students about educational opportunities within and outside the university. Guidance is provided on opportunities such as transfer opportunities, domestic and international exchange programs (Mevlana, Erasmus+, Farabi), and individual guidance is provided so that students can evaluate these processes in a planned manner. The University also maintains counseling practices that support students to learn about administrative and academic processes, academic calendar, course passing systems and regulations.

The faculty carries out multidimensional studies that support career development in order to raise awareness of students about career planning and to be prepared for the business world. In this context, [Yalova University Career Center](#) provides guidance and organizational activities to support students' personal and professional development and plays an active role to ensure students' prepared participation in the labor market. All these activities are carried out in accordance with [the Yalova University Career Center Directive](#), and the duties, powers and responsibilities of the center are defined institutionally. In accordance with the directive, the center not only provides services for career planning of students and graduates, but also undertakes the mission of building a bridge between the business world and the university and increasing the sectoral awareness of students. In addition, career monitoring activities of graduates are also within the center's area of responsibility. With this structure, [Yalova University Career Center](#) supports a holistic quality approach that covers not only the academic aspect of education and training processes, but also the student's transition to the business world.

In order for faculty students to gain professional awareness and raise awareness about career alternatives, various activities carried out in cooperation with the [Yalova University Career Center](#) stand out. One of these activities is the "Yalova University Career Fair", which is organized regularly every year. The Career Fair is held with the participation of representatives of public, private sector and non- governmental organizations from different sectors. At the fair; direct communication is established between students and the business world, and students are provided with information about current employment areas, profession introductions and career paths through promotional stands set up by participating organizations, sectoral conferences, panel sessions, workshops and career seminars. Thanks to the fair organizations, students are able to have one-on-one meetings with experts in different business fields and get first-hand information about internship, volunteering, entrepreneurship and post- graduation job opportunities. At the same time, these fairs contribute to the development of students' self-confidence, communication and professional orientation skills and serve as an effective bridge between the business world and the university.

[Yalova University Career Center](#) provides direct support to students throughout the year with activities such as individual career counseling, resume preparation workshops, interview simulations, vocational tests, skills inventories, and sectoral information meetings. In



addition, students' access to job and internship announcements is facilitated through the university's online platforms, and relevant announcements are regularly shared through [Yalova University Career Center](#). In this process, the faculty works in cooperation with [Yalova University Career Center](#) to support students' professional development and prepare them for various career paths in social work, media, education, NGOs and public institutions, especially in the field of theology.

The University conducts student satisfaction surveys at the end of each semester in order to evaluate the quality of all student services it offers. In addition, written, oral or digital feedback (suggestions, complaints, thanks, information requests, etc.) are integrated into the quality assurance system and analyzed, and Corrective and Preventive Actions are planned by the relevant academic or administrative units in line with this data.

In addition, students are provided with multifaceted guidance through academic counseling activities carried out by academic staff, conferences, career days, club activities and cultural activities. Through this integrated structure, sustainable development in students' self-awareness, professional competence and social participation levels is aimed.

Subject	B.5.5. Guidance, Psychological Counseling and Career Services
Responsible Unit(s)	Planning Dean's Office, Education and Training Development Commission Implementation Dean's Office, Education and Training Development Commission
	Evaluation: Dean's Office, Education and Training Development Commission Improvement: Dean's Office, Education and Training Development Commission
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Student satisfaction surveys Counseling Interview Records Career Center Activity Reports Academic Advisor Feedback Meetings
Performance Indicators	Integrated Quality Management System (IQMS) Number of Students Per Advisor Instructor Frequency of Counselor-Student Meetings Proportion of Students Receiving Feedback (%) Number of Psychological Counseling Cases Referred Number of Career Events Organized Number of Companies/Employers Participating in Career Fair Proportion of students applying for internship or job Faculty Bulletin Annual Reports Academic Advisor Evaluations
Evaluation and Improvement Date	End of each academic year

Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website
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## B.6. Monitoring and Updating the Program

Yalova University Faculty of Islamic Sciences conducts periodic monitoring and updating studies in order to ensure that the undergraduate and graduate programs implemented at Yalova University Faculty of Islamic Sciences achieve their educational objectives and provide the appropriate qualifications for the graduate profile. These processes are structured within the framework of the principle of continuous improvement in line with student needs, scientific developments, social expectations and stakeholder feedback.

The course plan and program updates made before each academic year within the faculty aim to integrate new developments and contemporary content into the education and training processes. In this context, each department conducts a comprehensive review process in the context of its own program outcomes, course objectives, outcomes and contents. In this process, the following issues are particularly focused on

- Up-to-date and modernity of course contents
- Diversity and functionality of assessment and evaluation tools
- Integration of extracurricular activities, applied studies and field contributions into the program
- Student achievement levels and satisfaction feedback
- Alumni and employer feedback

Within the scope of program updates, regular meetings are held with internal and external stakeholders; the suggestions and evaluations obtained are discussed in program advisory boards and department meetings. Suggestions for changes made by academic units are submitted to the Faculty Administrative Board, where they are approved by the Senate. New programs and course contents approved by the Senate are put into effect by the Dean's Office through [the University Information Management System](#) (UBYS).

Thanks to this structure, education and training programs are continuously developed in accordance with both higher education quality standards and the national qualifications framework, and continue to be flexible enough to meet the changing needs of students and society.

### B.6.1. Monitoring and Updating Program Outcomes

Yalova University Faculty of Islamic Sciences has established a quality-oriented continuous improvement systematic for monitoring and updating program outcomes. This systematic aims to institutionalize the quality assurance culture based on the effectiveness of the education and training process, student success and compliance with social expectations. Program outcomes are monitored both annually and periodically at the end of the program period. The monitoring process is holistically compatible with the general education and training policy of the University and the institutional objectives of the Faculty. In this context

- Student satisfaction surveys,

- Course evaluation questionnaires,
- Internal and external stakeholder feedback,
- Assessment and evaluation analysis reports

Data from multiple sources are collected and systematically evaluated by [the Education and Training Development Commission](#).

The collected data are analyzed in terms of educational practices, assessment tools, course content, teaching methods and academic communication, and the results are shared with the relevant faculty members and academic units. In this way, the extent to which each course meets the program outcomes is monitored and reported through [the University Information Management System](#) (UBYS). At the end of each semester, [the Education and Training Development Commission](#) graphically examines the relationship of all compulsory and elective courses offered on [the University Information Management System](#) (UBYS) Education Catalogue with the defined program outcomes and analyzes their contribution levels.

Within the scope of the quality assurance system, there are defined processes for updating program outcomes. The recommendations of [the Education and Training Development Commission](#) and the [Quality Assurance System Development Commission](#) are discussed at Academic Board meetings with the contribution of faculty members. The improvement proposals approved by the Academic Board are put into effect with the approval of the Dean's Office and the relevant content is entered into the [University Information Management System](#) (UBYS) and put into practice. The sustainability of this structure is ensured through evaluation processes carried out with both internal and external stakeholders; the currency and consistency of program outcomes are dynamically maintained.

Subject	B.6.1. Monitoring and Updating Program Outcomes
Responsible Unit(s)	Planning Dean's Office, Education and Training Development Commission, Quality Assurance System Development Commission Application Dean's Office, Board of Directors Evaluation: Dean's Office, Education and Training Development Commission, Quality Assurance System Development Commission Improvement: Dean's Office, Board of Directors
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Education and Training Development Commission Reports Faculty Board of Directors and Senate Decision Records Alumni Feedback External Stakeholder Opinion Collection Process Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys

Performance Indicators	Integrated Quality Management System (IQMS) Stakeholder Engagement Rate Number of Updated Programs Education Information System Up-to-Date Rate Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results Course Evaluation Survey Results Graduate Student Survey Results Courses and Information Packages in the Islamic Sciences Program Program and Learning Outcome Relationship Table Faculty of Islamic Sciences Program Objectives Faculty of Islamic Sciences Program Outcomes
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

### B.6.2. Alumni Monitoring System

Yalova University Faculty of Islamic Sciences systematically monitors its graduates in line with its education and training policy and program objectives, and aims to contribute to the evaluation and improvement processes of education processes with the data obtained.

In this context, the Graduate Information System structured through [the University Information Management System](#) (UBYS) is used to collect and sustainably update data on all graduates. Graduated students are integrated into this system; invitations are sent to the relevant students to register to the system through the current e-mail address and telephone information received during diploma procedures. Graduates who log in to the system have the opportunity to maintain communication with the faculty and benefit from the opportunities offered by the university (career services, event announcements, etc.).

At the end of each academic year, the [Education and Training Development Commission](#) and the [Social Contribution Development Commission](#) evaluate the applicability of program outcomes, the adequacy of the curriculum and the level of contribution to career planning in line with the feedback received from graduates; the results of these evaluations are used as the main data source for updating course content, methods and curriculum structure. The commissions convey the identified areas open to improvement to the Dean's Office; improvement studies are carried out in the necessary areas deemed necessary.

[Yalova University Career Center](#), which operates within the University, supports the employment processes of graduates; it facilitates their transition to the labor market by sharing job/internship announcements from the public and private sectors with graduates. This office plans various activities such as seminars, panel events, and alumni meetings for graduates in cooperation with the representatives of the relevant faculties. The faculty monitors the academic and professional development of its graduates not only with university resources but also with the contributions of external stakeholders. For this purpose, regular consultation meetings are held with the External Stakeholder Advisory Board, and the sectoral position, employment status and development needs of graduates are

discussed. In addition to this:

- Graduates' KPSS success levels are tracked through the Graduate Success Atlas module on the YÖKATLAS platform,
- The employment profile of faculty graduates in their professional fields is monitored by scanning data from job portal sites,
- Social media platforms (e.g. Instagram, etc.) are used effectively to actively communicate with alumni and announce events.

This multifaceted graduate tracking system determines the extent to which faculty graduates benefit from their education, their place in the labor market and their level of institutional commitment; these findings are used to update programs and develop support mechanisms for students.

Subject	B.6.2. Alumni Monitoring System
Responsible Unit(s)	Planning Education and Training Development Commission, Social Contribution Development Commission Implementation: Dean's Office, Education and Training Development Commission Evaluation: Dean's Office, Education and Training Development Commission Improvement: Deanery
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty (All departments)
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Quality Handbook; Strategic Plan; Academic Boards; Alumni Information System Alumni Survey Education and Training Development Commission Meeting Minutes Career Center Activity Reports YÖK Atlas Graduate Success Atlas Social Media Interaction Data
Performance Indicators	Integrated Quality Management System (IQMS) Proportion of graduates registered in the Graduate Information System (%) Frequency of organizing alumni events (per year) Ratio of sharing career opportunities with graduates (%) Number of meetings held with external stakeholders/advisory board Proportion of graduates who can be reached through social media or online platforms (%) Number of graduates' data tracked from YÖK Atlas Graduate Success Atlas Annual Reports Faculty Bulletin
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS)- Alumni Information System Higher Education Atlas Electronic Document Management System (EBYS) Corporate Website

## C. RESEARCH AND DEVELOPMENT

### C.1. Research Strategy

#### C.1.1. Research Policy, Objectives and Strategy of the Faculty

Yalova University Faculty of Islamic Sciences determines its research policy within the framework of [Yalova University R&D Policy](#) and shapes its research objectives and strategy in line with [the Yalova University Strategic Plan](#).five-year The Dean's Office takes these into account when creating the five- year faculty strategic plan for the faculty. In line with the five-year strategic plan, the Dean's Office and the Quality and Accreditation High Commission update the research objectives and strategy each year by consulting stakeholder opinions. At this stage, the Research and Development Commission works in cooperation with the Social Contribution Development Commission to ensure that local, regional and national needs are taken into consideration.

The Research and Development Commission and the Dean's Office work to make the faculty's research policy, goals and strategy known and adopted in all areas where the faculty is active. Therefore, this information is published on the faculty's corporate website, brought to the agenda by the Commission in the context of relevant events at the beginning of each semester and shared with stakeholders. The Research and Development Commission acts in cooperation with the Education and Training Development Commission to implement the research policy in education and training programs.

Events (symposiums, workshops, etc.) in accordance with the research policy are carried out in cooperation with the Dean's Office, Research and Development Commission and YISMER (Yalova University Islamic Studies Application and Research Center). In addition, project calls and research opportunities are regularly announced to academic staff and students.

The impact and reflections of the research policy are monitored through end-of-semester surveys and regular meetings. At the end of the academic year, the Quality and Accreditation High Commission and the Research and Development Commission make an evaluation based on survey results, Yalova University Institutional Evaluation System data, YÖK Academic data and performance reports. According to the results obtained, internal and external stakeholder opinions are taken and necessary improvements are implemented.

Subject	C.1.1. Research Policy, Objectives and Strategy of the Faculty
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission Application Dean's Office, Research and Development Commission Evaluation Quality and Accreditation High Commission, Research and Development Commission Improvement Quality and Accreditation High Commission Approval: Faculty Board



Stakeholders	Internal Stakeholders Academic Staff, Students External Stakeholders: Advisory Board, Yalova University R&D Coordinatorship, Strategy Development Department, BAP Coordinatorship and YISMER
Application Areas	All academic and administrative areas where the faculty operates All stakeholders with whom the Faculty carries out internal and external cooperation activities
Monitoring Mechanisms	Face-to-face and online meetings Surveys Accreditation Working Commissions Academic Boards
Performance Indicators	Yalova University Institutional Assessment System Data YÖK Academic Data Performance Reports Meeting Reports
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS)

### C.1.2. Management and Organizational Structure of Research and Development Processes

The planning of research and development processes at Yalova University Faculty of Islamic Sciences is carried out by the Research and Development Commission and the Quality and Accreditation High Commission in line with the research objectives of the Faculty. In this process, [Yalova University R&D Policy](#) and the Faculty Strategic Plan are taken as basis. In the planning of research and development activities, effective and efficient use of existing resources is ensured by cooperating with Yalova University R&D Coordinatorship, BAP Coordinatorship and Technology Transfer Office (TTO). Activities such as symposiums, panels, workshops and social responsibility projects are planned with the contribution of YISMER and the Social Contribution Development Commission.

Planned R&D activities are implemented under the coordination of the relevant commissions. Interdisciplinary projects, research with student participation and social contribution activities are implemented within the framework of the determined calendar. YISMER takes an active role in research processes and the Social Contribution Development Commission takes an active role in social projects. All these activities are based on sustainability, transparency and strategic alignment.

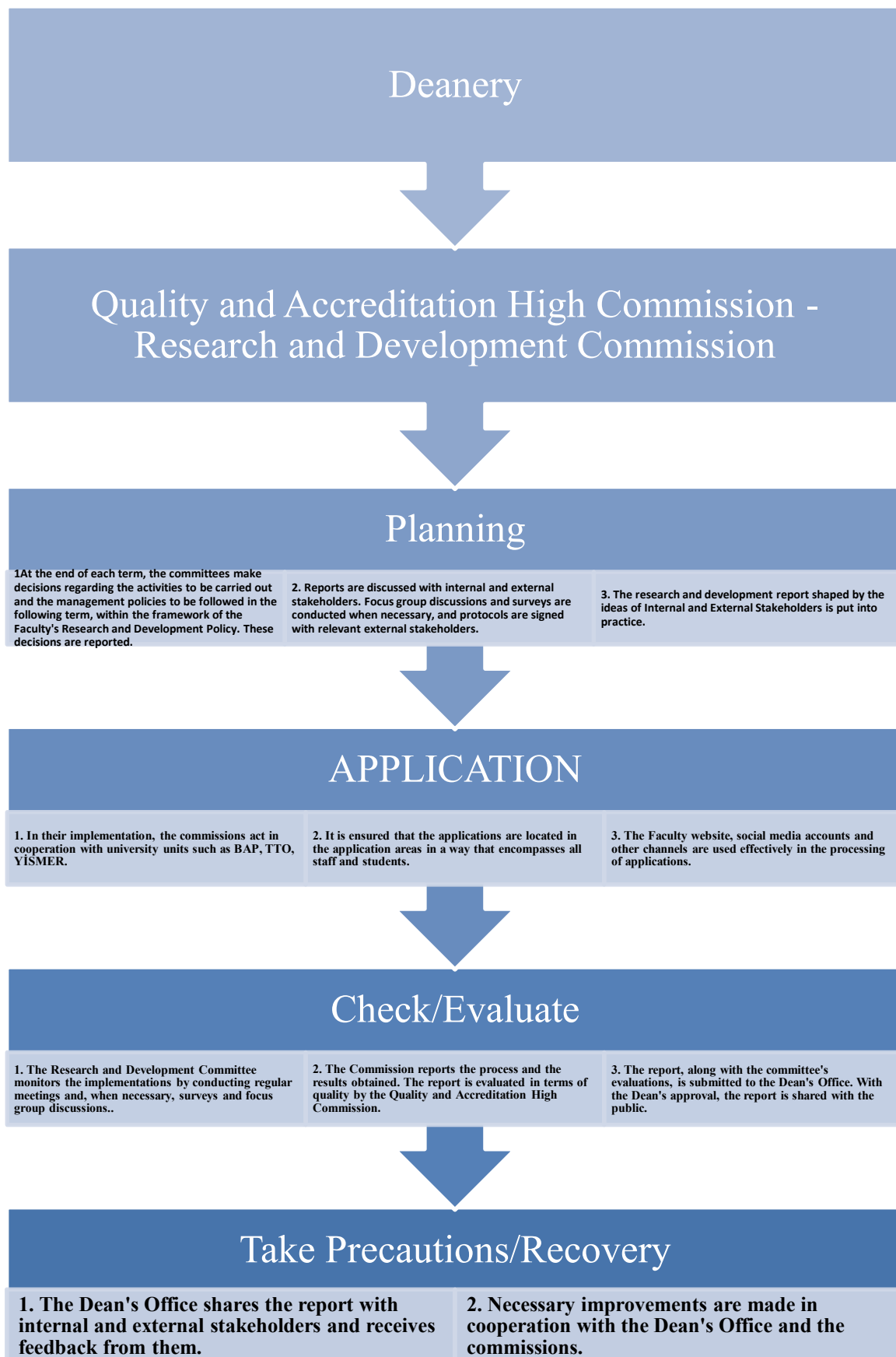
Research outputs and performance indicators (number and budget of projects, publication/citation data, open access rate, student contribution, etc.) are monitored semi-annually through the Integrated Quality Management System (IQMS) and the University Information System (UBS). These data are analyzed at "R&D Review" meetings held in June and December.

In line with the data obtained at the review meetings and the feedback received from stakeholders, improvement suggestions for current practices are developed. These



suggestions are submitted to the Dean's Office for approval and integrated into the next semester's plan. Thus, research and development processes are maintained in a continuous improvement cycle.

Subject	C.1.2. Management and Organizational Structure of Research and Development Processes
Responsible Unit(s)	Planning Quality and Accreditation High Commission, Research and Development Commission Implementation Research and Development Commission Evaluation Quality and Accreditation High Commission, Research and Development Commission Improvement Quality and Accreditation High Commission Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff, Students External Stakeholders: Advisory Board, R&D Coordinatorship, BAP, TTO, YISMER
Application Areas	National and International Research and Development Areas
Monitoring Mechanisms	Face-to-face and online meetings Research and Development Commission Quality Manual Strategic Plan
Performance Indicators	Number of Research and Development Commission Meetings Number of Trainings Announcements
Evaluation and Improvement Date	End of each academic year (June) January 2025
Place in the Information Management System	Corporate Website



### C.1.3. Relation of Research to Local/Regional/National Needs and Demands

Yalova University Faculty of Islamic Sciences plans and conducts its research and development activities in a manner sensitive to local, regional and national needs. In this context, research priorities are shaped by taking into account the socio-cultural environment where the faculty is located, the dynamics of the Marmara Region and Turkey's development goals.

The faculty determines local priorities through the "Needs and Demand Inventory", which is updated every five years. Inventory studies are carried out with the participation of academic and administrative staff, students and representatives of the mufti's office, provincial directorate of national education and non-governmental organizations. This phase is managed in cooperation with the Dean's Office, Research and Development Commission and Social Contribution Development Commission. Priorities are evaluated at the "Needs and Demand Review" meetings held twice a year based on the relevant meeting, survey and interview reports.

- Local Priorities: Yalova's religious and cultural heritage, religious services in tourism, environmental ethics, spiritual support after disasters.
- Regional Priorities: Migration, youth and digital addiction, religious education policies in the Marmara Region.
- National Priorities: Radical religious trends, transformation in family structure, access to authentic information in digital environment, communication strategies with young people.

Planned research activities are implemented under the coordination of the Dean's Office and the Research and Development Commission. Outputs and impacts are monitored through BKYS and UBS. Performance evaluations are made through project records tagged according to local/regional/national priorities, stakeholder surveys and meeting reports. Student participation, quality of outputs and stakeholder satisfaction are taken into account within the scope of performance indicators.

Improvement suggestions generated as a result of the annual evaluation meeting held in June are integrated into action plans with the approval of the Faculty Board. In this way, the alignment of research processes with local and national demands is systematically monitored and developed on a continuous improvement basis.

Subject	C.1.3. Relation of Research to Local/Regional/National Needs and Demands
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Application Dean's Office, Research and Development Commission Evaluation Quality and Accreditation High Commission, Research and Development Commission Improvement Quality and Accreditation High Commission Approval: Faculty Board

Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders: Advisory Board (Mufti's Office, Provincial National Education and NGO representatives)
Application Areas	National and International Research and Development Areas
Monitoring Mechanisms	Face-to-face and online meetings, Stakeholder surveys and interview reports, Annual "Needs and Demand Review" meeting reports; project records tagged according to local/regional/national priorities
Performance Indicators	Number of Projects Implemented in Line with Local/Regional/National Priorities Proportion of projects with student participation Number of Publications, Papers and Symposiums Related to Priorities Satisfaction level in feedback received from stakeholders Number of improvement proposals presented at annual needs-update meetings
Evaluation and Improvement Date	End of each academic year (June) January 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS)

## C.2. Research Resources

### C.2.1. Research Resources: Physical, Technical, Financial

Yalova University Faculty of Islamic Sciences plans, implements, monitors and continuously improves the physical, technical and financial resources necessary for the effective conduct of research activities in line with strategic goals.

Physical resources include library, research rooms, seminar halls and common working areas. Quiet and well-equipped areas are allocated in the faculty building where researchers can conduct individual or collective studies. In addition, the digital access infrastructure integrated with Yalova University Central Library is offered to researchers.

Within the scope of technical resources, computer hardware, software licenses (statistics, qualitative analysis, etc.) and database access are provided for the use of academic staff and students. The faculty increases the accessibility of resources by utilizing the university's IT infrastructure and remote access systems.

Financial resources are diversified with various internal and external funds, especially the support programs of the BAP Coordination Office, TÜBİTAK, the Presidency of Religious Affairs and similar public institutions. The Faculty carries out the announcement of financial resources for research projects, follow-up of application processes and consultancy services through the Research and Development Commission.

The adequacy of the resources provided is reported by the Research and Development Commission at the end of each academic year within the framework of feedback received from researchers, resource utilization data and project success rates, and evaluated by the Quality and Accreditation High Commission. In line with the findings obtained, the areas in need of improvement in resources are identified, shared with stakeholders and integrated into

the next semester plans, taking into account stakeholder opinions.

This process is carried out with a holistic quality management approach that aims to increase the sustainability, accessibility and efficiency of research activities.

Subject	C.2.1. Research Resources: Physical, Technical, Financial
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Application Dean's Office, Research and Development Commission Evaluation Quality and Accreditation High Commission, Research and Development Commission Improvement Quality and Accreditation High Commission Approval: Faculty Board
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders: Advisory Board, Yalova University Library and Documentation Department, BAP Coordinatorship
Application Areas	Faculty building, research and seminar rooms, common areas, digital platforms, university library and remote access systems
Monitoring Mechanisms	Resource utilization data, annual researcher satisfaction surveys, project success rates
Performance Indicators	Ratio of workspace per academic staff Number of software/digital resources provided Proportion of projects supported by external funding Researcher satisfaction level Total research budget utilized
Evaluation and Improvement Date	End of each academic year (June) January 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

### C.2.2. Internal University Resources

Yalova University Faculty of Islamic Sciences has adopted the principle of utilizing the resources within the university in an effective, transparent and coordinated manner in its research activities. Accordingly, academic, administrative, technical and institutional resources within the university play an important role in supporting faculty research.

The Research and Development Commission works in cooperation with Yalova University R&D Coordinatorship, Library and Documentation Department, TTO, BAP Coordinatorship and other academic units to ensure that faculty researchers have access to the resources they need. Databases, software licenses, server services, training-consultancy opportunities and project support mechanisms offered through these units are systematically announced to researchers.

Research funds, thesis projects, congress participation supports and grants offered within the scope of BAP supports are regularly used by faculty researchers. Likewise, trainings on intellectual property, project writing and access to external funds conducted by TTO are also regularly followed. The Research and Development Commission provides guidance to faculty researchers in line with [the BAP Support Process Workflow Chart](#).

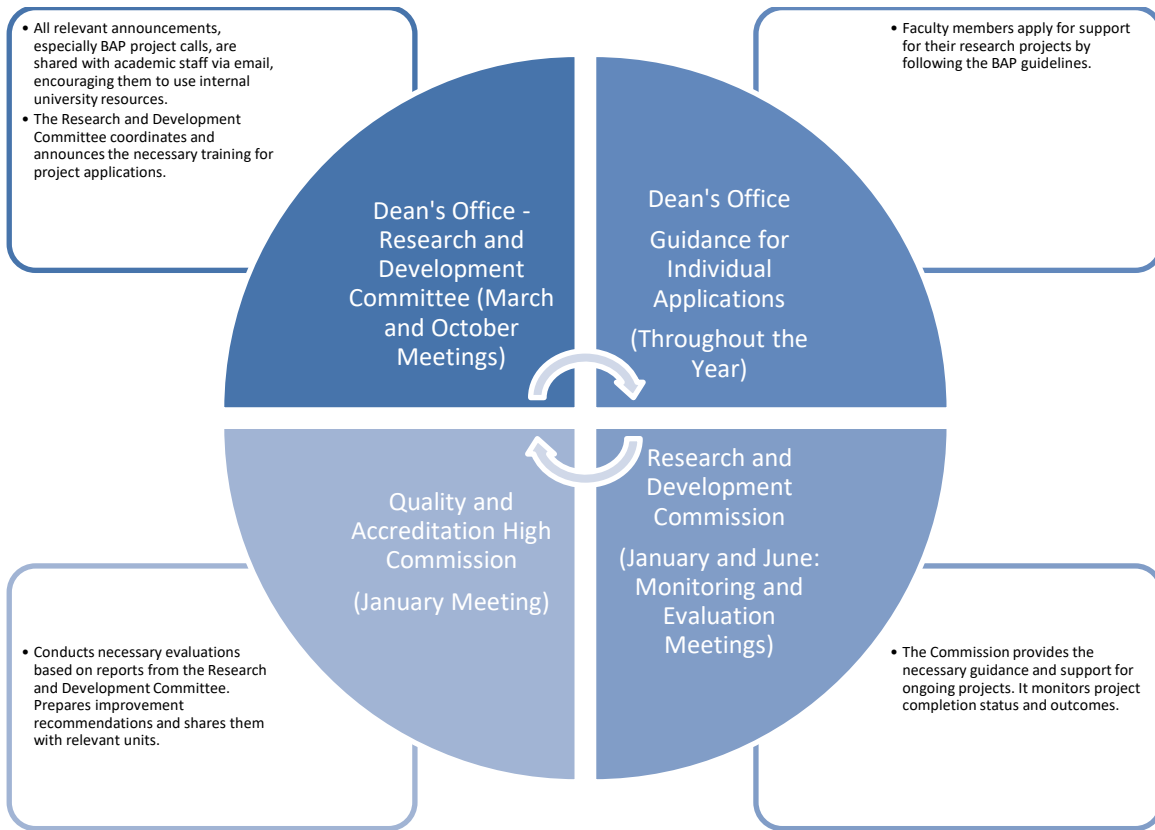
The Research and Development Commission monitors the level of utilization and effectiveness of resources at the end of each year (January) through service data received from relevant units, researcher

feedback and application-evaluation reports. The findings are analyzed and reported by the Commission. The Quality and Accreditation High Commission reviews these reports and shares its evaluations and suggestions for improvement with the Dean's Office and the relevant university units, and the suggestions deemed appropriate are integrated into the implementation plans.

This process ensures that the faculty benefits from university resources in a coordinated, sustainable and equitable manner and contributes to institutional research capacity.

Subject	C.2.2. Internal University Resources
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Application Dean's Office, Research and Development Commission Evaluation Quality and Accreditation High Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders: Advisory Board, Yalova University Library and Documentation Department, R&D Coordinatorship, BAP Coordinatorship, TTO
Application Areas	Databases, software, project support, technical support infrastructures, training and consultancy services provided throughout the university
Monitoring Mechanisms	BAP and TTO application/acceptance statistics, Service usage records (library, database, software access), Stakeholder surveys, Periodic Commission Evaluations
Performance Indicators	Number of projects supported by BAP Application rate to in-university resources Participation rate in training and consultancy services provided Level of satisfaction with university resources Publication/project output produced with internal university support
Evaluation and Improvement Date	End of the year (January Meeting) June 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

### Process Cycle for In-University Resources



### C.2.3. Orientation to Resources Outside the University

Yalova University Faculty of Islamic Sciences has identified orientation towards external research resources as an institutional priority in order to improve its research capacity and ensure its sustainability. In this direction, it is aimed to increase the number of applications to the calls of national and international funding institutions, to strengthen the ability of researchers to access funds and to expand externally supported projects.

Information and guidance activities are organized to encourage researchers within the faculty to apply for project support programs of TÜBİTAK, Development Agencies, Presidency of Religious Affairs, EU funds, YTB, TİKA and similar institutions. The Research and Development Commission coordinates these activities. The Commission provides guidance on project idea development, application preparation, budgeting and ethical approval processes.

In cooperation with TTO, training and consultancy services are provided for academic staff on access to external funding sources, project writing, execution and intellectual property rights. In line with internationalization goals, participation in joint projects with foreign academic collaborations is also encouraged.

The number of applications for external funding, acceptance rates, project budgets and research outputs are monitored through BKYS and UBS systems at the end of each academic year. These data are evaluated by the Research and Development Commission. The results obtained are reported to the Quality and Accreditation High Commission together with

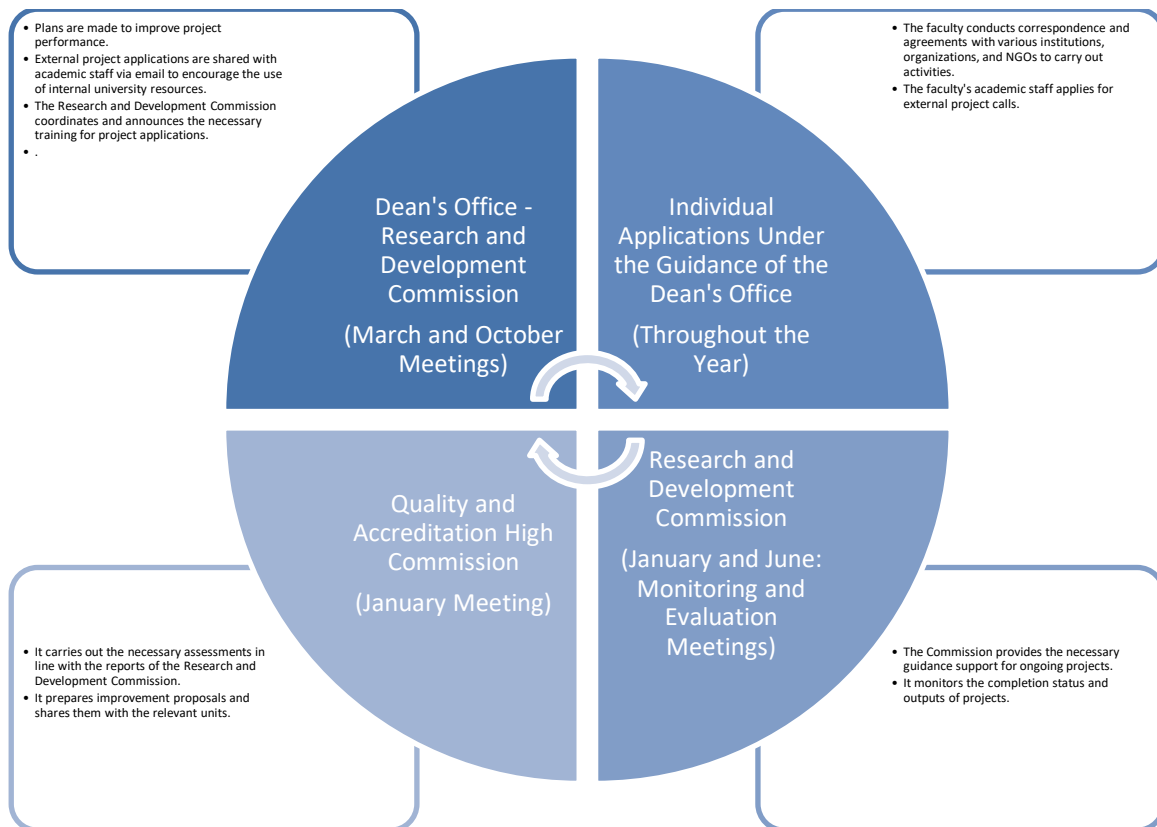


stakeholder opinions, and strategies to increase access to external funds are developed and implemented through the Dean's Office.

This process is maintained and continuously improved with a holistic quality management approach that aims to increase the effectiveness, visibility and collaboration capacity of the faculty in externally funded research activities.

Subject	C.2.3. Orientation to Resources Outside the University
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Application Dean's Office, Research and Development Commission Evaluation Quality and Accreditation High Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff, Students External Stakeholders: Advisory Board, BAP Coordinatorship, TTO, External Relations Office, National and International Funding Organizations
Application Areas	Applying to national and international project calls, conducting joint projects, externally funded publication and research activities, academic collaborations
Monitoring Mechanisms	External fund application and acceptance statistics via BKYS and UBS Researcher feedback TTO and commission meeting minutes Annual evaluation and strategy development reports
Performance Indicators	Number of applications to external funds Number of external projects supported and total budget Number of publications and events supported by external funding
	Participation rate in projects with international partners Number of researchers receiving training and consultancy services on access to external resources
Evaluation and Improvement Date	Year-end (January Meeting) June 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

## Process Cycle for Non-University Resources



### C.2.4. Graduate Programs Aligned with the Institution's Research Policy, Goals and Strategy

Yalova University Faculty of Islamic Sciences, together with the Graduate Education Institute, is based on structuring its graduate programs in line with the general research policy and strategic goals of the university and the research priorities of the faculty. The programs opened in this direction aim not only to provide academic depth, but also to train qualified human resources for the priority research areas of the faculty and to encourage scientific production.

The processes of opening and updating programs are carried out by the Dean's Office and the Education and Training Development Commission in coordination with the Graduate School. Course plans and thesis topics are shaped in accordance with faculty research themes, national development goals and

local/regional needs. At this point, stakeholder opinions are consulted both in the processes of opening and updating the programs. In addition, some of the graduate theses and dissertations are funded by BAP and similar supports, and are thus integrated with research projects.

At the end of each academic year, the level of alignment of graduate programs with the research policy is evaluated through indicators such as programs opened and thesis topics completed, publication contributions, project collaborations and student satisfaction. These data are analyzed and reported by the Research and Development Commission and the

Education and Training Development Commission. Necessary improvement suggestions are shared with the Dean's Office and the Graduate School through the Quality and Accreditation High Commission.

This process ensures that the faculty's education at postgraduate level develops not only academic competence, but is also integrated with research policies.

Subject	C.2.4. Graduate Programs Aligned with the Institution's Research Policy, Goals and Strategy
Responsible Unit(s)	Planning Dean's Office, Education and Training Development Commission Application: Faculty Departments, Dean's Office Evaluation: Research and Development Commission, Education and Training Development Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff, Students External Stakeholders: Advisory Board, Graduate School, BAP Coordinatorship, R&D Coordinatorship
Application Areas	Master's and PhD programs, thesis consultancy processes, project-based thesis studies, research-supported seminar courses
Monitoring Mechanisms	Compatibility of thesis titles and contents with research priorities Conversion rate of completed theses into publications and projects Student and advisor satisfaction surveys Commission meeting reports and lesson plan updates
Performance Indicators	Number of programs opened and theses completed Ratio of theses aligned with research priorities Number of projects involving graduate students BAP supported thesis rate Number of thesis-based publications Student satisfaction level
Evaluation and Improvement Date	End of Academic Year (June) January 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

### C.3. Research Competence

#### C.3.1. Research Competence of Academic Staff and Development of Research Competence

Yalova University Faculty of Islamic Sciences considers the research competence of its academic staff as one of the main components of institutional research capacity. The Faculty has adopted increasing the academic productivity of its academic staff and their ability to conduct qualified research as a strategic goal.

In this context, it is aimed for faculty members to update their knowledge in their research areas, to become competent in new methods and approaches, and to improve their access to

funding sources. In line with this goal, the planning process is carried out in cooperation with the Dean's Office and the Research and Development Commission.

This development process is supported through training programs, seminars, project writing workshops, consultancy services and mentoring practices with experienced researchers organized in cooperation with the R&D Coordinatorship, TTO and BAP Coordinatorship. In addition, faculty members are encouraged to participate in national and international academic networks and research collaborations.

Data on research competence are analyzed at the end of each year through the outputs of faculty members' publications, projects, papers and consultancy activities. In addition, data obtained from training and development activities and satisfaction surveys are evaluated by the Research and Development Commission and reported to the Quality and Accreditation High Commission. The recommendations developed as a result of these analyzes are shared with the Dean's Office and relevant units by taking stakeholder opinions and integrated into the action plans for the next semester.

This process is carried out with a holistic quality approach that aims to support faculty members to continuously develop their individual capacities in research and to improve the research quality of the faculty at the institutional level.

Subject	C.3.1. Research Competence of Academic Staff and Development of Research Competence
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Implementation Research and Development Commission Evaluation: Research and Development Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff External Stakeholders: Advisory Board, R&D Coordinatorship, TTO, BAP Coordinatorship
Application Areas	Research-based training and consultancy seminars, project writing workshops, academic publication production, national/international research collaborations, mentoring programs
Monitoring Mechanisms	Number of publications, papers and projects Participation lists for trainings and seminars Researcher satisfaction and needs surveys Commission reports
Performance Indicators	Number of publications/projects per academic staff Participation rate in training, consultancy and mentoring activities Number of BAP/TUBITAK supported projects Level of satisfaction with research development Annual research activity data monitored through BKYS/UBS
Evaluation and Improvement Date	Year End (January) June 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

### C.3.2. National and International Joint Programs and Joint Research Units

Yalova University Faculty of Islamic Sciences considers the development of programs and units based on national and international cooperation in research activities as part of its institutional research vision. The Faculty aims to increase its scientific interaction capacity through joint programs, research centers, scientific protocols and consortium-based projects with both domestic universities and academic institutions abroad.

This process is coordinated by the Dean's Office, the Research and Development Commission and the Internationalization Working Group. Collaborations with national and international higher education institutions, research institutes, public institutions (Presidency of Religious Affairs, YTB, TIKa, etc.) and non-governmental organizations include multifaceted activities such as joint graduate programs, exchange of visiting academics, joint research projects and publications.

The Internationalization Working Group provides guidance on establishing sustainable academic relations with foreign institutions, managing agreements and supporting the active participation of faculty members in these processes. The faculty also prepares memorandums of understanding, protocols and consortium documents to institutionalize these collaborations. In practice, partnerships with YISMER and foreign research centers operating in the field of Islamic studies come to the fore.

The effectiveness of the programs and collaborations is evaluated through annual monitoring meetings, joint publications and project outputs, participation statistics and satisfaction surveys. These evaluations are analyzed and reported by the Research and Development Commission and the Internationalization Working Group. The results are evaluated through the Quality and Accreditation High Commission and shared with stakeholders and the Dean's Office. Stakeholder opinions and Dean's Office decisions guide the collaboration strategies of the next semester.

This process is carried out with a holistic quality management approach that aims to develop a multi-actor, networked and sustainable research culture at national and international level.

Subject	C.3.2. National and International Joint Programs and Joint Research Units
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission, Internationalization Working Group Implementation Research and Development Commission, Internationalization Working Group
	Evaluation: Research and Development Commission, Quality and Accreditation High Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff External Stakeholders: Advisory Board, Domestic/International Universities, Research Centers, Other Collaborating Organizations

Application Areas	Joint graduate programs, protocols and memorandums of understanding, guest academician exchanges, joint research projects, consortia, academic publication collaborations
Monitoring Mechanisms	Joint project and publication outputs Participation data (faculty, students, administrative representation) Satisfaction surveys Monitoring meeting reports
Performance Indicators	Number of national/international cooperation protocols Number of joint projects and publications Number of guest academician and student exchanges Number of faculty members participating in international academic networks Level of satisfaction with collaborations
Evaluation and Improvement Date	End of Academic Year (June) January 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

## C.4. Research Performance

### C.4.1. Instructor Performance Evaluation

Yalova University Faculty of Islamic Sciences structures performance evaluation processes within the quality management system in order to monitor, encourage and continuously improve the individual and academic development processes of its faculty members. This evaluation is carried out not only on the basis of numerical output, but also on the basis of quality, level of contribution and compliance with the institutional strategy.

The performance evaluation process is carried out in cooperation with the Dean's Office, Research and Development Commission, Education and Training Development Commission and the Quality and Accreditation High Commission. The evaluation is based on multidimensional criteria such as academic publications, project activities, consultancy, participation in scientific activities, course load and social contribution. In this context, there are two main institutional mechanisms in addition to the appointment criteria:

- [Yalova University Science, Art, Service and Incentive Awards Directive:](#)  
It is designed to make the scientific, artistic and educational contributions of academic staff visible and to reward exemplary academic activities. Faculty executive boards can nominate  
faculty members who carry out qualified activities under titles such as science/art award, incentive award or contribution to education award.
- Yalova University Academic Incentive Application System:  
According to the [2024 Academic Incentive Handbook](#), the scientific activities of academic staff are scored every year in January , applications are received via UBYS and YÖKSİS, and the application documents are examined by the relevant unit

commissions and submitted to the Rectorate for approval. This system provides a regulation-based, transparent and measurable evaluation structure in areas such as publications, projects, patents, patents, citations, awards, exhibitions, designs and papers.

All performance data are obtained through BKYS and UBS at the end of the year, analyzed and reported by the Research and Development Commission. The results of the analysis are evaluated by the Quality and Accreditation High Commission and shared with stakeholders and the Dean's Office. Thus, areas in need of development are identified and reflected in the new semester plans. Accordingly, trainings, incentives and guidance are planned to support individual development. This process is continuously developed with a holistic quality approach that aims to continuously improve the individual capacities of faculty members in the fields of research, education and social contribution, and to not only measure but also support and reward performance.

Subject	C.4.1. Instructor Performance Evaluation
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Application Dean's Office, Research and Development Commission Evaluation: Research and Development Commission, Quality and Accreditation High Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff External Stakeholders: Advisory Board, R&D Coordinatorship
Application Areas	Academic activity reports, academic incentive applications, science/art/service award nomination processes, publication and project outputs, consultancy and course load data, social contribution activities, administrative duties, institutional commission studies
Monitoring Mechanisms	Annual activity reports integrated with UBS and YÖKSİS Academic incentive points Faculty evaluation reports Commission opinions and in-unit surveys
Performance Indicators	Average academic incentive score Number of academic publications and projects Proportion of faculty members eligible for incentive awards Number of thesis consultancy Participation in social contribution activities
Evaluation and Improvement Date	Year End (January) June 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS)
	UBS

#### C.4.2. Evaluation of Research Performance and Improvement Based on Results

Yalova University Faculty of Islamic Sciences regularly evaluates research performance in order to ensure the alignment and efficiency of research activities with strategic goals. The process is coordinated by the Research and Development Commission and the Quality and



Accreditation High Commission.

At the end of each academic year, indicators such as the number of publications, citations, project output, student contribution, event organization and social contribution are analyzed through BKYS and UBS data. In addition, the academic activities targeted and realized annually by the academic staff are monitored through BKYS and their performance levels are evaluated. Instructor and student feedback is also included in the evaluation process as qualitative data.

In line with the findings obtained, concrete improvement suggestions are formulated in order to develop research infrastructure, improve support mechanisms and increase research production in priority areas. These recommendations are prepared in collaboration with the Research and Development Commission and the Quality and Accreditation High Commission, approved by the Dean's Office and integrated into the planning of the next semester.

This process is carried out with a holistic quality approach that aims to ensure that the faculty carries out its research activities in a traceable, sustainable and continuously developing structure.

Subject	C.4.2. Evaluation of Research Performance and Improvement Based on Results
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Implementation Research and Development Commission Evaluation: Research and Development Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff, Students External Stakeholders: Advisory Board, R&D Coordinatorship, BAP Coordinatorship, TTO, YISMER
Application Areas	Annual research performance reports, publication and project outputs, student-contributed research, academic events, feedback surveys, improvement plans
Monitoring Mechanisms	BKYS/UBS data analysis Feedback forms and questionnaires Commission meeting minutes Academic year-end evaluation reports
Performance Indicators	Number of publications/projects at faculty level Ratio of student-contributed research Number of research-oriented activities Implementation rate of feedbacks Percentage of performance-based improvement implementation
Evaluation and Improvement Date	End of Academic Year (June) January 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

### C.4.3. Research Budget Performance

Yalova University Faculty of Islamic Sciences regularly monitors and evaluates research budget performance in order to ensure the sustainability of research activities and to align resource utilization with strategic goals. The process includes effective budget planning, efficient use of allocated funds, and monitoring of actual expenditures at the end of the year.

The planning process for the research budget is carried out in cooperation with the Dean's Office, the Research and Development Commission and the Strategy Development Department. It is aimed to effectively manage the research funds provided by TUBITAK, public institutions, international projects and internal faculty resources, especially BAP supports.

At the end of each year, the allocation, utilization and realization rates of research funds are analyzed through BKYS and UBS data. Indicators such as the level of directing resources to targeted projects, the rate of researchers' utilization of funds and unused budget amounts form the basis of the evaluation process.

As a result of the analyses, recommendations are developed to improve fund management processes, strengthen application guidance, and conduct expenditure tracking more effectively through digital systems. These recommendations are shared with the Dean's Office and relevant support units and integrated into the budget planning of the following semester. This process ensures that the faculty uses its research resources effectively, efficiently and strategically and contributes to institutional financial sustainability.

Subject	C.4.2. Evaluation of Research Performance and Improvement Based on Results
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Application Dean's Office, BAP Coordinatorship Evaluation: Research and Development Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff, Students External Stakeholders: Advisory Board, R&D Coordinatorship, BAP Coordinatorship, TTO
Application Areas	Annual research budget planning, BAP and external fund applications, expenditure processes, monitoring of realization rates, unused budget analysis, guidance to researchers in need of support
Monitoring Mechanisms	- Budget allocation and realization rates through BKYS and UBS - BAP expenditure reports - Annual cost/performance comparison charts
	- Commission meeting minutes and analysis reports
Performance Indicators	- Budget realization rate - Percentage utilization of allocated resources - Proportion of academic staff applying for funding - Number of projects with expenditure tracking - Ratio of unavailable resources to total budget

Evaluation and Improvement Date	Year End (January) June 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

## D. SOCIAL CONTRIBUTION

Yalova University Faculty of Islamic Sciences is an institution that acts by considering social contribution in education and research in accordance with its goals and policies. Our faculty determines social contribution policies by aiming to be beneficial to society within its mission and vision. It does not take decisions on this issue alone, but takes action in consultation with internal and external stakeholders.

In addition to education and research activities, our faculty adopts creating value at local, national and international level with sustainable and measurable social contribution practices that are sensitive to regional needs as a basic area of responsibility.

In line with its institutional mission, our faculty focuses not only on academic achievement but also on producing social benefits by integrating with the society in which it is located; in this context, it integrates the social contribution activities carried out in this context with strategic planning, stakeholder participation and quality assurance processes.

### D.1. Social Contribution Strategy

The institution formulates its social contribution strategy in line with its vision, goals and objectives and in harmony with its existing resources, academic capacity, organizational structure and management policies.

#### D.1.1. Social Contribution Policy, Goals and Strategy

The Faculty shapes its social contribution policy and its goals and strategies in this area in line with the strategic goals and objectives of Yalova University. These goals and objectives are systematically reviewed and updated every five years. The planning process is carried out by taking into account the opinions and suggestions of internal and external stakeholders. Within this framework, the Faculty Quality and Accreditation High Commission periodically monitors and evaluates the level of implementation of the strategic goals and objectives in the field of social contribution. This process is carried out through the Social Contribution Development Commission; observations, findings and suggestions regarding the process are reported at the evaluation meetings held at least four times a year and submitted to the Dean's Office. The Dean's Office implements the necessary improvements and updates in line with these evaluations.

The institution considers the social contribution policy as an integral element of a holistic strategy while formulating its education and training and research and development policies. Accordingly, the main goals of the institution include producing authentic religious knowledge that will meet the needs of the society in the fields of faith, worship and morality, sharing this knowledge with the society, and training qualified theology experts who can guide the society. The processes for determining, monitoring and evaluating social contribution policies are carried out by the Faculty Quality and Accreditation High Commission. The Commission carries out this task in cooperation with the Social Contribution Development Commission. They meet periodically and submit their reports to

the Dean's Office. Taking into account the evaluations of the Commission and stakeholder opinions, the Dean's Office realizes the improvements and arrangements deemed necessary.

The institution's social contribution policy is structured through two main channels. First, it is aimed to increase students' awareness of social contribution through elective courses integrated into the education process. In this direction, course contents are evaluated as a result of consultations with external stakeholders such as graduates, and the education process is enriched by receiving content support from

Non-Governmental Organizations (NGOs). Through its students and faculty members, the institution contributes to professional practices such as imamate, muezzin, sermon and preaching in mosques and non-formal religious education activities in Qur'an courses in line with the demands of mufti offices. In addition, on holy days and nights, religious programs open to the public are organized with the participation of academic staff and students. The Social Contribution Development Commission plays an active role in the planning and execution of these activities and assumes responsibility for the functioning of the consultation mechanism.

The second part of social contribution activities consists of scientific and cultural activities carried out by academic units. In this context, activities such as workshops, conferences, symposiums, panels, seminars, etc. are planned and carried out by the faculty departments, departments, academic staff and research centers such as Yalova Islamic Studies Applications and Research Center (YISMER). In addition, the institution encourages faculty members to take part in written, audio and visual media channels in order to share authentic religious knowledge with large audiences.

Student clubs operating within our faculty not only contribute to the personal and social development of students, but are also important carriers of the university's social responsibility mission. Student clubs interact with the society, produce social benefits and increase the visibility of the institutional identity in the eyes of the society through social responsibility projects, volunteering activities, awareness activities and activities carried out in cooperation with the local community.

When evaluated from the perspective of social contribution, cultural, artistic, educational and environmental activities organized by student clubs are important as practices that strengthen university- community integration, increase social sensitivity and create sustainable impact. Our faculty provides the necessary support to clubs in the planning, execution and evaluation processes of such activities and encourages students to develop active citizenship skills.

The faculty encourages students and faculty members to act with a sense of social responsibility and aims to take an active role in various social benefit-oriented projects in this direction. The institution supports the participation of its staff and students in aid organizations carried out by official institutions, organizations and Non-Governmental Organizations (NGOs) in extraordinary situations such as earthquakes, floods and fires. In addition, students in need, who are internal stakeholders, are financially supported through various support mechanisms. In this process, the Social Contribution Development

Commission plays an important role and carries out these activities with sensitivity.

The institution aims to increase the quality of its scientific, religious, social and cultural activities and adopts a continuous improvement approach by taking into account the criticisms, suggestions and demands from internal and external stakeholders. In accordance with the principle of transparency, the processes regarding social contribution activities are shared openly with the public through the Faculty's website and social media accounts and stakeholder feedback is received through these channels. In addition, direct communication with the Dean's Office is also provided through the Rectorate Communication Center (RIMER) and the QR code application.

In line with its social contribution strategies, the Faculty encourages faculty members and students to carry out religious knowledge transfer, spiritual counseling and guidance activities in various institutions such as prisons, nursing homes, hospitals, orphanages and Credit and Dormitories Institution (KYK) within the framework of cooperation protocols with official institutions and organizations. In addition, faculty members are supported to take an active role in community-oriented activities organized by Non- Governmental Organizations (NGOs); this participation is considered as an important part of the institutional vision of social contribution.

The Faculty Quality and Accreditation High Commission regularly monitors and evaluates the reports prepared by the Social Contribution Development Commission. Findings and suggestions regarding the process are forwarded to the Dean's Office. The Dean's Office, on the other hand, takes into account the evaluations of the Commission and stakeholder opinions and realizes the improvements and arrangements deemed necessary.

The social contribution policy of our faculty, prepared in consultation with internal and external stakeholders, is as follows:

In line with the needs of the society, to be able to examine other religions, especially Islam, with scientific methods, to produce religious knowledge based on its original sources and to interpret this knowledge through critical thinking and scientific analysis, to internalize the knowledge acquired and use it for personal development and moral maturity, to assimilate religious heritage, to respect human rights, religious differences and diversity, To educate graduates who can develop effective and inclusive solutions to social problems, who believe in the importance of being open to innovations and continuous development that will contribute to humanity, who have the responsibility to share their knowledge and experience with society, who are fully equipped in social, cultural and academic aspects, who are enlightened, committed to ethical values and have a high sense of social responsibility,

Providing employment opportunities for MoNE, DİB and university staff,

To ensure that social contribution activities appeal to all members of society by developing an inclusive and accessible structure; to adopt as an institutional approach the active responsibility of the academic staff within the institution in these activities,

To develop and implement training activities to increase foreign language proficiency in order to strengthen the intercultural communication skills of academic and administrative

staff and students within the University,

To provide solution-oriented contributions to social needs through activities and studies to be carried out throughout the year in cultural, social, academic (scientific research, publication, consultancy) and environmental fields at national and international level,

To carry out cooperation with relevant public institutions, local administrations and non-governmental organizations with a multi-stakeholder and participatory approach from the planning stage in order to provide religious information and services to the society effectively and to ensure the sustainability of social development in this way,

To strengthen collaboration networks with academic, public and civil actors within and outside the Faculty, to develop joint projects and to create institutional synergy in this way.

To create and strengthen sustainable communication and cooperation mechanisms between the faculty and the public and civil society organizations,

To prepare academic and physical environments suitable for the development of interdisciplinary research projects at national and international level,

To encourage students to participate in applied studies, social responsibility projects, scientific meetings and cultural activities; to create the necessary infrastructure and support mechanisms for this purpose,

To ensure that the scientific research of the faculty in the field of social contribution is increased both in terms of quality and quantity and to encourage academic production in this field,

To organize various activities such as congresses, symposiums, workshops, seminars and conferences to address current social needs and problems; and to develop research projects integrated into these activities,

To increase social interaction by supporting or directly organizing social, cultural and sporting events organized on a local, regional and national scale,

To make social contribution activities sustainable at the corporate level by organizing development- oriented programs for different segments of society in line with the contributions of external stakeholders and continuous education approach,

Encouraging the development of spiritual support-based practices for disadvantaged segments of society (women, children, elderly, disabled, prisoners, orphans, immigrants, etc.) and providing institutional contributions to projects carried out in this field,

To encourage faculty students to take part in non-governmental organizations on a voluntary basis and to support them to produce projects that will develop social responsibility awareness,

To organize supportive academic programs for faculty students preparing for field exams within the framework of external stakeholder collaborations,

In cooperation with institutions and units such as Yalova Provincial Mufti's Office, Yalova



Provincial Directorate of National Education, Yalova Provincial Directorate of National Education, Department of Health, Culture and Sports, Disability Unit, Youth Center and Continuing Education Center; to organize online activities based on the principle of lifelong learning with religious, scientific, cultural and social content.

Subject	D.1.1. Social Contribution Policy, Goals and Strategy
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission, Social Contribution Development Commission Application Deanery Evaluation: Dean's Office, Social Contribution Development Commission, Quality and Accreditation High Commission Improvement: Deanery
Stakeholders	Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All academic and administrative areas where the faculty operates All stakeholders with whom the Faculty carries out internal and external cooperation activities
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Academic Boards
Performance Indicators	Integrated Quality Management System (IQMS) Annual Reports Meeting Reports Faculty Bulletin Surveys
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

#### D.1.2. Management and Organizational Structure of Social Contribution Processes

The effective execution of the social contribution processes of the Faculty is carried out with a flexible and functional organizational approach structured on the basis of the "Plan, Implement, Control, Take Measures" (PDCA) model. Within the scope of this structure, which differentiates according to the types of activities, activities organized by student clubs are coordinated under the guidance of academic or administrative staff acting as the relevant club advisor. In social contribution activities developed outside of student clubs, academic staff assume direct responsibility and play an active role in the planning, implementation and evaluation stages of the process.

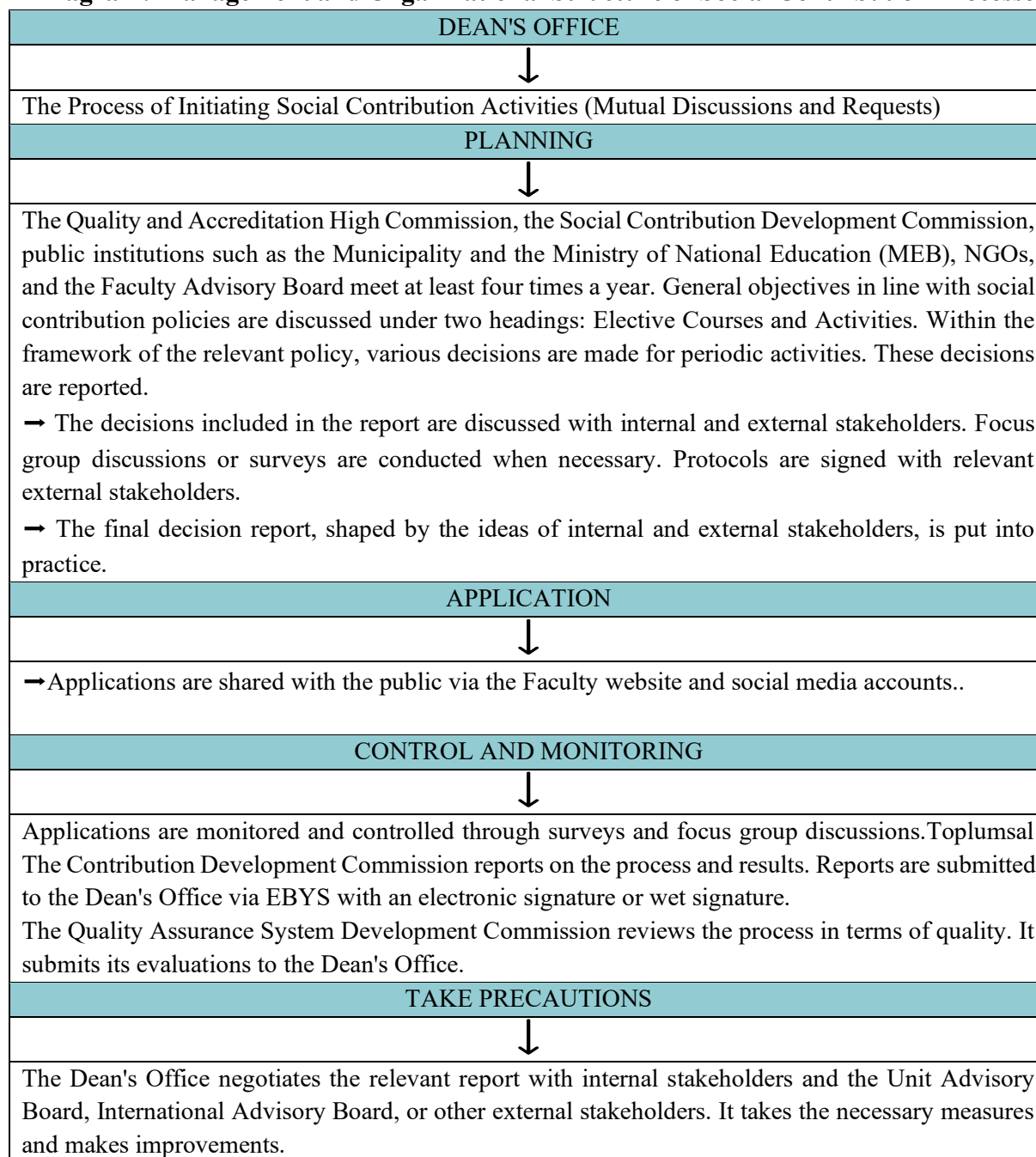
The management of social contribution processes at the Faculty is carried out with a multi- stakeholder structure and within the framework of an institutional functioning. In this context, the Dean's Office regularly consults with the Advisory Board, the Social Contribution Development Commission and Student Representatives. In line with the opinions of internal and external stakeholders, necessary steps are taken to plan, initiate and maintain social contribution activities. Taking into account the demands from the

community, necessary correspondence is made with the relevant institutions and cooperation is established and the activities are implemented. The evaluations and development proposals obtained throughout the process are discussed at periodic meetings held by the commissions in question and the reports prepared are submitted to the Dean's Office. The Dean's Office implements the necessary improvements and updates in line with these reports.

In order to evaluate and continuously improve the social contribution activities at the Faculty, the strategies for the activities carried out at the end of each academic year are reviewed and updated. In this direction, the activity report prepared by the Social Contribution Development Commission is submitted to the Dean's Office and integrated with quality assurance processes. The Social Contribution Development Commission directly or indirectly carries out and monitors the social contribution processes within the Faculty. Administrative regulations and activity information regarding the duties, powers and responsibilities of these commissions are shared with the public in the relevant sub-section under the heading "Accreditation Commissions" on the official website of the faculty.

Subject	D.1.2. Management and Organizational Structure of Social Contribution Processes
Responsible Unit(s)	Planning Social Contribution Development Commission, Quality and Accreditation High Commission Application Deanery Evaluation: Social Contribution Development Commission, Quality and Accreditation High Commission Improvement: Dean's Office, Quality and Accreditation High Commission
	Commission, Social Contribution Development Commission
Stakeholders	Academic and Administrative Staff, Students External Stakeholders: Advisory Board, Yalova Provincial and District Mufti Offices, Yalova Provincial Directorate of National Education, Rectorate and Affiliated Units, Graduate Education Institute.
Application Areas	All Academic and Administrative Areas where the Faculty Operates All Stakeholders with Which the Faculty Carries Out Internal and External Cooperation Activities
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation High Commission Academic Boards
Performance Indicators	Quality and Accreditation High Commission and Social Contribution Number of Commission Meetings Number of Social Contribution Activities
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information System (UBS) Corporate Website

**Diagram: Management and Organizational Structure of Social Contribution Processes**



## D.2. Sources of Social Contribution

### D.2.1. Resources

The Faculty systematically utilizes its physical, technical and financial means to carry out its social contribution activities in a sustainable and effective manner. It also expands the scope of these activities by utilizing the institutional facilities of the university. In this framework, the services developed in line with the social contribution policies and strategic goals are offered for the public benefit and no fee is charged to the participants. The financing of these services is supported by the allocations allocated from the university and faculty budgets; in addition, contributions are also received from the resources owned by stakeholder

organizations.

In order to increase the effectiveness of social contribution activities, the faculty establishes bilateral collaborations with public institutions, private organizations and non-governmental organizations and carries out various joint projects with social and religious content. Identifying and prioritizing the needs for social contribution activities is carried out in cooperation with the Social Contribution Development Commission and the Advisory Board within the Faculty. In the evaluation meetings organized annually by these structures, the scope of these activities is reviewed and related

resource planning is made. In this context, the faculty management submits requests for community outreach services to the university administration every year. In addition, the Faculty also cooperates with institutions, organizations and NGOs to support social contribution activities. In this context, the faculty diversifies its social contribution activities through collaborative projects with student communities and external stakeholders. These collaborations are carried out in various fields such as community service practices, promotional activities and joint project work, and bilateral protocols are signed when necessary to ensure the sustainability of social contribution. The Community Contribution Development Commission is responsible for the entire process related to community contribution resources. The Commission follows the requirements regarding the resources, prepares a general report and submits it to the Dean's Office. The Dean's Office takes measures or makes the necessary improvements, taking into account the opinions of the Unit Advisory Board and external stakeholders.

The resources allocated to community contribution activities are diversified as follows:

- **University Resources:** Resources allocated within the scope of the "Directive on Organizing Congresses, Workshops, Assemblies, Symposiums, Conferences, Panels and Other Events" for social contribution activities carried out within the University.
- **Resources Provided through Stakeholder Institutions:** Resources defined in the protocols signed between the Faculty and various public institutions and non-governmental organizations. In this context, support provided through collaborations with official and civilian stakeholders such as Yalova Provincial Directorate of National Education, Yalova Provincial Mufti's Office, and the Turkish Religious Foundation.
- **Faculty Resources:** Resources provided in line with the physical and technical facilities within the faculty.
- 

Subject	D.2.1. Resources
Responsible Unit(s)	Planning Social Contribution Development Commission, Quality and Accreditation High Commission Application Deanery Evaluation: Quality and Accreditation High Commission, Social Contribution Development Commission Improvement: Dean's Office, Quality and Accreditation High Commission, Social Contribution Development Commission

Stakeholders	Academic and Administrative Staff, Students External Stakeholders Advisory Board
Application Areas	All Faculty; National and International Fields
Monitoring Mechanisms	Academic Boards, Community Engagement Commission and Face-to-Face and Online Meetings
Performance Indicators	Number of events benefited from the university budget allocated for "Congress, Symposium, Panel, etc." events during the year Total annual number of social contribution activities organized using university resources Number of cooperation protocols signed during the year Number of active protocols and number of activities based on them Number of voluntary social contribution activities carried out by student clubs and academic staff
	Utilization rate of the Faculty's spatial and technical facilities (conference halls, sound systems, promotional tools, etc.) Number of annual meetings of the Social Contribution Development Commission Number of annual activity reports prepared
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) Faculty Website

### D.3. Social Contribution Performance

#### D.3.1. Monitoring and Improving Social Contribution Performance

The goals and performance indicators set in line with the goals and policies of our faculty in the field of social contribution are regularly monitored by the Social Contribution Development Commission and the Quality and Accreditation High Commission. The monitoring process is supported by periodic data collection and evaluation activities. The data collected are analyzed at Quality Commission meetings and Advisory Board meetings; in the light of these analyses, necessary improvement decisions are taken and implemented by taking stakeholder opinions into account. The results of the evaluations of the activities are shared with the public on the official web page of the faculty in accordance with the principle of transparency. This entire process is carried out with the aim of increasing the effectiveness of social contribution activities and making them more sensitive to needs; continuous improvements and updates are implemented in line with the findings obtained.

Subject	D.3.1. Monitoring and Improving Social Contribution Performance
Responsible Unit(s)	Planning Social Contribution Development Commission, Quality and Accreditation High Commission Application Dean's Office, Related Persons and Units Evaluation: Quality and Accreditation High Commission, Social Contribution Development Commission Improvement: Dean's Office, Quality and Accreditation High Commission, Social Contribution Development Commission

Stakeholders	Academic and Administrative Staff, Students External Stakeholders: Advisory Board, Rectorate and Affiliated Units, Graduate Education Institute, Yalova Provincial and District Mufti Offices, Yalova Provincial Directorate of National Education, Alumni Commission and YISMER.
Application Areas	All Faculty; National and International Fields
Monitoring Mechanisms	Meeting Reports, Evaluation Surveys, Face-to-Face and Online Meetings
Performance Indicators	Annual Reports Number of Activities within the Faculty
	Faculty Bulletin
Evaluation and Improvement Date	January 2025 End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) Faculty Corporate Website

## E. Management System

### E.1. Structure of Management and Administrative Units

The management system and the structure of the administrative units of the Faculty were basically established according to the principles determined in accordance with Article 51 of the Higher Education Law No. 2547 and the Decree Law No. 124 on the Principles Regarding the Establishment and Duties of the Administrative Organization of Higher Education Higher Institutions and Higher Education Institutions. In this context, the following five objectives have been set [in the Yalova University 2024- 2028 Strategic Plan](#) under the title of "Goal 5: To Become Nationally and Internationally Recognized by Adopting the Principles of Agile Management and Sustainability, Corporate Development and Strong Staff Belonging":

1. Objective (5.1) To improve belonging by creating a corporate culture that prioritizes sense of duty
2. Objective (5.2) To strengthen corporate image
3. Target (5.3) To develop environmentally sensitive activities by prioritizing renewable energy
4. Objective (5.4) To improve institutional capacity by using technology effectively in transparent and sustainable management processes
5. Objective (5.5) To increase the performance of our university by using management systems effectively and efficiently

#### E.1.1. Management Model and Administrative Structure

While determining the management model and administrative structure of the faculty, a governance approach based on the participation of all stakeholders has been adopted. In this framework, coordinatorships, commissions, boards and working groups are established by taking into account the vision, mission and goals of the institution in the strategic plan. The establishment of a quality-based system and ensuring quality assurance in administrative processes are also taken into consideration to the maximum extent. For this purpose, in addition to the Quality and Accreditation High Commission, the Quality Assurance System Development Commission, Education and Training Development Commission, Social Contribution Development Commission, Research and Development Commission, Management System Development Commission and Internationalization Commission were established within the faculty.

Faculty members from the departments of Basic Islamic Sciences, Philosophy and Religious Sciences, and Islamic History and Arts have taken part in the aforementioned quality commissions, so that all three departments are included in the decision-making mechanism of the faculty's quality system. An organizational chart has been established to enable effective participation in administrative decisions by including department chairs, Advisory Board, International Advisory Board and all other stakeholders in the quality system. Thanks to this structure, the principles of governance have been realized by ensuring the contribution of internal and external stakeholders to the decision-making



processes in line with the strategic goals of the faculty.

The Management System Development Commission ensures that the process is carried out based on the PDCA cycle in the functioning of the management and administrative units of the faculty with the Quality and Accreditation High Commission. In the planning and implementation process, the participation of the Advisory Board and the International Advisory Board is taken into consideration, as well as the participation of internal and external stakeholders in the evaluation and improvement stages, and attention is paid to the presence of student representatives at the commission meetings. In the end, the issues decided to take measures are forwarded to the dean's office and in this way, it is aimed to make progress in the next semester.

Performance targets of the faculty are determined by the Management System Development Commission on an annual basis and submitted to the dean's office. Performance outputs are reported to the dean's office by the academic staff at the end of each semester. The data processed into the Institutional Assessment System through the [IMS](#) enables the academic performance of the institution to be monitored and the results to be evaluated and necessary improvements to be made.

Subject	E.1.1. Management Model and Administrative Structure
Responsible Unit(s)	Planning Dean's Office, Management System Development Commission Application Deanery Evaluation Quality and Accreditation High Commission, Management System Development Commission Improvement Quality and Accreditation High Commission, Management System Development Commission
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, International Advisory Board
Application Areas	All academic and administrative areas where the faculty operates
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation High Commission, Accreditation Commissions, Academic Boards
Performance Indicators	Integrated Quality Management System (IQMS) YÖK Academic Data Performance Reports Meeting Reports Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

### E.1.2. Process Management

The action plans for the institution's management system are set [out in the Yalova University Strategic Plan 2024-2028](#) and are monitored by the deanship and the Management System Development Commission. Department heads play an active role in the implementation phase and manage the workflow between the units. At this stage, the heads of departments are responsible for the functioning of the quality assurance system and the management of education, training, research and social

contribution activities. Heads of departments and faculty members cooperate with department chairs in the functioning of the process.

Requests for staffing, appointment, promotion and assignment at the faculty are forwarded from the departments to the departments and from the departments to the dean's office according to the principles set out [in the Yalova University Academic Appointment and Promotion Criteria Directive](#). In this directive, the scoring principles and necessary procedural steps of academic performance elements such as publications, projects and services to be evaluated in the application, academic promotion and reappointment processes for faculty members at Yalova University are determined.

Performance monitoring systems that can be viewed through UBYS and BKYS are used to monitor process management. The academic goals and results of the relevant year are monitored through this system, the data are evaluated by the department heads and commissions, and after checking whether they are in accordance with the planning, suggestions are submitted to the dean's office for improvements. This process is also important in academic appointments and tenure requests. During the performance evaluation, it is taken into account how the academic staff's work contributes to the titles of Education-Training, Social Contribution, Quality Assurance System, Research-Development and Internationalization, and according to the results, plans are made for the next academic year. In addition, [Yalova University Internal Control Standards Compliance Action](#) Plan prepared by the Strategy Development Department is taken into consideration, and the conditions determined for academic units in this plan are observed. With the PDCA cycle, it is aimed to fulfill the issues determined in this plan.

In the process management of the faculty, the contribution of internal and external stakeholders is also maximized. Based on the PDCA cycle, the extent to which the decisions taken in planning are measured correctly is evaluated through meetings with internal and external stakeholders after the implementation. At this point, new decisions to be taken for improvements are reported to the dean's office by the Quality and Accreditation High Commission and department chairs and are taken into consideration in the planning of the next semester.

Subject	E.1.2. Process Management
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission Application Deanery Evaluation Quality and Accreditation High Commission, Management System Development Commission Improvement: Dean's Office, Quality and Accreditation High Commission, Management System Development Commission
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, International Advisory Board, Strategy Development Department
Application Areas	All Academic and Administrative Areas where the Faculty Operates
Monitoring Mechanisms	Face-to-Face and Online Meetings, Quality and Accreditation High Commission, Management System Development Commission, Academic Boards

Performance Indicators	Integrated Quality Management System (IQMS) YÖK Academic Data Performance Reports Meeting Reports Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

## E.2. Management of Resources

### E.2.1. Human Resources Management

Within the framework of [Yalova University Internal Control Standards Compliance Action Plan](#), it is aimed to give importance to professional competence in personnel appointments and assignments of the institution and to prefer the most suitable personnel for the tasks. This issue is also taken into account in academic staff appointments and appointments are made according to the principles set out in [the Yalova University Academic Appointment and Promotion Criteria Directive](#). Again, reappointment, promotion and incentive mechanisms are carried out by taking into account the academic and administrative performance reports that can be monitored through UBYS and BKYS.

Every year, the faculty management determines the needs for personnel recruitment and notifies the Personnel Department. The planning and implementation of personnel appointments are made within the framework of the Civil Servants Law No. 657, Labor Law No. 4857 and related legislation. Appointments of administrative personnel are made in accordance with the Public Personnel Selection Examination (KPSS), the Anti-Terrorism Law, the Social Services Law and Article 74 of the Civil Servants Law No. 657. Performance evaluations, which can be monitored through UBYS and BKYS, are taken into consideration in internal appointments, assignments, reassignments and promotions.

In the planning phase of personnel appointments, the Quality and Accreditation High Commission and the Management System Development Commission give their opinions. The process is managed by the dean's office and administrative units. At this point, importance is attached to the evaluation of staff satisfaction surveys. The decisions to be taken for the evaluation and improvements at the end of the process are monitored by the aforementioned commissions, the necessary controls are provided by taking the opinions of internal and external stakeholders, and the dean's office is advised by planning the next period.

Trainings are organized for the faculty staff to improve themselves in different subjects. At this point, external stakeholders are involved in the process and trainings are organized in various fields. In this context, [Yalova University Continuing Education Center](#) is actively used.

Subject	E.2.1. Human Resources Management
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission Application Deanery Evaluation Quality and Accreditation High Commission, Management System Development Commission Improvement Quality and Accreditation High Commission, Management System Development Commission
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students
	External Stakeholders: Advisory Board, Strategy Development Department, Personnel Department, Rectorate
Application Areas	All Academic and Administrative Staff
Monitoring Mechanisms	Face-to-Face and Online Meetings, Quality and Accreditation High Commission, Management System Development Commission, Academic Boards, YÜSEM
Performance Indicators	Integrated Quality Management System (IQMS) YÖK Academic Data Performance Reports Meeting Reports Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

### E.2.2. Management of Financial Resources

The financial needs of the faculty are requested to be reported to the Strategy Development Department every year. The needs determined by the Management System Development Commission and department heads are first notified to the dean's office and then to the Strategy Development Department by the dean's office. The reported needs are arranged according to the objectives determined in the [Investment Program Monitoring and Evaluation Report](#) prepared by the Strategy Development Department.

Issues related to the budget are under the authority and responsibility of the faculty dean. The internal audit of the institution's financial resources is carried out by the Strategy Development Department in accordance with the provisions of [the Public Financial Management and Control Law No. 5018](#) and the [Procedures and Principles on Internal Control and Preliminary Financial Control](#). Here, the compliance of the requests from the faculty with the legislation, effectiveness, efficiency and compliance with the issues determined in the Strategic Plan are audited.

The demands of the Accreditation Commissions are taken into consideration in the use of the faculty's financial resources. During the planning phase, expenditure items are determined with the participation of internal and external stakeholders. It is aimed that the expenditures to be made here will contribute to the development of the five topics identified in the Strategic Plan. Compliance with the Strategic Plan is observed in the planning, use, monitoring and implementation of resources.

Movable and immovable resources are managed using [the Movable Records and Management](#)

[System \(TKYS\)](#) within the Public Expenditure and Accounting Information System of the Ministry of Treasury and Finance. The year-end estimated budget planning requested by the Ministry of Finance is also reported to the Strategy Development Department, taking into account national economic data. In addition, if the regular budget is not sufficient, an additional budget application can be made to the Strategy Development Department in line with the requests from internal and external stakeholders. These activities within the institution are carried out using the University Information Management System (UBYS) and Electronic Document Management System (EBYS).

Subject	E.2.2. Management of Financial Resources
Responsible Unit(s)	Planning Department of Strategy Development Application Deanery Evaluation: Dean's Office, Strategy Development Department Improvement: Dean's Office, Strategy Development Department, Quality and Accreditation High Commission, Management System Development Commission
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, Strategy Development Department, Personnel Department, Rectorate
Application Areas	All Academic and Administrative Staff
Monitoring Mechanisms	Face-to-Face and Online Meetings, Quality and Accreditation High Commission, Management System Development Commission, Academic Boards, YÜSEM
Performance Indicators	Integrated Quality Management System (IQMS) Investment Program Monitoring and Evaluation Report Performance Reports Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website Movable Recording and Management System (TKYS)

## E.3. Information Management System

### E.3.1. Integrated Information Management System

In line with the goal of "improving institutional capacity by using technology effectively in transparent and sustainable management processes", which is one of the objectives set out in the university's strategic plan, the institution makes maximum use of technological opportunities in information management activities. In this context, with [the Information Security Management System Scope and Policies](#) and [Information Systems General Use Policies](#) determined by the Department of Information Technologies, the aims and scopes of the information management system have been determined and care has been taken to comply with quality standards.

The institution uses an integrated information management mechanism that is open to the use of all administrative and academic staff. Many modules of the web-based IMS are actively used in correspondence, students' course selections, announcement of grades, document management, process management of personnel information and many other areas. In addition, in line with the vision of digitalization among its strategic goals, the institution has also launched the mobile application "PingPong University", which works in integration with the IMS. This application facilitates course schedule tracking, academic calendar management, event announcements and interaction with faculty members. In addition, the attendance system is also integrated into the application and students' attendance processes can be tracked digitally.

Thanks to UBYS, it is easier to record official meetings with internal and external stakeholders, and the cooperation between faculty members and external stakeholders is increased. On the basis of the mobile application and the IMS, the points that need to be improved in matters concerning the faculty are identified through surveys on the one hand, and through commission meetings where student representatives are also present on the other, so that the points to be improved are reported to the dean's office and the Department of Information Technologies, and as a result, it is aimed to prevent problems that may arise in the new semester and to make new planning more accurately. In addition, feedback is actively collected and reported through the IMS and other communication platforms.

Subject	E.3.1. Integrated Information Management System
Responsible Unit(s)	Planning Department of Information Technologies, Dean's Office Application Deanery Evaluation: Dean's Office, Department of Information Technologies Improvement: Dean's Office, Department of Information Technologies
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, Department of Information Technologies, Rectorate
Application Areas	All Academic and Administrative Staff, Students
Monitoring Mechanisms	Face-to-Face and Online Meetings, IMS, Academic Boards
Performance Indicators	University Information Management System (UBYS) Integrated Quality Management System (IQMS) UMS Support Module
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

### E.3.2. Information Security and Reliability

Information security practices at the University are planned within the framework of [the Information Security Management System Scope and Policies](#). Within this framework, the Department of Information Technologies started to work to ensure national and international standards regarding information security and management in 2022, and the ISO27001 Information Security Management System Certificate was awarded to the institution on



28.12.2022 by meeting the specified standards.

The protection and confidentiality of information is carried out through UBYS and BKYS. UBYS transactions of academic staff, administrative staff and students are protected with their own user information and passwords they set themselves. The storage and protection of this data is provided by the Department of Information Technologies. In addition, the protection of course materials and student information related to distance education is also the responsibility of the Department of Information Technologies. The principles regarding this are set out in [the Information Security Management System Scope and Policies](#).

The IT Department plans, executes and controls various projects by taking into account the PDCA cycle in order to support the digital transformation process of the institution, increase information security and

strengthen the technological infrastructure. Within this framework, Administrative Performance Management was put into use to manage administrative processes more effectively, and the UBYS Academy Module was created to digitize training processes.

The University organized cyber security trainings to increase the awareness of university staff in the field of information security and to ensure data security. In this context, online training modules were created, workshops and interactive seminars were held. The Faculty encourages its academic and administrative staff to participate in these trainings.

Subject	E.3.2. Information Security and Reliability
Responsible Unit(s)	Planning Department of Information Technologies, Dean's Office Application Department of Information Processing Evaluation: Dean's Office, Department of Information Technologies Improvement: Department of Information Technologies
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, Department of Information Technologies, Rectorate
Application Areas	Information Systems and Applications
Monitoring Mechanisms	Face-to-Face and Online Meetings, IMS, BKYS, Academic Boards
Performance Indicators	University Information Management System (UBYS) Integrated Quality Management System (IQMS) UBYS Academy Module Information Security Management System Scope and Policies
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

## E.4. Support Services

### E.4.1. Availability, Quality and Continuity of Services and Goods

The purpose and scope of activities such as purchasing, leasing, tendering for services and goods to be procured from outside for the institution are determined by the Financial Management Law No. 5018 and Public Procurement Law No. 4734, as shown in the Strategic Plan. In this framework, at the beginning of each year, a breakdown of the services



and goods that need to be procured is determined by the faculty department heads, the Quality and Accreditation High Commission and the Management System Commission, taking into account the feedback from the surveys and faculty participation process, a list of the desired services and goods is drawn up and notified to the dean's office. The planning realized in this way is put into practice by the administration. In this process, activities such as the procurement process and the procurement of movables are carried out in line with the objectives determined in the [Investment Program Monitoring and Evaluation Report](#).

This process, which is monitored within the PDCA cycle, is subjected to an evaluation with the joint participation of internal and external stakeholders and necessary measures are taken for the next period and the new plan is drawn up accordingly. Student and employee satisfaction surveys conducted through

UBYS and requests submitted through [the Rectorate Communication Center \(RIMER\)](#) are also evaluated. In the following period, the results of these evaluations are reported and added to the [Corporate Financial Status and Expectations Report](#) prepared by the Strategy Development Department and planning is made accordingly.

Subject	E.4.1. Availability, Quality and Continuity of Services and Goods
Responsible Unit(s)	Planning Dean's Office, Department Heads, Rectorate Application Dean's Office, Rectorate Evaluation: Dean's Office Improvement: Deanery
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, Rectorate
Application Areas	All Faculty
Monitoring Mechanisms	Face-to-Face and Online Meetings, IMS, BKYS, Academic Boards
Performance Indicators	University Information Management System (UBYS) Integrated Quality Management System (IQMS) Rectorate Communication Center (RIMER) Investment Program Monitoring and Evaluation Report
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

## E.5. Public Disclosure and Accountability

The Faculty informs the public by publishing transparent, accurate, up-to-date and accessible information about all its activities, especially education-training programs and research-development activities, and at the same time develops practices based on accountability principles.

### E.5.1. Informing the Public

The Faculty has adopted the principle of informing the public by publishing transparent, accurate, up- to-date and easily accessible information on all academic, social and cultural activities, projects and studies as well as educational programs and research and development activities. Before publishing this information, the accuracy and timeliness of this information

is confirmed by obtaining approval from the relevant units, and then it is shared on the official website of the institution.

Public information is also provided through social media accounts and the Faculty's YouTube channel. These platforms include both the records of the activities and the video content prepared by the faculty members, thus providing direct access to external stakeholders. The routing system on the corporate website provides easy access to social media accounts. The Faculty also increases its visibility by effectively informing local and national press organs.

The Faculty has a structure that constantly monitors the timeliness of the information shared with the public and carries out this process systematically. The Faculty adopts an effective communication strategy through its website and social media channels in order to ensure that the academic, social and cultural activities carried out or planned reach a wide audience. In this context, communication materials such as posters, brochures and digital content are prepared to be used in promotional activities; these

materials are subjected to the approval process of the faculty administration to ensure their accuracy and appropriateness. In addition, the faculty's official website is regularly updated and certain sections are translated into English and Arabic to increase international visibility and strengthen communication with global stakeholders.

The Social Contribution Development Commission, in liaison with internal and external stakeholders, ensures that the needs of internal and external stakeholders are identified and an activity planning is made accordingly. In this context, activities such as congresses, symposiums, workshops, panels and conferences are planned and an active role is taken in their implementation. Stakeholder opinions are also given importance during and after the process. At this point, the Quality and Accreditation Commission, the Social Contribution Development Commission, department heads and faculty members are in active cooperation. The corporate website is of utmost importance in communicating these activities to the public. In addition to informing the public through this website, the efficiency of the activities is measured through surveys conducted both on the website and through the IMS. The feedback received in this way contributes greatly to the evaluation of the process, taking measures and making improvements.

Subject	E.5.1. Informing the Public
Responsible Unit(s)	Planning Social Contribution Development Commission, Quality and Accreditation Commission, Dean's Office Implementation Social Contribution Development Commission Evaluation: Social Contribution Development Commission, Dean's Office Improvement: Social Contribution Development Commission, Dean's Office, Quality and Accreditation Commission
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, International Advisory Board, Rectorate
Application Areas	All Faculty
Monitoring Mechanisms	Face-to-Face and Online Meetings, IMS, BKYS, Academic Boards

Performance Indicators	University Information Management System (UBYS) Integrated Quality Management System (IQMS) Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

### E.5.2. Accountability Methods

The Agency complies with the understanding of accountability and financial transparency in accordance with Articles 7 and 8 of the Public Financial Management and Control Law No. 5018. In this context, activity reports, investment monitoring and evaluation reports and financial statements are prepared at the end of each year, taking into account the principles determined in the strategic plan. In this way, it is aimed to fulfill transparency and accountability in resource utilization.

In addition to financial expenditures, the [Working Directive of the Corporate Communication and Publicity Coordinatorship](#) has been determined in order to ensure accountability in other matters and to

establish institutional mechanisms to inform the public. In this way, the framework of the fields of activity has been drawn and how cooperation with other academic and administrative units should be established has been determined.

Each commission involved in the quality and accreditation process of the institution takes an active role in the execution of the relevant processes. At this point, the opinions of internal and external stakeholders are taken into consideration, requests and suggestions are received through meetings with advisory boards, and surveys are applied. Decisions taken in this process are shared with internal and external stakeholders via the institutional website, social media accounts and IMS.

The Rectorate Communication Center (RIMER), which can also be accessed through UBYS, enables academic and administrative staff as well as students to actively convey their wishes, suggestions and complaints. The institution is obliged to respond to the issues requested here. Solutions are sought for the petitions, suggestions and complaints submitted to the relevant units through the faculty secretariat, and their evaluation at the end of the year is made by the relevant commissions and the planning of the new year is organized.

Likewise, applications made through the Presidential Communication Center (CIMER) are forwarded to the faculty secretariat by the Rectorate. Complaints submitted to the relevant departments here will be responded to within two weeks.

Subject	E.5.2. Accountability Methods
Responsible Unit(s)	Planning Social Contribution Development Commission, Quality and Accreditation Commission, Dean's Office Implementation: Social Contribution Development Commission, Quality and Accreditation Commission, Dean's Office Evaluation: Social Contribution Development Commission, Dean's Office Improvement: Social Contribution Development Commission, Dean's Office, Quality and Accreditation Commission

Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, International Advisory Board, Rectorate
Application Areas	All Faculty
Monitoring Mechanisms	Face-to-Face and Online Meetings, IMS, BKYS, Academic Boards
Performance Indicators	University Information Management System (UBYS) Integrated Quality Management System (IQMS) Rectorate Communication Center (RIMER) Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Rectorate Communication Center (RIMER) Corporate Website