



T.R.
DICLE UNIVERSITY
FACULTY OF THEOLOGY

QUALITY MANUAL

2021

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QUALITY MANUAL

A. QUALITY ASSURANCE SYSTEM

A. 1. Mission and Strategic Purposes

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

Our faculty is committed to grow and educate virtuous, useful, dynamic, free religious officials, teachers, researchers and academicians equipped in terms of professional knowledge and skills; adherent to national, moral, and universal values and cultural heritage; respectful to different beliefs and values, human rights and freedoms, environment and nature; capable of scientific research and free thinking; able to analyze and examine information; interpret the religion of the society correctly; In order to ensure that people understand and learn the religion, skilled at researching the phenomenon of religion from its basic sources with interdisciplinary cooperation by adhering to universal ethical values, and evaluating them in the light of new developments, capable of producing solutions to the problems encountered in religious matters by following the needs and tendencies of the society.

Our faculty has a mission and vision that coincides with the mission-vision of the university and updates it when necessary. The Faculty maintains all its activities in line with its mission and vision. QMS (Quality Management System) and KGK systems are actively used and followed for the realization and follow-up of targets and objectives. The faculty actively organizes and monitors education, research, development, and social contribution processes through these systems. The main strategic objectives of our faculty, in line with the strategic objectives of the university, include the following objectives:

Objective 1: Developing/strengthening the status of education and training university,

Objective 2: Encouraging entrepreneurship in our faculty, developing research activities; increasing the number and quality of publications,

Objective 3: Developing faculty-society cooperation,

Objective 4: Strengthening the administrative and academic structuring with good management practices,

Objective 5: Developing the capacity of our faculty's administrative student and academic potential.

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

Our quality policy covers the following policies within the framework of the relevant legislation:

1. Carrying out and continuously improving educational and research activities by complying with the quality principles at the national and international level,
2. Conducting practices that create social value, measuring and improving satisfaction based on cooperation with internal and external stakeholders
3. Possessing a team of teaching staff who can train individuals constantly renew themselves, research, question, have effective communication skills and social sensitivity,
4. Raise environmentally sensitive individuals who have the knowledge, skills, behavior and general culture of the profession,
5. Being a faculty that meets the expectations and needs of service recipients and focuses on continuous improvement and stakeholder satisfaction,
6. Implementing and continuously improving the quality assurance system in accordance with the vision and mission of the faculty by spreading the quality awareness and culture at the faculty level.

Our Education Policy:

1. Adopting an innovative and productive education model in accordance with national and international standards in professional knowledge and competence in religious sciences,
2. Equipping students with skills such as analytical thinking, creativity, critical thinking and problem solving, social and intercultural productivity and responsibility,
3. Continuously improving the quality of education by strengthening international cooperation with the participation of internal and external stakeholders,
4. Gaining skills such as information, media and technology; information and communication technologies literacy within the framework of education and training,
5. Making it competent by considering the harmony between 21st century skills and innovations in educational sciences and vocational education programs.

Our Research & Development Policy:

1. Moving our faculty forward at national and international level by improving the research capacity of the faculty,
2. Increasing the number of national and international qualified and effective publications and projects in academic studies,
3. Ensuring the participation of research and developmental activities by strengthening cooperation with external stakeholders,
4. Developing cooperation with research and application centers within the university.

Our Social Contribution Policy:

1. Giving priority to local, regional and social needs in accordance with the activities of our faculty,
2. Increasing community service activities in terms of quality and quantity,
3. Encouraging the internal stakeholders of our faculty for social responsibility activities, giving priority to the studies on the socio-economic, cultural needs and problems of the region,
4. Sharing the results of academic scientific studies with external stakeholders and presenting them to the society, taking into account the diversity of communication resources,
5. Monitoring the activities for the society and make the necessary improvements.

Our Management System Policy:

1. Establishing a management and organizational approach that enables the internal stakeholders of our faculty to work in a participatory, coordinated and high performance manner,
2. Taking decisions with a transparent and participatory management approach and sharing them with the public,
3. Informing about the activities of our faculty by using various communication channels and increasing the recognition of our faculty.
4. Following the performance of the stakeholders of the faculty and providing the necessary support and improvements.

A.1.3. Enterprise performance management

Our faculty performs institutional performance management through collaboration with the quality upper commission and other quality-related subcommittees. Annual reports are prepared for institutional performance management. In order to assess the performance of academic and administrative staff, activity monitoring forms and self-evaluation reports are prepared jointly with the university. Satisfaction surveys are prepared in order to measure the satisfaction of the stakeholders. In this respect, the main concern of our faculty is to encourage and accomplish the necessary improvements.

A.2. Internal Quality Assurance

In order for the services produced to have certain standards and for the flow processes of all works to gain a standard quality, attainable strategic targets are determined with the understanding of continuous improvement in the QMS (Quality Management System) processes applied as a requirement of the corporate operation. Our faculty bases its internal quality management on stakeholder participation and their satisfaction. It creates targets and outputs for in-house performance with the help of the board responsible for quality. Acting in

accordance with TS EN ISO 9001: 2015 QMS, the quality commissions of the university and responsible for quality cooperates with its coordinator. It establishes an internal quality assurance integrated with the university.

A.2.1. Quality Committee

Our faculty carries out its quality activities with the help of the board responsible for quality, which works in accordance with the university quality policies. It carries out the quality and accreditation processes by forming commissions. Furthermore, it initiates the progressing of the quality process through various assignments and authorizations. In this respect, the board responsible for quality is in regular cooperation with other working groups within the faculty. The relevant committee participates in the faculty decision-making process, when necessary, by analyzing the opinions received from the stakeholders.

A.2.2. Internal Quality Assurance Mechanisms (PUKÖ Cycle, Structure of Academic and Administrative Units)

Our faculty operates internal quality assurance mechanisms in harmony with all sub-units. It evaluates the demands and suggestions of the departments including Basic Islamic Sciences, Philosophy and Religious Studies, Islamic History and Arts. At the same time, as an administrative focus, it contributes to the decision-making processes of the faculty secretary and related officers. It takes the opinions of these units in the formation of the strategic plan. It establishes cooperation with the university quality coordinator via the quality board. It monitors the outputs of this process through the QMS and takes precautions according to the PUKO-based education and training process directive.

A.2.3. Leadership and Quality Assurance Culture

Our faculty monitors the current management and administrative system, the leadership characteristics, and efficiency of the department heads. Thanks to these monitoring, it shares the points it deems necessary with the university administration and takes the satisfaction of the stakeholders as a basis in creating a leadership culture. At the same time, this culture is disseminated in the faculty atmosphere under the direction of the dean's office.

A.3. Stakeholder Engagement

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

Our faculty makes continuous improvements by giving importance to the opinions and contributions of internal and external stakeholders in the execution, control and follow-up of

accreditation processes such as quality assurance, education and training, research and development, social contribution, management system and internationalization.

The internal and external stakeholders of our faculty are listed below:

Internal Stakeholders

- Academic personal
- Administrative Staff
- Students
- Administrative Units of the University
- Other Academic Units of the University
- Rectorate

External Stakeholders

- Higher Education Council
- Interuniversity Board
- Other Theology Faculties
- Presidency of Religious Affairs
- Ministry of Education
- Non-Governmental Organizations
- Press and broadcasting organizations
- Local governments
- Graduated Students

Various meetings are held in our faculty and cooperation protocols are signed with different public institutions in order to support the active participation of internal and external stakeholders in the process. The faculty determines the opinions and expectations of the stakeholders by detect methods including meetings and surveys, and accordingly, prepares reports on the strengths or weaknesses of the institution. The dean's office holds a meeting with the academic staff at the beginning of the academic term. The opinion and suggestions of the students are detected through various surveys conducted directly with the students themselves or wither student representative. the faculty ensures the participation of the administrative staff in the processes, either through the faculty secretary, by applying the abovementioned satisfaction surveys, and by holding special meetings. It organizes joint activities with stakeholders in order to strengthen the weaknesses of the institution. While internal stakeholders are informed about the activities in many ways such as meetings, face-to-face meetings and electronic documents, verbal and written announcements; external stakeholders are informed via the website and e-mail. After the activity takes place, the level

of maturity is evaluated in line with the incoming notifications. Although there are national stakeholders with whom our faculty cooperates at a high level, these stakeholders are quite limited quantitatively. The Quality and Accreditation Board controls the planning and implementation of processes related to stakeholder engagement and presents improvement suggestions to the Dean within the plan. Stakeholder participation in processes and decision-making in the organization is carried out within the scope of holistic quality management in the institution and the findings obtained from the stakeholder engagement practices are monitored and evaluated together with the stakeholders, and measures are taken according to the monitoring results.

A.4. Internationalization

Our faculty attaches great importance to internationalization in accordance with the relevant articles of quality assurance, education and training, research and development from its own policies. It continues its cooperation with the relevant units within the scope of our university's internationalization strategy objectives. The faculty, together with the Foreign Relations Office of Dicle University, which successfully carries out Erasmus+ and Mevlana exchange programs, uses the university's international agreements and signs new protocols within the scope of these agreements.

Our faculty prioritizes studies for nearby geographies in line with the targets highlighted in the Dicle

University 2020 Strategy Document. It aims at hosting more foreign students within the scope of exchange programs for the students of these countries, especially by establishing academic relations with the universities of Iraq, Iran, Qatar, and Jordan. It continues its support to foreign graduate student programs and activities within the framework of relevant agreements and informs its stakeholders about the agreements and developments regarding the opportunities international. Speaker and lecturer are invited as guests to increase the international value and recognition of our faculty. At the same time, our faculty constantly improves its internationalization policy in the academic field with the international symposiums and conferences it organizes. The faculty carries out this process in coordination with the quality board and other faculty working groups. Within the strategic plan, this board provides internationalization data through the QMS and sets new targets. The faculty requests evaluations from the faculty stakeholders with whom this committee and working groups exchanged views during the predetermined process. In accordance with the evaluations obtained, it makes various improvements in some internationalization focuses such as foreign support and new opportunities. The university cooperates with the Internationalization

Working Group and the Foreign Relations Coordinator in international education activities such as Erasmus+.

B. EDUCATION AND INSTRUCTION

B.1. Design and Approval of Programs

The undergraduate program of our institution is designed within the framework of the faculty's mission, vision and the aims of the applied program. Program outcomes and measurable learning outcomes of the program are determined as program competencies and the curriculum is adjusted in accordance with these results.

B.1.1. Design and Approval of Programs

While arranging the learning outcomes of the program, Turkey Higher Education Qualifications Framework, Field Qualifications, the directives of external stakeholders and the needs and demands of internal stakeholders are taken into consideration in line with the quality policy of Dicle University. In the Strategy Document (2020-2024) prepared by the Strategy Planning Board of the Faculty of Theology, Dicle University, the strategic targets are specified in detail according to the years. In line with the predetermined objectives, the programs implemented in the Faculty of Theology are reviewed every year and updated by taking into account the directives and practices of the Higher Education Council and other external stakeholders. Again, with the academic and administrative staff, surveys are conducted to determine the satisfaction level of students and other internal stakeholders. Measures are taken to improve the quality of education, taking into account the demands and satisfaction levels of current practices. Learning outcomes are defined for each course in the program, and appropriate teaching methods and measurement-evaluation methods are determined. Course contents are created in weekly periods. Lesson plans are determined in a balanced and harmonious way, suitable for ECTS for each course. The content and plan of the courses are recorded in the Dicle University Information System and this information is accessible to all stakeholders, and each program are reviewed in the light of currently obtained data. The evaluation results of the programs are used to increase the efficiency of the programs and to find a response in the social life. Since the program qualifications are created by taking into account the expectations of external stakeholders, necessary cooperation with relevant stakeholders is ensured in order to achieve its goals and respond to the needs of students and society. The approval process of the programs in our institution takes place in line with the provisions of the Dicle University Associate and Undergraduate Education and Examination Regulations. Determination, control and updating of the program objectives,

outputs, criteria and course outcomes of our institution are determined and followed by the Education and Training Development Commission on the basis of PDCA.

B.1.2. Program Objectives, Outcomes (Program Outcomes and Discipline-specific Outcomes) and Compliance with IAA Criteria

In our institution, the program outputs and qualifications are determined by the Turkish Higher Education Qualifications Framework (TYYÇ) and by considering the situations and problems that the graduate of the relevant department and program may encounter in their professional life. The institution implements the program objectives and outputs that it has determined within the framework of TYYÇ and PUKÖ-Based Education-Training Process Directive and updates them periodically. The processes related to the program objectives and outputs of our institution are managed as planned in line with the Dicle University Quality Manual.

B.1.3. Matching Course Outcomes with Program Outcomes and Discipline-specific Outcomes

In our institution, information about the programs, program objectives and outputs are determined and updated under the responsibility of the relevant academic units. Course information packages created on this occasion are shared in the Bologna Information System. You can access the learning processes in detail in the regulations and directives of the university. The measurement of course outcomes is realized through exams, assignments, practices and projects. The collected data is evaluated at the departmental internal stakeholder meeting within the week after each final exam. The outputs of the courses are updated and presented to the Faculty Board. The dean is responsible for the measures taken and the implementation of the updated outputs and making the improvements.

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

Our faculty follows and is adherent to the Dicle University Associate and Undergraduate Education and Examining Regulations. Heads of departments in the institution monitor the balance of course distribution (elective-compulsive) and whether the courses within this scope are structured in accordance with the program contents. In the programs of the relevant units, interactive, theoretical and applied education approaches are applied to increase the professional competence and experience of the students, and the active participation of the

students in the lessons and the processes of structuring the knowledge are kept in the foreground. In addition to the compulsory courses, elective courses are offered in line with the interests, abilities, expectations and needs of the students, taking into account student participation and opinions, and efforts are made to develop personal and professional competencies. Projects, assignments, which facilitate learning processes, active and versatile participation of the student in the learning process is ensured by using different strategies such as presentations, seminars and exhibitions. At the same time, learning proficiency levels are tried to be determined by process evaluation and alternative assessment and evaluation systems. All this process is carried out in accordance with Dicle University Associate and Undergraduate Education and Examination Regulations. The commitments of the programs regarding the educational objectives and learning outcomes are evaluated by the academic board decisions of the relevant units and are secured with diplomas. There is a pool of common elective courses to help students gain cultural depth and to know different disciplines through academic advisors in accordance with Dicle University Student Counseling Directive. Students are guided in this regard. In order to ensure the regular conduct and coordination of education and training, educational institutions assign a number of student advisors to meet the needs, taking into account their characteristics. Advisors, in monitoring the priority order of the courses to be taken, help students in the organization of the curriculum and in the implementation of the decisions taken by the authorized committees of our institution, and they provide communication between the institution management and the students. Students can benefit from various elective courses in the departments they are enrolled to in order to gain depth in their fields of interest and in different disciplines. The developmental processes of students are supported by realizing them through activities such as field and institution experiences. These experience-based processes are carried out in accordance with the Practice Procedures and Principles of Vocational Education and Internship Education (Annex).

B.1.5. Student Workload Based Design

Theoretical and practical courses to be completed for graduation from the Theology undergraduate program of our institution and student workload based credits (ECTS) are taken as the basis for the internship application. According to the Dicle University Diploma Directive, our students who graduate from our faculty are given the diploma and grade status documents, as well as an ECTS-based, internationally valid Diploma Supplement. The lessons success criteria and evaluation principles are specified in the course information packages in the Bologna Information System. These course information packages are updated as needed.

In addition, in accordance with the decision of the Council of Higher Education numbered 75850160-104.01.07.01-43446 on 23.06.2017, elective courses are offered to third and fourth year students in our faculty. The ECTS of these courses are determined based on student workload, taking into account the participation of students in courses and exams, homework and internship periods.

B.1.6. Quantification and Consideration

The measurement and evaluation of the courses given in our institution are made according to the course information packages on the Bologna page and with the Dicle University Associate and Undergraduate Education and Examination Regulations. Accordingly, the effect of the exams determined in the semester and/or year evaluation on the success grade is 40%, The effect of the semester and/or end exam on the success grade is 60%. Absolute evaluation is made in determining the success grade of the institution. The success of the student is determined by evaluating the semester grades together with the end-of-semester or summer program end exams. Term grades consist of grades given to quizzes, assignments, projects, term papers, laboratory studies, reports and the like, at least one of which is the midterm grade. The effect of the student's final exam or summer program final exam results on the course success grade is 60% on the condition of getting at least 60 points from these exams. The effect of the student's success in mid-term exams, quizzes, homework, projects, term papers, laboratories, reports and the like during the term is 40%. For the student to be considered successful in a course, midterm exam, quiz, homework, project, term paper, laboratory, the sum of 40% of the success in the report and the like must be at least 60.

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 Free Learning)

Undergraduate students are regularly recruited by the Assessment, Selection and Placement Center (ÖSYM). Student quotas are recommended by the unit and the final decision is made by Council of Higher Education. Students who are entitled to enter according to their scores and order of preference in the exam held by Measuring, Selection and Placement Center (ÖSYM) are determined and announced every year with the documents required in accordance with the principles determined by the Higher Education Council (YÖK), ÖSYM and the Rectorate (Articles of Higher Education Entry to Higher Education on Education and Training of the Higher Education Law No. 2547). The processes regarding the recognition of previous formal, non-formal and informal learning are carried out in

accordance with the Dicle University Recognition of Previously Acquired Qualifications, Credit Transfer and Adaptation Procedures Directive. Applications for recognition of prior learning are received online through DU OBS. During the application, an evaluation is made according to the knowledge, skills, competencies, activities, and qualifications of showing the study and training periods of the Education Certificate related to the subject obtained from the authorized educational institutions or public institutions or the Reference Letter indicating that the training has been received. The names of those whose applications are accepted in accordance with the evaluation, the announcement of the exam programs, the exam dates and the announcement of the results are announced on the website of the institution according to the determined calendar.

Arabic Proficiency

Within the scope of recognizing prior learning, each student who has the right to study at our faculty, takes an exam to determine their Arabic proficiency, and students who score 60 or more are exempted from the Preparatory Class. In the preparatory classes of our institution, a quiz in the middle of the first semester, a midterm exam at the end of the semester and a final exam at the end of the second semester are applied. The preparatory class grade is determined based on 20% of each of the quiz and mid-term exam grades and 60% of the final exam grades. A student with an average grade of 60 and above moves to the upper class. A student with a grade below 60 repeats the preparatory class for one more year.

Adaptation

Another process related to the recognition of prior learning is adaptation. All kinds of adjustments in our institution are carried out by the institution's Adaptation Commission. The transfer of successful grades is made one-to-one by paying attention to the course content and credit eligibility in the adaptation of students who come with lateral transfer. During this transfer, grades are transferred by combining the grades of the courses that are the same course and taught in splits. Compulsory courses are counted in the same way, and elective courses are counted taking into account the same or equivalent criteria. If the student has taken more compulsory courses than the ones accepted in the institution before, he/she is exempted from the elective courses suitable for these courses. Students who come to our institution after completing the Open Education Theology Associate Degree Program and successfully passing the Vertical Transfer Exam are transferred within the framework of the principles determined in the relevant regulation of the institution. For this reason, not all of the lessons are taken, and exemption procedure is applied in the determined courses. The Adaptation Commission decides what courses to be taken. In the exemptions of the students

who have studied in different departments and enrolled in the institution, the necessary exemption procedures are applied in the parts of the courses that are compatible with the course content. Likewise, necessary exemption procedures are applied in Turkish Language, Atatürk's Principles and History of Revolution, Foreign Language and Basic Information Technologies courses, which are compulsory taught by the Council of Higher Education (YÖK) and whose contents do not change.

Student Admission with Horizontal Transfer

The Institution adopts and applies the principles related to horizontal transfer in accordance with the DU Transfer Senate Principles. Accordingly, the documents required for transfer applications and the method of application are announced on the website of the Registrar's Office (ÖİDB). The application, which passes the preliminary examination by the ÖİDB, is rejected if it does not meet the conditions. The institution's Adaptation Commission makes the evaluation and scoring of the application in terms of content. After the evaluation scores obtained are ranked from highest to lowest, students who will make a horizontal transfer within the quota are determined, starting from the highest scores. Substitutes up to the principal number are announced. If the evaluation score is equal in inter-institutional or international transfers, priority is given to the student with a high central placement score. The Adaptation Committee transmits the list it has determined to the Faculty Administrative Board. The Faculty Administrative Board takes a decision and forwards it to the Registrar's Office. The main and reserve lists are announced on the faculty website. Our institution accepts students based on the results obtained by international students in the Dicle University International Student Examination (Dicle YÖS). All kinds of up-to-date announcements about the exam, exam center, subjects, exam guide and exam schedule, exam application conditions, fees and procedures are presented on Dicle University website.

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

Our institution implements the issuance of diplomas and other documents in accordance with the relevant directive of Dicle University. 240 ECTS+ At least 2.00 out of 4.00 is required for a student to graduate. Graduations of students are checked according to the table in the EBS system, their transcripts are examined one by one and it is checked whether there are any missing courses. In our institution, a "Bachelor's Diploma" is issued to students who are entitled to graduate by fulfilling all the conditions for graduation. On the front of the diploma, the date of birth, place of birth, name and surname of the student, name of the institution, graduation date, diploma number, name, surname, title and signature of those who approve the diploma are displayed. On the reverse side of the diploma, T.C. ID number or

passport number for foreign nationals, school number, mother and father's name, and the signature of the head of the student affairs office are provided. The information in the diploma and temporary graduation certificate is written on the basis of the graduation date. Photographs are not attached to the diplomas, and the graduation average is not specified. The diploma supplement is a document that is given with the diploma to students who successfully complete the programs they are registered to, and its format is based on the model developed by the European Commission, the Council of Europe and UNESCO/CEPES. Diploma Supplement contains DU's logo, graduation date, diploma number, level of degree obtained, transcript information and information about the national education system. The diploma supplement offers to students and institutions, it provides transparency in higher education, quickly considers educational documents such as diplomas, facilitates mobility. At the same time, it gives fair, reliable and competent information about the diploma and skills. The diploma supplement facilitates the academic and professional recognition of the diploma, but does not replace the diploma and does not guarantee international academic recognition. The diploma supplement is signed by the Head of the Registrar's Office. Full academic recognition is provided for successful credits in the program followed by students participating in the learning mobility. In this context, the Academic Recognition Certificate, which is issued after the return of the students from the exchange program, includes the courses the student has passed, the ECTS credit amounts and grades related to these courses, and the ECTS credit amounts and grades of these courses. The Academic Recognition Certificate is a supplementary supplement to the Learning Agreement and guarantees that the courses taken by the student during the exchange program are recognized by the institution's Certificate of Interest. The students are entitled to receive a Certificate of Interest if they take at least 4 elective courses and a graduation study from interdisciplinary areas of interest and other areas of interest, provided that they are not less than 20 ECTS.

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

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

Our institution has a defined process adopted in terms of teaching methods and techniques so that students can achieve the program objectives and learning outcomes. Active learning has been implemented as an institutional project since 2020 in our institution, which has adopted the student-centered education model. Programs are carried out with Educational Information and Educational Support systems where course materials are shared. In this respect, Active Learning Platforms have been created independently within the Education

Support System. The institution uses the ALMS infrastructure to carry out the education process [DU - Introduction - ALMS (almscloud.com)] With this system, where the education and training processes of our faculty are gathered in one center, all processes related to education and training are carried out online by the students. Instead of a teaching model that is carried out only through a didactic transfer, an interactive education model is preferred in addition to classical education in our lessons. Teaching-learning methods and strategies are chosen to increase students' skills such as self-study, observation, presenting project activities, critical thinking, teamwork, and effective use of informatics. Lessons are conducted in a way that encourages them to take an active role in the learning process. As an education policy, our faculty adopts student-centered education approaches and principles. At our institution, in-departmental meetings are held to inform student-centered learning and the competencies of the instructors are developed in this regard. In addition, our faculty encourages the interdisciplinary studies of its students. For this purpose, Mevlana and Erasmus+ programs enable them to participate in student mobility. Related announcements are made by the Dicle University Foreign Relations Office and all kinds of coordination regarding the exchange programs of the students are provided. It is ensured that our students provide service to the society through activities such as social responsibility and community service. Moreover, field-specific internship applications are carried out and the students are guided in this direction by the instructors. Both domestic and international trips are organized with students. The aim of the trips to our country is to raise the awareness of the students about history and architecture. With trips abroad, it is aimed that the students see the developments in education and training on site.

B.3.2. Quantification and Consideration

Our institution has a defined process related to measurement and evaluation within the framework of student-centered teaching methods and techniques. In these processes, where instructors and students can be followed over OBS and ALMS, as much variety as possible is offered in the method of measuring and evaluating success. In this way, whether the program and course learning outcomes have been achieved is controlled by using more than one criteria such as mid-term exam, homework, oral exam, presentation and design. At our institution, the measurement and evaluation activities applied to reach the course outputs are measured by the instructors in five stages. At the end of the semester, an assessment is made as Pass or Fail. In this process, where student-centered measurement and evaluation is aimed, this measurement system, which has different ratios, is diversified and it is aimed at evaluating students with different characteristics and levels in the most efficient ways. For

this reason, the process has been created in a format that will support students' self-development and achieve course gains. The measurement and evaluation system checks whether the course gains of the students are realized or not. At the beginning of the process, the course learning outcomes are determined by the course instructors, and against them, the measurement and evaluation method that will measure these gains over OBS is determined. Accordingly, some course outcomes are measured by a written exam while others are measured via an oral exam, homework or presentation and design. Again, in this system, each of the exam questions is associated with the course outcomes, so the course outcomes are monitored through the questions that should be taught to the students. This application allows students to determine the level of learning outcomes they have achieved and and/or have failed. Besides, this system ensures a fair distribution of the tools in measurement and evaluation in order to obtain all of the course outcomes. As a reflection of a student-centered assessment and evaluation process, it is determined which teaching method or technique is given to students for each course outcome, which allows to see the assessment and evaluation process in a holistic way [OBS (Student Information System)].

B.3.3. Student Feedback (Course-Instructor-Program-General Satisfaction Surveys, Request and Suggestion Systems)

Our institution has a defined process for student feedback. Our students can convey their requests, suggestions, complaints and thoughts to the authorities of the institution in various ways. Although there are many ways that students can convey these requests, they are archived in a single pool in computer environment by the institution official. Requests included in the system are forwarded to the relevant authority or responsible person within the faculty or university after the examination of the authorized official. They include the following ways: via the Quality Management Information System, via the Complaint, suggestion, request and satisfaction (CME) box, via the Institution's e-mail address, and via the results of the satisfaction surveys, these processes are controlled by our Institution, if necessary CPA (Corrective- Preventive Action).

B.3.4. Academic Counseling

Our institution takes the Dicle University Quality Manual as a basis and applies it in matters related to Academic Counseling. Upon the student's enrollment in the institution, lecturers are assigned (Research Assistants) as consultants to deal with the student's education, training and other problems, and these consultants provide transparency in consultancy through some modules opened to them. Consulting Management System requires the approval of the academic advisor for the validity of the transactions. The advisor evaluates

the compliance of the course selection process with the relevant legislation and gives the "Course Selection Approval". It approves the requests to withdraw from the course and enroll in the course during the "Excused Course Enrollment" and "Add-Delete Week". It makes suggestions about the elective courses that the student should take according to his/her area of interest. The counselor guides and monitors the student on adaptation to university life, professional development, career and similar issues, and informs them during the course selection process at the beginning of each semester, evaluates the student's academic status together with the student and approves the course(s) to be taken. Student affairs officers, who are the coordinators of the exchange programs, provide consultancy services for the students coming within the scope of the exchange programs. Advisors are not appointed for visiting students who take courses in the summer school. The institution assigns the Student Affairs Working Group specifically to ensure the dynamics of the mechanisms to check that the counseling system is carried out in a qualified manner and to take precautions in case of need. The mentioned group carries out the necessary studies for the consultancy planning and the efficient conduct of the consultancy, ensures communication with the foreign students in the institution, applies the questionnaires prepared to measure student satisfaction and presents the results to the Dean's Office in a report. In addition, it processes the data about students from other boards and groups and presents them to the relevant authorities. Through the management process, the Dean's Office meets with the Student Affairs Working Group every 6 months and takes the necessary measures in line with the requests from the group members and advisors in order for the consultancy system to work better. Student advisors are appointed by the department heads in accordance with the workflow of advisor assignment, thesis advisor assignment, and advisor change. The work and transactions related to student counseling are carried out within the framework of the Dicle University Advisor Directive. In order to ensure that the counseling service can be carried out effectively regarding the students' access to counselors, the extracurricular counseling hours of the lecturers are announced to the students. Counseling days and hours are written into the curriculum separately for each instructor. Furthermore, it is recorded using the DU-FRM-048 Academic Advisor Student Interview Registration Form created in the quality documents. Thesis advisor assignment procedures for graduate students are made according to the LÜE-İA-002 Supervisor Change Workflow by using the LÜE-İA-006 Graduate Thesis Advisor Appointment Workflow and the advisor change DU-FRM-333 Advisor Change Form. Besides, it is used to monitor the counseling system by adding questions about counseling to the Student Satisfaction survey about the counseling system.

B. 4. Instructors

B.4.1. Assignment Promotion and Assignment Criteria

Our institution has defined processes for appointment, promotion, and assignment. The minimum conditions to be sought for promotion and appointment to teaching staff by our institution are determined. These criteria aim to ensure that the competency of the candidates who will apply for teaching staff positions is at a sufficient level and to ensure objectivity in the applications to the announced positions and to set a criterion for the candidates to prepare themselves and evaluate their situation. It aims at encouraging scientific studies and making the instructors feel ready to take part in the scientific competition environment. These criteria are in addition to the necessary conditions in the processes of promotion and appointment to the teaching staff specified in the relevant articles of the Regulation on Promotion and Appointment to Faculty Members, which was prepared on the basis of the fourth subparagraph of paragraph (a) of the same Law, pursuant to Articles 23, 24 and 26 of the Higher Education Law No. 2547., which covers the minimum requirements to be sought separately by Dicle University (Directive for Promotion and Appointment to Dicle University Faculty Membership). In accordance with the provisions of the "Regulation on the Determination and Use of Academic Staff Norm Staffs in State Higher Education Institutions", the department head of the relevant unit takes the decision of the department board and conveys the required staff request to the dean. Appropriate positions are announced by the Rectorate. Candidates, who will apply for academic staff positions, together with the information and documents stipulated in the Law No. 2547 and the Regulation on Promotion and Appointment to Faculty Members, submit the information and documents required within the scope of the Criteria for Promotion and Appointment to the Faculty Member of Dicle University. The score required in the appointment criteria is calculated with research-based publications, scientific activities, research and project studies, and education and training studies. In the scoring, research-based publications in the indexes, congress papers, citations defined in the indexes, research projects, journal editorships and refereeing, and congress activities are taken into consideration. Doctorate and master's thesis management are considered as the main activities in educational studies. In addition, the undergraduate and graduate courses given are also taken into account in the evaluation. The rules defined in the selection and invitation procedures of the lecturers assigned to give lectures to our university from outside, pursuant to the provisions of the 31st and 40th Articles of the Law No. 2547, in line with the request from the units, the request related to the requested field is made by the officials working in another university or public institutions and organizations, who are

experts in their fields. carried out with the permission of the institutions. In higher education institutions, foreign lecturers to be assigned by contract are appointed by the rector according to Article 34 of the Law No.

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

It is essential to actively benefit from the personnel working in the Educational Staff. Assignments for all kinds of scientific studies (artistic events, seminars, congresses, workshops, panels, symposiums, conferences, field studies, R&D, etc.) are encouraged in order to improve the knowledge and skills of the instructors. It also provides support such as Erasmus+ faculty mobility, improvement of library services, benefiting from the Continuing Education Center, and necessary announcements are made so that all academicians can benefit from these supports equally. Our institution has a defined process to increase the competence of the teaching staff in the teaching process. Applications and planning are carried out in accordance with this process. Our institution has academic staff who are experts in each of the courses in the program. The distribution of the teaching staff is largely planned according to the intensity of the courses belonging to the departments. When our institution deems it appropriate, it provides the opportunity to conduct the courses by assigning individuals who are thought to have important contributions in their fields to our faculty by invitation method.

B.4.3. Incentive and Evaluation for Educational Activities

Incentive and rewarding mechanisms of our institution includes the following criteria:

B.5. Learning Resources

1. The faculty member who has achieved success in fields such as education, research and social contribution is congratulated with a congratulatory e-mail sent to all personnel by the dean's office and congratulatory messages shared on their social media accounts.

2. At the end of each year, the average number of publications of the department is calculated according to the Web of Science database. A congratulatory message is sent by the rector to those who publish above the departmental research average. A letter is sent to researchers who have less than the average number of publications in the department, stating that they expect contributions to increase the success of the university.

3. The academic staff who are in the first place in the Academic Incentive score ranking applied by the Council of Higher Education (YÖK) are also given an award by the faculty. Academic Encouragement Award at the Academic General Assembly held at the end of the

academic year. The award is given to the personnel in the first place in two categories: (a) Lecturer (Research Assistant, Lecturer and Lecturer) and (b) Lecturer (Dr. Lecturer, Associate Professor and Professor).

The Quality and Accreditation Board controls the incentive and rewarding mechanisms together with the stakeholders, taking into account the employee surveys, the requests and suggestions coming through the system, and the general practices of the university, and presents the suggestions regarding the improvements and measures to be taken to the dean in June.

B.5.1. Learning Resources

The Faculty of Theology is suitable for learning environments that will increase the effectiveness of education. Our faculty has a closed area of 27000 m² and in this area there are 31 classrooms, 4 lecture halls, 2 conference rooms, 1 meeting room, 2 reading rooms, 1 library, 1 computer laboratory, 65 academic staff rooms. provides service with 9 administrative staff rooms, 2 warehouses, 1 archive room, 1 dining hall and 1 canteen. Student classrooms and computer lab are equipped with modern equipment. In addition to these, the facilities of the central library are also offered to the students. Our faculty encourages the use of new technologies in education. For this purpose, trainings are organized within the Career Planning and Application Center of our university for the professional development and career planning of the students, and seminars and courses are held at the Continuing Education Center. The use of classrooms in our institution takes place depending on a defined process. The weekly course schedules of the classes are prepared under the supervision of the relevant Deputy Dean before the semester starts and are communicated to all academic staff for control purposes. In accordance with the feedback received, it is finalized and implemented. The defined process of using classes is thus completed. The same defined process applies to the preparation of the exam calendar. In the library area, there are periodicals, reference resources, theses, lending and advisory units. Academic and administrative staff and researchers from outside can benefit from the faculty library. The lending system in the library takes place according to a defined process. Academic staff can borrow 9 books for 30 days, administrative staff and graduate students can borrow 6 books for 21 days, undergraduate, associate degree and special status students (Erasmus, Farabi etc.) can borrow 3 books for 15 days. Books are not loaned to outside researchers. Books and other materials that are not available in our library but available in other university libraries are provided by interlibrary loan method and are loaned to our users. Faculty members, doctoral and graduate students can benefit from interlibrary loan services. Users can benefit from 2

computers in the reading hall connected to our library. In addition to the reading hall library, which is available to students, there are also two reading rooms where students can read (Library and Internet). Our students have the opportunity to improve their ability to make effective presentations with 14 projectors in the classrooms. There is a separate reading room in which the proofreading course, which aims to read the Qur'an without making mistakes, to learn the origins and adjectives of tecvid and the letters of the Qur'an, to use the voice beautifully in the education of the Qur'an, and to read the Qur'an in accordance with the principles of the Science of Tajvid, is held.

B.5.2. Social, Cultural, Sporting Activities

Social, cultural and sports activities for student development are supported and are carried out in accordance with the Dicle University Student Societies and Clubs Directive. In addition to the department activities, student societies have carried out activities in line with the purpose of the community for the development of our students in different fields. In this respect, clubs under the name of Academic Thought Education and Civilization Club, Maveria Youth Club, Yeniler Club, Thought and Wisdom Club, Wise Youth Club, Human Rights and Freedoms Club and Civilization Club have carried out various activities. If we take the year 2019 as a base especially in the pre-pandemic period, 1 Symposium Congress, 9 conferences, 2 panels, 7 seminars, 7 exhibitions, 7 training seminars, 2 commemoration programs were organized for our University students this year by the student clubs/communities. In addition, some activities were carried out within the framework of the short-term student exchange program. 16 students visited Malaysia Malay University from 3 to 19 August in 2019. A group of students visited Erbil Sulaymaniyah University between 7-14 September, 2019. A student symposium on Fuat SEZGİN was held; 60 of our students were sent to Istanbul for 2 months for language training; 15 bicycles given to our faculty by the Ministry of Health within the scope of the "Project to Encourage Physical Activity" were made available to students during the academic year. In addition, our students participated in the football competition organized by Dicle University. In this respect, they came first in the football competition they participated in 2019. In the fall semester of 2021, when the face-to-face education process began, our faculty and cultural activities also gained momentum. "Contemporary Hadith Issues and Babanzâde Ahmed Naîm" international symposium, "Hacı Bektaş-ı Veli and Bektashism", "Theology, Art and Literature Bilal Kemikli", "Conflicts in the Period of the Four Caliphs", "Background of Fetö Coup Attempt", "Mevlid-i Nebi Conference" and "Conference on Religious Education in Malaysian Schools" were also held.

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

The Faculty of Theology has a closed area of 27000 m² and in this area there are 31 classrooms, 4 lecture-classes (Training Areas Classrooms), 2 conference rooms, 1 meeting room (Meeting Conference Halls), 2 reading rooms, 1 library, 1 computer laboratory, 65 academic staff rooms (Academic Staff Service Areas), 9 administrative staff rooms (Administrative Staff Service Areas), 2 warehouses, 1 archive room (Warehouse, Archive and Workshop Areas), 1 It serves with a cafeteria (Canteen) and 1 canteen (Canteen, Cafeterias and Stationery). Student classrooms are equipped with modern equipment such as smart boards. In addition, our students can benefit from some areas in the garden of the institution and the sports facilities nearby (Sports Facilities).

B.5.4. Faculty without Barriers

Accessible architectural arrangements such as the application of yellow tape on the sidewalks in busy areas, the arrangement of ramps, existing toilets, and the appropriate use of elevators are constantly being made in our faculty (Faculty Space Access Form, Accessibility photos in the space)

B.5.5. Guidance, Psychological Counseling and Career Services

Our institution carries out its guidance, psychological counseling and career services through counselors assigned to each student in accordance with the Dicle University Student Counseling Directive. Among the main duties and policies of this group are planning consultancy and carrying out the necessary studies for the healthy conduct of the consultancy, ensuring communication with foreign students in the institution, preparing and applying questionnaires to measure student satisfaction and presenting the results to the institution in a report. The academic advisor, who is defined with the registration of the student to the institution, supports the student in terms of guidance and career services, encourages the student to gain the habit of lifelong learning and research. In case of any failure, he directs the student to the relevant units to receive social and psychological guidance services regarding the causes and solutions of failure. Furthermore, he informs the student about the administrative and academic units of the university, and about the changes in the legislation and the program. He guides the student regarding career planning as well as the opportunities and conditions for domestic and international exchange programs, major, minor, and lateral transfers. The institution measures the satisfaction of its students each semester through surveys.

Psychological Counseling and Career Services are provided with support from the Psychological and Social Counseling Application and Research Center.

B.6. Monitoring and Updating the Program

Our institution program is reviewed periodically every year in May, based on the call made by the Rectorate, in line with the objectives and achievements defined within the scope of the Turkish Higher Education Qualifications Framework (TYÇÇ) and the Bologna process. In this context, feedback obtained from "internal" (student-academic) and "external" stakeholders (graduate-employer, professional, organizations, and representatives) is presented to the Faculty Administrative Board. The suggestions evaluated by the Faculty Administrative Board are submitted to the Rectorate and after the approval of the Senate, the course information packages are processed in detail in the student information system (OBS) in Turkish and English. Our institution has adopted the quality policy of raising individuals with the necessary professional knowledge, skills, behavior and general culture by increasing the quality in undergraduate and graduate education (Our Quality Policy). For this purpose, a quality commission was established within our faculty in 2018 under the leadership of Dicle University, to which it is affiliated, and thus, it is ensured that the program outputs are monitored with the internal quality assurance system and necessary improvements are made (Unit Quality Commission List).

B.6.1. Monitoring and Updating Program Outputs

Periodic assessment and evaluation studies are carried out at our institution regarding course gains and learning outcomes. In this respect, the learning outcomes for each course and the assessment components (homework, exam, project, etc.) to be used in measuring these outcomes are defined. Measurement and evaluation studies and procedures, information packages and related regulations are announced in the Bologna Information System. The measurement and evaluation processes of the compulsory Arabic Preparatory Class program carried out by the dean of our faculty are conducted according to the Preparatory Class Directive of the Faculty of Theology. Accordingly, quizzes are applied to the students with a mid-term exam in written or oral format in each semester so that the course achievements for each level of the program are measured and evaluated correctly. For this purpose, every academic year, an academic staff and course evaluation questionnaire is applied to our students, who are among our internal stakeholders, (Instructor Evaluation Questionnaire). The results obtained from the survey are reported and necessary changes and improvement studies are carried out in educational attainments. By the way, it should be noted that the survey could not be applied in the spring semester of the 2019-2020 academic year due to the

pandemic. In addition, at the end of each academic term, a student satisfaction survey is administered to students online by the Registrar's Office and thus it is checked whether the program has achieved its educational goals (Student Satisfaction Questionnaire Form). At the end of the current academic year, the measurement results to be obtained through the stated mechanisms will be analyzed and evaluated by the relevant committees. As a result of the evaluation, it will be determined whether the targeted objectives for the program outputs have been achieved for that academic year. Besides, in line with the aims and objectives of our university's 2020-2024 Strategic Plan (DU Strategic Plan 2020-2024), the educational objectives of our program will be updated in the areas needed. Another mechanism created to monitor and update our institution's program is the Alumni Questionnaire (Alumni Questionnaire Form). The professional development of our graduates is measured and the quality of our program is determined by the questionnaire we apply to our graduates, who are our external stakeholders. Cooperation protocols have been signed with various institutions, primarily with the Ministry of National Education and the Turkish Religious Foundation, in order to ensure the active participation and contribution of external stakeholders in the continuous monitoring and improvement activity, which is a dynamic process. Within the framework of "faculty-school cooperation", in cooperation with Diyarbakır Provincial Directorate of National Education, our students started to do internships in public schools affiliated to the Ministry of Education as of 2018. In line with the strategic goals of our institution, it acts in cooperation with external stakeholders in order to increase the quality of education. In this respect, our institution, acting in cooperation with the Directorate of Religious Affairs, enables theology students to have a better education. It provides them with courses, scholarships and a dormitory to have an education. In addition, our teaching staff contribute to the trainees registered in the Religious High Specialization program of the education units affiliated to the Presidency of Religious Affairs. Moreover, as of October 2018, with the protocol signed with the Turkish Religious Foundation, courses began to be given to our students in order to support their education under the name of Theology Academy Program (The Theology Academy Program Protocol). Our institution's program is national and international. An accreditation commission has been established within our faculty to ensure international accreditation (Unit Accreditation Commissions). As of January 2020, an application has been made to the Theology Accreditation Agency and our application has been accepted by the said institution (Units Applying for Accreditation). As a result, the successful conclusion of the national accreditation process within the framework of

the plan, implement, check, take action (PUKÖ) cycle is among the strategic objectives of our program, and for this purpose, our training objectives will be updated.

B.6.2. Alumni Tracking System

Graduates of our institution are monitored through the following mechanisms:

First: Annual and graduation ceremony activities are coordinated by our faculty for our 4th year graduates. With a committee selected from among our students by our graduation commission, the organization of the graduation ceremony is started with the annual pressure from the beginning of the spring semester. However, due to the pandemic in the 2019-2020 academic year, these activities could not be carried out. On the other hand, it has also been observed that there is not an adequate follow-up system within our faculty to systematically compile data on our graduates. In this context, up-to-date data about the graduates can only be accessed via the university website (Alumni Portal). In order to fill the gap in this field and make necessary improvements in relations with graduates, the Education and Training Development Commission has been established within the quality commission of our faculty, and graduate follow-up studies are followed by this commission.

Second: The alumni information system is open to job seekers and employers who want to register. The relevant employer or job seeker register in the system in accordance with their field of work. Consequently, the rate of employment of job seekers and the graduate universities can be assessed. The Quality Coordinatorship analyzes the data obtained from graduates through various mechanisms and shares it with the relevant committees and working groups in the institution, and prepares a report on the changes necessary in the graduate monitoring system and the measures to be taken by taking into account the suggestions and demands received from these committees, and submits it to the Dean's Office during the year.

C. RESEARCH AND DEVELOPMENT

C.1. Research Strategy

Research and Development Strategy of our Institution is carried out within the framework of the strategic principles determined in the 2020-2024 Dicle University Faculty of Theology Strategy Plan. *Research and Development Strategy of the Institution included in the 2020-2024 strategic plan includes the following objectives and strategic plans:*

Objective 1: to develop research activities and to increase the number and quality of publications. **Strategic Objective 1:** to increase the number of publications in journals in

international and national citation indexes, Journals with high impact factor and highly cited increase the number of publications.

Within the framework of S. H. 1, since our institution carries out an important mission on a local and regional basis, it carries out research activities in cooperation with national and international institutions, taking into account local, regional, and national priorities and in the light of academic principles. In this context, it increases the number of publications and the quality of publications day by day.

Strategic Objective 2: to produce at least 10% of the graduate theses completed each year.

It is encouraged to publish in journals at SCI level from graduate theses completed within the framework of S. H. 2.

Strategic Goal 4: to ensure the participation of academic staff in domestic and international activities that will increase their professional experience.

Within the framework of S. H. 4, the academic staff of our institution are informed about research opportunities in Turkey and abroad and their participation in these activities is supported.

Strategic Goal 5: to develop infrastructure studies that will contribute to the researcher identity of our faculty.

Infrastructure studies that will contribute to the researcher identity of our faculty are supported **within the framework of S. H. 5**. Accordingly, cooperation is made with the D.U. Project Coordination Application and Research Center, D.U. Distance Education Application and Research Center and D.U. Research and Application Centers and with the Continuing Education Center.

Strategic Goal 7: to contribute to individual academic studies and R & D studies and to ensure that solution proposals are discussed on scientific platforms.

Within the framework of S. H. 7, our institution supports the individual studies of academics and their studies within the scope of R & D. In the context of these studies, it organizes academic meetings at various local and regional levels in cooperation with national and international institutions.

Purpose 2: to carry out research and development activities in cooperation with external stakeholders.

Strategic Target 2.1.: to offer solutions to local and regional problems and propose improvements within the scope of research and development activities by collaborating with external stakeholders.

Within the framework of the framework S.H. 2.1., our institution cooperates with the madrasahs, which is a social reality of our region, by cooperating with the External Stakeholder institutions. In accordance with the madrasahs, our faculty members ensure that the knowledge of the academy is transferred to the madrasahs, and the traditional knowledge of the madrasahs to the academy. In addition, various reinforcement courses are organized by our faculty members to complete the deficiencies of our external stakeholders, the Mufti staff, in the relevant fields.

The academic activities in our institution are carried out within the framework of the strategic principles in the "2020-2024 Dicle University Faculty of Theology Strategic Plan" and their follow-up is carried out by the Research and Development Commission. The Research and Development

Commission carries out this task in coordination with the "Dicle University Faculty of Theology Strategic Planning Board" and the Quality, Development and Accreditation Commissions and with the active participation of External Stakeholders.

C.1.1. Institution's Research Policy, Objectives and Strategy

The foundations of our institution's research objectives are based on the institution's strategic plan. Research objectives and strategies are prepared in the form of five-year programs by consulting internal and external stakeholders. Within these prepared programs, the information in the previous strategic documents and the current situation at hand were compared. Update is in progress. In this update process, performance evaluation data and internal evaluation reports are taken into consideration. Updated programs for the institution's research objectives and strategy are also reviewed by the Quality, Development and Accreditation Commissions. The final version of the necessary updates regarding the research and development strategy of the institution is presented to the dean in the form of a report. The 2020-2024 research strategy principles and targets determined by our institution in the light of the framework views of the "2020-2024 Dicle University Faculty of Theology Strategic Plan" are as the follows:

Research Strategy and Objectives

The research strategy of our institution has been developed in accordance with the research strategy of the university. Some of the research strategies are among the research objectives.

One of the research strategies of the institution is as the follow:

Strategic Goal 8: Context of the institution's training programs to the country's needs and future expectations .

The objectives set in accordance with P. H. 8 are as the follows:

1. Constantly updating the education programs of the institution to support research and development.
2. Ensuring that academic staff carry out their academic activities in a way that will meet certain needs and within a certain plan.
3. Encouraging undergraduate students to continue their postgraduate education.
4. Developing the competencies of postgraduate students in making projects within the scope of research and development activities.

Strategic Goal 2.2: to offer solutions to local and regional problems and propose improvements within the scope of research and development activities in cooperation with external stakeholders.

The objectives set in accordance with S. H. 2.2 are as the follows:

1. Contributing to increasing the efficiency of the Research and Development Commission and the Research-Application Centers at the University in cooperation with external stakeholders in order to develop cooperation with national and international external stakeholders and studies within this framework.
2. Increasing the quantity of high quality and productive research and development studies and to improve their adaptation to the public interest.
3. Improving the opportunities of academic staff and students in the institution to benefit from national and international funds and to increase the number of funds utilized.

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

The management of the Research and Development processes in the institution is carried out by the Research and Development Commission. The activities of this commission are realized with the participation of one member each chosen from among the "Dicle University Faculty of Theology Strategic Planning Board" and the Quality, Development and Accreditation Commissions. Furthermore, the participation of a member from the external stakeholders consisting of the Mufti and Ministry of National Education units in the activities of the commission is also supported. In case of any need, it is also presented to the general opinions of the external stakeholders within the decisions taken by the Commission. The decisions taken by the Research and Development Commission in these meetings, which are aimed to be held with large-scale participation in order to benefit from different ideas, are submitted to the approval of the dean.

The Research and Development Commission controls the process management and organizational structure of research and development activities. It determines the necessary deficiencies and the measures that need to be improved and presents them to the dean.

The members of the Research and Development Commission are as follows:

Doctoral Lecturer H. Rumeysa KÜÇÜKÖNER (Chairman)

Doctoral Lecturer Abdullah CENGİZ (Member)

Lecturer İsmail BOZKUŞ (Member)

Lecturer Hasan Yavuz (Member)

C.1.3. Relationship of Research to Local, Regional, National Needs and Demands

Our institution has aimed to consider local, regional and national needs and priorities in research and development activities. Within the framework of this objective, the activities carried out by the Research and Development Commission and the general meetings held for research studies in our institution, are aimed primarily at meeting the local, regional and national needs, respectively. What is more, since our institution is located in a geography neighboring countries such as Iraq and Syria, it is important that it responds to international needs and demands. The Research and Development Commission works in coordination with Dicle University Faculty of Theology Strategic Planning Board and Quality, Development and Accreditation in order to respond to local, regional and national needs and demands.

C.2. Research Resources

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

Our institution has a total of 72 offices, 63 of which are for the service of the teaching staff and 9 of which are for the service of the administrative staff. The principles regarding the use and distribution of these offices are determined by the Dean's Office. Besides, all of the administrative staff and the department heads are provided with requirements such as computers and printers. In order to increase the effectiveness and efficiency of resources, tools such as EBYS (Electronic Information System), various bulletin boards in the building, meetings, telephone, internet and email are used as communication networks. The physical, technical and financial research resources of the institution are compatible and sufficient with its mission, goals and strategies.

C.2.2. University Resources (BAP)

Faculty members receive support from the Scientific Research Project (BAP) of our university for their academic activities. Funds are available for the execution of academic activities at our university. In this context, projects, conferences, travel, expert invitations, personal funds are supported by this unit in order to develop the research potential. The

follow-up of the completed or ongoing projects by the academic staff of our faculty is realized by the Research and Development Commission. Furthermore, this commission organizes informative seminars and conferences in order to increase its contribution to project development in line with the demands and suggestions from academicians.

C.2.3. Orientation to Non-university Resources (Methods and Supports)

The faculty encourages project applications and research programs carried out by reliable institutions in terms of directing its academic staff to external resources and supports the processes of ongoing projects. It follows the project calls made in the field of theology, examines them and informs the faculty lecturers about the process. Apart from outsourced projects, the faculty benefits from various external resources by making national and international collaborations and signing bilateral protocols, especially on organization and financing.

Strategic Goal 4: to ensure the participation of academic staff in domestic and international activities that will increase their professional experience.

Within the framework of S. H. 4, the research performance of our faculty is measured based on the data in the annual activity reports. Every year, academic staff are asked for information about their research activities. These activities are prepared at the end of the year and published on our unit website.

C.2.4. Graduate Programs Compatible with the Research Policy, Goals and Strategy of the Institution

The Departments of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts and Social Sciences Institute work in coordination with the Faculty of Theology in order to implement and develop the research policy, objectives and strategy of the institution,. If the necessary conditions are met, postgraduate students are admitted to the relevant departments, and development and improvement studies are conducted meticulously for the departments that are deemed inadequate.

C.3. Research Competence

The Research and Development Strategy of our institution is applied within the framework of the strategic principles determined in the “2020-2024 Dicle University Faculty of Theology Strategic Plan”.

Research and Development Strategy of the Institution included in the 2020-2024 strategic plan is as the follows:

Objective 1: to develop research activities and to increase the number and quality of publications. **Strategic Goal 1:** Increasing the number of publication in international and national citation indexes.

Within the framework of S. H. 1, the number of publications in national and international journals is increased, and the research competency of our faculty members is improved, and in this way, the academic competence of our institution in the national and international arena is increased.

Strategic Goal 4: to ensure the participation of academic staff in domestic and international activities that will increase their professional experience.

Within the framework of S. H. 4, since our institution has an important role in the local and regional framework, training courses in different fields are opened for its academic staff and interdisciplinary book readings are held. In this context, the research competence of academic staff is increasing day by day.

Strategic Goal 7: to contribute to individual academic studies and R & D studies and to ensure that solution proposals are discussed on scientific platforms.

Within the framework of S. H. 7, our institution is to support individual R & D studies in order to increase the research competence of the teaching staff. Within the framework of these studies, academic meetings at various local-regional levels are held in cooperation with national and international institutions to increase the research competence of the academic staff.

D. SOCIAL CONTRIBUTION

D.1. Social Contribution Strategy

D.1.1. Social Contribution Policy Objectives and Strategy

The social contribution policy of our faculty is to be sensitive to social problems in reference to the basics of our university in regard to the Accreditation Policy within the scope of KGK (Dicle University Quality Improvement Coordinatorship). It is to contribute to the development of the health, employment and welfare of the society, to increase the knowledge, skills and quality of life together with its employees, students and external stakeholders, to increase the quality and quantity of community service activities, to spread a long-term social responsibility awareness among all staff and stakeholders of the university. In this respect, it adopts as a principle to encourage academic units and our students to social responsibility activities, and to prioritize studies that address the socio-economic and cultural needs and problems of the region. Furthermore, our institution adopts the evaluation and monitoring of

the projects and activities carried out in the field of community service within the scope of the quality assurance system with the understanding of continuous improvement. Our faculty follows the principles and values that aim to lead the society in education and research studies. In this framework, it aims to make a direct and unique contribution to the society in the field of education by applying innovative approaches and methods that have been put forward with the Education-Instruction Policy framework. Our faculty aims at contributing to the development of the region and to the protection of religious and cultural values by sharing its expertise in academic and professional fields with the society in respect with the social responsibility. Within this regard, it attaches remarkable importance to the development of relations with local governments, the people of the region and the public by developing joint projects with stakeholders and providing consultancy services on matters of public interest.

The contribution policy target and strategy of our faculty, prepared in consultation with internal and external stakeholders, are as follows:

1. Conducting research in the context of identifying the religious problems of the society and to draw a roadmap in line with the findings.
2. Observing the regional needs and conditions in religious sciences and guidance activities.
3. Helping citizens who are interested in these studies by presenting scientific studies to the society.
4. Being respectful to human, animal, and environmental rights, ethnic and religious differences, cultural and spiritual values by acting within the framework of law and ethical principles in community service activities.
5. Conveying religious information to the society in a system by means of mass media that are effective on the society. In this context, especially using social media effectively.
6. Analyzing the activities for the society and to make the necessary contribution.
7. Keeping the relations with NGOs alive in the context of social contribution and to prepare joint projects.
8. Realizing the spirit of “social responsibility and sensitivity” in students.
9. Directing students' interests and skills to appropriate fields.
10. Contributing to the social-psychological development of students by assigning tasks in the context of social responsibility and contribution to society.
11. Determining the social reflections of national and international scientific activities to be organized and to determine effective activities within the framework of the data obtained.

12. Adopting the approach that science and technology should be disseminated in education-training and community service practices.

13. Making video recordings of activities, especially symposiums, workshops, conferences, for the purpose of social contribution and to share them on the faculty's website and social media channels.

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

D.2. Social Contribution Resources

Our faculty targets at inheriting the historical heritage of the region where it is located and to carry this heritage forward by making use of contemporary knowledge, and thus to become an axis science center around it. It carries out social contribution processes in two ways: on one hand, the dean's office takes the necessary steps to plan activities for social contribution by exchanging views with relevant NGOs, institutions or organizations. On the other hand, our faculty organizes activities for the society in line with the demands of its external stakeholders. Our faculty develops and improves the content of the service strategy with the feedback collected regularly and systematically from internal and external stakeholders, and updates it with planning and needs analysis in order to ensure the quality of the services it provides to the society. It respects cultural and moral values by acting within the framework of law and ethical principles in its community service activities. The faculty organizes scientific meetings/congresses/workshops/panels in coordination with its internal and external stakeholders. It operates mechanisms that provide continuous feedback to improve the quality of these studies. It prepares prospective teachers for the future and life, and individuals who will work in various institutions; primarily contemporary, investigative and questioning, adopting social and cultural/ethical values, It aims to gain the qualifications of being a professional staff equipped with the knowledge and skills it has acquired and having competence in its field.

D.2.1. Resources

Funds are allocated from the budget of Dicle University for our faculty to realize the social contribution objectives and the policies within the framework of the social contribution policy. In order to increase the effectiveness of social service activities and to place social responsibility awareness, it makes use of the physical, technical and financial opportunities of the faculty in social projects with social content, as well as the predetermined facilities of the university. On the other hand, our faculty takes the necessary initiatives to benefit from the financial opportunities of local governments, development agencies and non-governmental organizations in the process of continuing social contribution services. In this regard, it signs

bilateral protocols and cooperates with institutions and organizations such as municipalities and various NGOs at the point of finding resources for social activities.

D.3. Social Contribution Performance

D.3.1. Monitoring and Improving Social Contribution Performance

Our mission as a faculty is to implement solution-oriented and high value-added applications in order to serve the society. Performance indicators determined within the scope of the faculty's goals and strategies for social contribution are monitored periodically through the QMS (Quality Management System) within the scope of KGK (Dicle University Quality Improvement Coordinatorship), and whether the social contribution targets are achieved or not is reported. At the monitoring point, the faculty also periodically requests information about the activities of the instructors for social contribution via e-mail. Various improvements are implemented based on the requirements.

E. MANAGEMENT SYSTEM

E.1. Structure of Management and Administrative Units

E.1.1. Management model and administrative structure

It has been determined by our university with the understanding of achieving the mission and vision of our faculty, that the services produced have certain standards and gain a standard qualification, and that the processes of the QMS (Quality Management System) are made by our University. In addition to the regulatory structure, target action plans were also created when necessary for attainable strategic targets.

E.1.2. Process Management

Since all management approaches, especially strategic management, process management and risk management, applied institutionally at Dicle University, are compatible with internal control standards, action plans, monitoring and evaluation of these plans are realized within the relevant approach.

E.2. Management of Resources

E.2.1. Human Resources Management

The faculty is subject to the process specified in the DU-KEK document Code of the University, which is defined in detail on human resources management. Accordingly, the

need for and management of human resources at Dicle University, to which our faculty is affiliated, is provided with the relevant reference documents. Reference documents are Civil Servants Law No. 657, Higher Education Law No. 2547, Higher Education Personnel Law No. 2914 and other administrative documents determined by our University. In this defined process, the human resources policy and targets were also set. KGK-PRD-007 document code, in the DU Human Resources Procedure with the revision dated 01.12.2021/02 and regulations are included. It includes administrative, contracted personnel and permanent workers working in administrative units of our faculty. The aim of human resources management is to increase the productivity, job satisfaction and motivation of the personnel by creating a consistent and fair structure, and to ensure that they become individuals with high organizational commitment and self-development. Planned-unplanned and orientation trainings such as competencies, educational backgrounds, trainings and experience that the staff working in our faculty should have are defined in the Human Resources Procedure of our University (KGK-PRD-007) and multi-faceted communication is applied within the understanding of competence and governance. It is essential to increase loyalty and strengthen internal communication by contributing to the realization of individual career plans in line with the training needs analysis of the employees and equal opportunities. It is essential to establish and develop a system that will enable the right person to be employed in the right place, in line with its mission and vision, by making medium and long-term human resources planning of the faculty. In order to create a work environment where all personnel will feel safe within the scope of occupational health and safety, the Job Description of the Faculty of Theology dated 14.03.2019 is used. There is a defined process for staff recruitment, which starts with the departments of our faculty notifying the Dean of their needs.

E.2.2. Management of Financial Resources

Expenditures made in the institution are covered from the added budget. The chapters coming from the annexed budget are arranged by the Ministry of Finance taking into account the suggestions received from the universities one year in advance and allocated to the universities at the beginning of the year. The distribution of this resource is under the authority of the Rectorate and is made available to the faculties through distribution. General expenses such as heating, electricity, water, maintenance-repair, telephone, etc. are covered directly from the Faculty budget. The financial affairs officer at our faculty makes the estimated distribution of the budget according to the items, taking into account factors such as the data of previous years and inflation expectations. At the end of the relevant year, our institution makes the next year's budget planning and reports this to the university. At the end

of each year, the evaluation of that year is made and accordingly, the budget request is realized by considering the necessary improvements.

E.3. Information Management System

E.3.1. Integrated Information Management System

Our faculty initiates information management by correspondence to Dicle University, announcement of grades, Exam Schedule, OBS (Student Information System), EBYS (Electronic Document Management). All information about the university is carried out with this software. The management of distance education is supplied by DUZEM (Distance Education Application and Research Center). The problems and requests submitted by the internal stakeholders to the dean's office are forwarded to DUZEM by the dean's office and they are resolved.

E.3.2. Information Security and Reliability

Requests from stakeholders regarding information security are forwarded by the Dean's Office to the Information Processing Department. Dicle University conducts the confidentiality, announcement and preservation of the teaching evaluation results through the Dicle University Information Technologies Department. Between certain dates, the faculty members enter the exam grades into OBS. It is not possible to enter grades other than the instructor running the course. Students can see the grades they received during the semester via OBS (Student Information System). Only students who are authenticated in the system with their username and password can see these grades. Except for the student who takes the course, only the coordinator and instructor who teaches the course can see the grades of all students. Information security is provided by the "Information Processing Department". The defined processes and policies regarding information security are as follows: E-mail addresses opened by the IT Department cannot be given to any person, unit or institution other than the DU Communication coordinator. The only authority and responsibility for sending mass e-mails to all users belongs to the IT Department. In our servers that provide service within the IT Department, the backup process is carried out regularly according to the determined backup policy, which includes the kind of data that will be backed up according to the server, the size of the data to be backed up from the server, the number of media to be backed up according to the total data size, determining the backup times in a way that will not disrupt the services, the determination of the backup times in the fastest way when necessary.

E.4. Support Services

E.4.1. Suitability, Quality and Continuity of Services and Goods

The purchases needed by the units are reported to the Expenditure Officer (Dean of the Faculty). Purchase requests from units are evaluated in terms of approximate cost. The Expenditure Officer (Dean of the Faculty) may decide on the purchases in line with the figure determined in the new budget each year. Offers are received by requesting samples of the products from the suppliers. The collected proposals and approved samples are evaluated by the Inspection Commission and presented to the Expenditure Officer. The supplier is decided.

E.5. Public Disclosure and Accountability

Our faculty publishes information about all its activities, including education-training programs and research-development activities, in a clear, accurate, up-to-date and easily accessible way, and informs the public. The institution has approaches that ensure their accountability.

E.5.1. Informing the Public

Our faculty prioritizes presenting information about both educational programs and academic, social and cultural activities in a transparent, accurate and easily accessible manner. It uses mass media to announce its academic, social and cultural activities to the public. Faculty members are responsible for planning, activities and making necessary preparations for symposiums, panels, conferences, seminars, courses, etc. and announcing student club activities to the necessary units. Our faculty uses the web page and social media effectively, takes into account the feedback of its followers, and takes the necessary regulation-prevention activities. Accordingly, the faculty has the opportunity to announce its activities to a wider audience by sharing all its academic and social activities on DU social media accounts. In addition, it also uses the corporate mail (ilahiyat@dicle.edu.tr) address in order to expand the public information network.

E.5.2. Accountability Methods

Internal and external accountability methods of the faculty have been designed and implemented. It is systematic, and carried out within the framework of the announced calendar, and the responsibilities are clear. Its effectiveness is evaluated with the feedback received. Except for the official accountability methods of the institution, the questions are written in the communication section of the official website and reached directly to the official e-mail address (ilahiyat@dicle.edu.tr) or sent directly to the official e-mail address, through the Faculty Secretary. Answers to the questions are sent to the official e-mail address of student affairs through student forward officers. Applications made to the student affairs

official e-mail address are also checked from time to time by the Faculty Secretary. The institution shares all its activities with the public through its website, social media accounts and annual bulletins, and uses this as an effective method. Questions received through social media channels are also answered by the relevant officials.