

ASSESSMENT REPORT

**Cluster accreditation:**

**Education - Basic Education (B. A.)**  
**History (B. A.)**  
**Journalism and Communication (B. A.)**  
**Languages and Literatures (B. A.)**  
**Modern Languages and Translation (B. A.)**  
**Philosophy (B. A.)**  
**Psychology (B. A.)**  
**Social Sciences (B. A.)**

**at Holy Spirit University of Kaslik,  
Lebanon**

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## IMPRINT

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## 1. Holy Spirit University of Kaslik (USEK)

The Holy Spirit University of Kaslik (USEK) is a Catholic university founded in 1938 by the Lebanese Maronite Order<sup>1</sup> (OLM). The university was one of the first seven universities recognised by the first Lebanese law of Higher Education promulgated in 1961, as a private Higher Education Institution delivering diplomas in Lebanon. The main campus of the university is located in Kaslik, approximately 15 km north of Beirut. Additionally, the university operates three smaller regional centres in Chekka, Rmeich and Zahle.

USEK defines itself as a trilingual university and offers education in English, French and Arabic. The language proficiency requirements and languages of instruction are defined based on the programme language delivery for which the applicant is applying: Hybrid (offered in French and English) and English for exclusively English sections. The Arabic language is defined by exception for specific majors at which the native language is at their core (Law, Theology, etc.).

As private university, USEK does not receive any public funding to support its activities. Thus, the university relies on student fees as its main source of income.

Currently, around 7.500 students are enrolled at USEK across its 144 undergraduate, graduate and doctoral programmes in 12 faculties. About 7 % of the students are enrolled in undergraduate and graduate study programmes of the Faculty of Letters and the Faculty of Philosophy and Humanities.

The programmes Bachelor of Arts in History, Bachelor of Arts in Journalism and Communication, Bachelor of Arts in Languages and Literatures, and Bachelor of Arts in Modern Languages & Translation are offered by the Faculty of Letters. In these programmes there are currently about 140 students enrolled.

The programmes Bachelor of Arts in Education – Basic Education, Bachelor of Arts in Philosophy, Bachelor of Arts in Psychology, and Bachelor of Arts in Social Sciences are provided by the Faculty of Philosophy and Humanities with an enrolment number of about 169 students.

## 2. The accreditation procedure

The assessment procedure was carried out in the form of an informed peer review on the basis of the self-evaluation reports of the eight programmes provided by USEK, a two-day site visit of an international expert team, an assessment report by the expert team and the accreditation decision which is taken by **evalag**'s Accreditation Commission.

The procedure applies the fitness for purpose approach which assesses to what extent a programme complies with the criteria for programme accreditation. These are formulated in coherence with the European Standards and Guidelines (ESG).

These criteria focus, first of all, on the profile of the programme and its curriculum. Further, the criteria cover all aspects of the implementation of a study programme, its quality assurance and its resources. With regard to the criteria of programme profile

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<sup>1</sup> The Lebanese Maronite Order, is a monastic order among the Levantine Catholic Maronite Church, which from the beginning has been especially a monastic Church. The order was founded in 1694.

and curriculum, **evalag** also assesses if the programme meets academic standards that are accepted in Europe and internationally.

The following six criteria are used:

- Programme profile
- Curriculum
- Student assessment
- Organisation of the study programme
- Resources
- Quality assurance

Depending on the degree to which each programme meets the criteria, the programme will be accredited, accredited with conditions or not accredited.

As a first step of the procedure and as a preparation for the site visit, USEK produced eight separate self-evaluation reports based on guidelines provided by **evalag**.

**evalag** formed an expert team consisting of five experts including one student expert:

- Prof. Dr. Marianne Assenmacher, Former President of University of Vechta, Germany
- Prof. Prof. h. c. ICB Dr. Ullrich Guenther, Former Professor of Business Psychology, University of Lueneburg, Germany
- Prof. Julie Hall, Deputy Provost Academic Development, University of Roehampton, United Kingdom
- Prof. Dr. Jochen Mecke, Professor of Romance Literature Studies, University of Regensburg, Germany
- Tapio Heiskari, student expert, MA in History, University of Helsinki, Finland

All experts declared to be free of any conflict of interest.

The site visit (Annex 1) took place on 16 and 17 February 2017 at USEK. During the site visit the expert team met with the Leadership of the university and the faculties, academic and administrative staff, and students and visited the facilities at Kaslik Campus.

The expert team produced an assessment report which was submitted to the university for correction of potential factual errors on 15 April 2017.

From **evalag**'s side, the accreditation was coordinated by Mr. Georg Seppmann with back office assistance of Ms. Julia Greger in Mannheim.

The expert team experienced extraordinary support during their site visit from the administrative staff from the Office of the Provost and the Quality Assurance and Institutional Effectiveness Office (QA-IE): Ms. Nathalie Bouldoukian, Ms. Sandra Akiki, Ms. Krystal Kaloust, Ms. Sylvie Sebaaly and Ms. Vanessa Sfeir.

The following assessment report is structured according to the six assessment criteria, which are the basis for the decision about the programme accreditation. Each chapter starts with a presentation of the current status regarding the criterion which is based on the information in the self-assessment report and the information gathered during the site visit. On this basis, the expert team assesses the compliance with the criterion and makes recommendations for further improvement.

### 3. Programme assessment

#### 3.1 Programme profile

The profile and objectives of a study programme is an essential criterion for the assessment. The experts have to check, whether the objectives of each programme are in line with the profile and the strategic goals of the institution, whether the intended learning outcomes of the programme are well defined, publicly accessible and in correspondence to the type and level of qualification provided by the programme. They also reflect whether the intended learning outcomes are based on academic or professional requirements (standards), public needs and the demands of the labour market and if they contribute to the employability of the graduates. The experts have to check the programme's relation to research (procurement of scientific methods in theory and practice, research based teaching). The international dimension of the programme has to be looked at, too. The experts check whether the profile and objectives of the programme comply with internationally accepted standards. Last not least, it has to be checked, whether the qualifications of the academic staff are adequate in terms of the profile and the objectives of the programme.

#### Current status

##### Strategic profile of the university

USEK's self-image refers to more than 400 years of teaching philosophy and theology by the Lebanese Maronite Order (OLM) in this very region. Albeit with a strong bond to Catholic order tradition, USEK describes itself as open to the world and to new ideas and technologies and focusses on student-centred teaching and learning. Its self-defined goal is to become an international university ("American-style"<sup>2</sup>) serving the local and regional community without breaking with its tradition as a private Catholic higher education institution. This is manifested both in USEK's core values and its mission statement "to contribute to the development of all its students through quality educational programmes and research in various fields of study. ... USEK intends to prepare future leaders for innovation, professional growth and life-long learning, in Lebanon, within the Middle East and throughout the world. USEK is committed to a faith-based educational development of its students rooted in the Catholic tradition whereby spiritual values and ethics as well as respect for cultural and religious pluralism are promoted."<sup>3</sup>

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<sup>2</sup> Cf. USEK language policy

<sup>3</sup> Cf. Cf. <http://www.usek.edu.lb/en/usek-in-brief/mission> (accessed 15 February 2017)



Table 1 – USEK Core values

Overall, USEK’s mission covers two dimensions: the educational mission and the preservation and promotion of the Maronite cultural heritage including a “community spirit” of respectfulness and diversity.

**Faculty profile: Faculty of Letters**

Four of the undergraduate programmes to be accredited are offered by the Faculty of Letters. This faculty was established in 1962 and – according to the self-evaluation report – it aims to train professionals in fields for which there is currently much demand in Lebanon. These include multilingual operators in companies, translators in media and publishing institutions, interpreters in international conferences and forums, and Arabic, French or English literature and language teachers, as well as high-school history teachers. The faculty also trains written press specialists.

The Faculty of Letters has 12 partnership agreements with universities in Belgium, Canada, France, Italy and Tunisia. Students can choose to pursue their academic training in any of these partner institutions, for one semester or two, and then come back to complete their bachelor degree at USEK. All credits are awarded towards the students’ degrees.

The following four undergraduate programmes of the faculty are subject to the accreditation proceeding:

## Programme profile: Bachelor of Arts in History

According to the self-evaluation report, the programme aims to introduce students to the history of the region they live in, which constitutes their direct heritage. There are three different majors: History studies, archaeology studies, and museology, library and archive studies. Overall, students will learn about Eastern history, especially the history of Lebanon and history of the Middle East since ancient times. Additional knowledge is offered covering religious history, such as Christianity and Islam, which contribute in developing a double-sided civilization in the Middle East. Graduates should be able to pursue their studies in higher education (masters, PhD) and work mostly in the teaching field (e.g. in Lebanese schools) as qualified history educators. They should also work on excavation sites and in museums, work with archives and ancient documentation and work in the research field and conduct specified profound research in the historical matters they desire.

### Qualification goals and learning outcomes

The qualification goals set for the programme are as follows:

- Graduates will conduct objective analysis on historical events in the Middle East.
- Graduates will master the different aspects of the history of their region: religion, politics, economic and social matters.
- Graduates will contextualize, in time and in space, the different events they study.
- Graduates will be able to conduct a comparative analysis on different scales.

The learning outcomes correspond to the qualification goals and they are described as follows:

- a. to distinguish Lebanon's historical heritage, museums, and art;
- b. to decipher inscriptions and texts in ancient languages;
- c. to analyse great contemporary problems while linking them to historical events;
- d. to conduct historical research, develop a precise subject and manage an adequate dissertation;
- e. to savvy historical facts, problems and events;
- f. to comprehend various theological interpretations, current legal issues and myths about Islam;
- g. to perceive facts about the ancient near-east;
- h. to fathom the modern history of different regions;
- i. to discern contemporary occurrences;
- j. to acquire the Greek and Byzantine history.

Most graduates will later work as school teachers which is considered by the programme.

### Research

In general, there are few research opportunities for historians in Lebanon. Therefore, only few graduates are interested in continuing in the research field. However, the BA programme focuses on an introduction to the methodology for future research, e.g. how to deal with primary sources and how to write

a scientific paper. Furthermore, the Institute of History is promoting research in different ways:

1. By encouraging professors to publish their research papers (financial aid, partnerships with universities abroad)
2. By publishing the Journal *Revue des Civilisations de l'Orient* (in French)
3. By publishing research output in press such as the booklet on four stages in the history of Lebanon (the Ancient Period-Medieval Period – Modern Period and Contemporary Period; in the three languages: Arabic-French-English).
4. By allowing students to enrol in a PhD program, in history or in archaeology
5. By including seminars deepening the methodology of research in the master and the PhD programs.

#### Staff

There are 2 full-time and 10 part-time lecturers involved in the programme, 9 holding a PhD and three persons a master degree.

#### Programme profile: Bachelor of Arts in Journalism and Communication

The journalism and communication programmes' goal is to train skilled journalists and communicators, to provide them with knowledge and professional qualifications and to endorse its student's human and national values. The journalism and communication programme aligns with the mission of USEK in preservation and promotion of the National Maronite cultural heritage and the creation of a community spirit, promoting human democratic values such as diversity, respect of others, dialogue and civic engagement.

#### Qualification goals and learning outcomes

The qualifications goals of the programme are described as follows:

- Graduates will produce proper and interesting written and multimedia contents.
- Graduates will understand and evaluate social, economic, geopolitical, cultural etc. events and phenomena for a good reporting.
- Graduates will measure the impact and evolution of media and communication strategies, and perform their work in accordance with the regulations and ethics.

The study programme is designed to enable students to emerge with a wide range of career options by providing employability skills for work across all platforms in the journalism industry and transferable skills for employment generally. The corresponding learning outcomes are described as follows:

- a. to use different techniques of expression in different contexts to elaborate a correct and coherent text in a target language;
- b. to collect, analyse and communicate information using specific methods in journalism;
- c. to implement audio-visual and multimedia technology, and demonstrate working knowledge to produce effective communication;

- d. to understand and analyse social, political and historical events, as well as economic issues;
- e. to identify and abide by ethical standards;
- f. to identify, select and use appropriate communication strategies;
- g. to integrate required knowledge and skills to be professional practitioners (writers, reporters, editors) using specific norms and techniques;
- h. to develop the ability to edit and write effectively for a variety of media;
- i. to produce a report summarizing experience during traineeship;
- j. to select and integrate theories of journalism in the work field.

### Research

The BA programme is less research oriented. However, graduates are taught scientific methods of research and are required to deliver research papers throughout their curriculum.

### Staff

There are 7 full-time and 13 part-time lecturers involved in the programme of which 9 persons hold a PhD.

### Programme profile: Bachelor of Arts in Languages and Literatures

The mission and objectives of the programme are to develop the undergraduate students' communicative competence in Arabic / English / French and critical thinking skills to develop writing and speaking skills and to interpret literature. In the long term, the programme's qualification goals are to prepare students to become active members of their community and provide them with the necessary competences so that they become leaders in their respective domains. These goals are deduced from the university's mission of providing its students with the best learning environment and ensuring they become influential people in their community.

### Qualification goals and learning outcomes

The programme also emphasizes an interdisciplinary approach, as it highlights multilingualism and cultural diversity, which reflects the university's promotion of the use of three languages (Arabic, French, and English) and knowledge of different cultural values. The qualification goals set for the programme are as follows:

- to become educators in Arabic / French / English language as first language in the complementary cycle of the Lebanese school system.
- to become educators in the literary texts and writers integrated into the programme of the complementary cycle of the Lebanese school system.

The learning outcomes correspond to the qualification goals and are described as follows:

- a. to classify literary works and explain basic concepts of literature;

- b. to analyse literary works critically;
- c. to distinguish and explain basic linguistic concepts;
- d. to use linguistic knowledge to analyse real-life situations critically;
- e. to apply different literary theories to evaluate literature;
- f. to apply various linguistic approaches to evaluate real-situation texts;
- g. to write effectively for different purposes;
- h. to communicate effectively and use speaking skills for various purposes;
- i. to use educational techniques and skills to teach language;
- j. to demonstrate knowledge and awareness of varied cultural situations relation to literature and language.

Graduates shall work in education, editing, or writing.

#### Research

In the BA programme students are trained to think critically and develop analytical skills. The programme stresses research as an integral part of students' academic performance. Students are taught to:

- use referencing styles in writing
- persuade and argue
- to defend a thesis statement by relying on secondary resources.

To demonstrate their acquired knowledge in research methodology, students write research papers and articles and present their own papers orally in class. The BA programme should prepare the students to further their research skills in the Master and Ph.D. programmes.

#### Staff

There are 10 full-time and 8 part-time lecturers involved in the programme, each holding a PhD.

#### Programme profile: Bachelor of Arts in Modern Languages & Translation

The objective of the programme is to enable students to promote inter-linguistic communication. They will achieve a complete knowledge and practice of Arabic, French and English and the art of translation and interpretation from one of these languages into another. Graduates shall later be in a position to equip Lebanon, at the confluence of the East and the West, with a historically healthy multilingualism and a capacity for openness, dialogue, communication and exchange, providing enrichment at all levels: economic, socio-political, educational and cultural etc.

#### Qualification goals and learning outcomes

The future professional career of graduates is to become successful translators and teachers. Therefore, the qualification goals set for the programme are as follows:

- Graduates are trained to become professional trilingual translators (Arabic / French / English) in multicultural contexts, in order to produce quality translations;

- Graduates are trained to teach translation and modern languages in primary and secondary classes;
- Graduates are trained to develop professional competencies and skills through long life learning.

The learning outcomes correspond to the qualification goals and they are described as follows:

- a. to be able to teach the English language;
- b. to be able to teach the French language;
- c. to be able to teach the Arabic language;
- d. to be able to work in the development of bilingual glossaries;
- e. to be able to teach general translation;
- f. to be able to contribute to the lingual monitoring in their native language, Arabic;
- g. to be able to contribute to the lingual monitoring in a foreign language;
- h. to be able to perform economic specialist translations;
- i. to be able to perform legal specialist translations;
- j. to be able to intervene in international negotiations and mediations.

#### Research

The programme focuses on introducing students to research methods and techniques to ensure their professional success. Besides, both teachers and students are encouraged to take part in academic events, conferences, seminars, symposiums, training sessions, etc., in or outside USEK, in Lebanon or abroad, in order to expand their knowledge and gain continuous enriching experiences.

A particular importance is given on boosting research, by stimulating teachers to publish papers and articles, in the periodical "Revue des Lettres et de Traduction" issued by the Faculty of Letters, or elsewhere, and by constantly encouraging students to pursue their higher education in order to obtain master degrees and PhD diplomas in the translation field.

#### Staff

There are 7 full-time and 7 part-time lecturers involved in the programme, of which 11 hold a PhD.

#### **Faculty profile: Faculty of Philosophy and Humanities**

The other four programmes to be accredited belong to the Faculty of Philosophy and Humanities (FPSH). This faculty was founded in 1950 and strives to promote a university education which responds to the requirements of its milieu. It addresses a public curious about human phenomena, and enables the socio-political and cultural management of human resources. It confers all university grades approved by the Lebanese Republic in the fields of Philosophy, Social Sciences, Clinical and Practical Psychology and the Educational Sciences: Teaching, Education Management and Education Technology.

The faculty's fundamental charter is the practice of full intellectual freedom. Concerning international relationships, the Faculty of Philosophy and Humanities has eight

partnership agreements with universities in Belgium, Canada, France, Italy and Tunisia. The faculty is highly interested in students' and lecturers' exchange.

The following undergraduate programmes of the faculty are subject to the accreditation proceeding:

#### Programme profile: Bachelor of Arts in Education – Basic Education

The main mission and objective of the Bachelor of Arts in Education - Basic Education is to train future teachers with moral, human and ethical, values, in addition to having the ability for scientific reasoning skills confirmed in scholar education at the primary level (in cycles I and II) and managing a class imaginatively and responsibly. After graduating the BA level, students can study further to obtain the Teaching Diploma<sup>4</sup>.

#### Qualification goals and learning outcomes

The qualification goals of the Bachelor of Arts in Education - Basic Education are deduced from the educational policy of the OLM committed to serve higher education as well as scholar education as well. Below are the qualifications goals of the programme:

- Graduates become qualified teachers who engage their skills for the promotion of education at the forefront of technology and professional and ethical knowledge.
- Graduates will make careers in schools, especially in primary schools, and will become education specialists adapted to training in sub cycles I and II.
- Graduates will demonstrate all the skills necessary to pursue a graduate course and excellent research.
- Graduates will become specialists in imparting knowledge and design, and in the evaluation of teaching and learning processes.

The corresponding learning outcomes are described as follows:

- a. to adopt a research methodology that combines the epistemological, ethical and technological principles;
- b. to identify the various fields of education and the different learning theories and know how to apply them in educational practice;
- c. to distinguish the grammatical and linguistic specificities of the language, used as a language of teaching and oral and written communication, in order to conduct educational analysis on different kinds of texts;
- d. to manage a classroom group (or small group classes) ethically and humanely;
- e. to reproduce an artistic flair that gives all teaching practices soft and flexible behavioural skills;
- f. to formulate and integrate the educational objectives into different didactic situations, in order to achieve the practical activities that support the theoretical approaches in language teaching;

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<sup>4</sup> USEK Teaching Diploma programme is the length of a postgraduate academic year, and equips teachers with a quality training that reinforces their basic training and allows them to enter the labour market.

- g. to integrate technological tools in teaching;
- h. to evaluate objectively and scientifically student performances and learning outcomes;
- i. to validate the quality of education, and organise, plan and construct a course, which is expressed in lessons;
- j. to ensure the transfer of mathematical knowledge in the school context, using logical reasoning from various approaches;
- k. to make scientific analyses and investigations and determine the effectiveness of science education and the steps to be taken in order to properly acquire it.

### Research

The programme is deeply related to research since the faculty members keep on tracking the new national standards in primary education, the latest research development and the new teaching and learning methods to be adapted into their course.

### Staff

There are 2 full-time and 12 part-time lecturers involved in the programme. 9 lecturers hold a PhD.

### Programme profile: Bachelor of Arts in Philosophy

The principal mission of the Bachelor of Arts in Philosophy is to provide undergraduates and graduates with a broad and intensive training in philosophy and offer them the opportunity to develop critical thinking competencies, in order to analyse the major issues of our time and to have the ability to handle complex logical arguments. The Bachelor of Arts in Philosophy aims at forming qualified teachers and professionals in interdisciplinary environments in order to become leaders in the conversion of thinking. The study programme is in a strong connection to USEK's commitment to a faith-based educational development of its students rooted in the Catholic tradition whereby spiritual values and ethics as well as respect for cultural and religious pluralism are promoted.

### Qualification goals and learning outcomes

Below are the qualifications goals of the programme:

- Graduates will become qualified teachers and professionals in philosophy in secondary education schools.
- Graduates will make careers in interdisciplinary environments such as journalism and media.
- Graduates will demonstrate all the skills necessary to pursue a graduate course and carry out excellent research.
- Graduates will become leaders in the conversion of thinking.

The courses offered within the programme are designed based on the learning outcomes in order to meet the goals of the students and the needs of the labour market. The corresponding learning outcomes are described as follows:

- a. to correlate the various fields of human sciences, and identify the interaction between philosophy and other sciences;
- b. to define the key concepts of philosophy and delineate the historical and theoretical issues that give it meaning and value;
- c. to recognize that philosophical wisdom is transboundary, while prioritizing the Arab world and the Far Eastern world;
- d. to approach a research methodology that combines epistemological, ethical and technological principles;
- e. to assess the contribution of classical philosophy and tradition in the foundation of modernity;
- f. to reframe Greek philosophy within Arab-Islamic thought;
- g. to develop a rational approach in order to compare the different currents or tendencies and philosophical schools;
- h. to create questioning situations that stress reflection upon ontological and anthropological problems;
- i. to form an ethical-political knowledge and integrate it into action;
- j. to formulate a metaphysical problem within a strictly philosophical perspective;
- k. to validate the parameters of meaning in their various linguistic, artistic and religious expressions;
- l. to structure and illustrate a philosophical work and report critical synthesis;
- m. to apply the knowledge acquired, evaluate training, and master the fundamental skills pertaining to teaching philosophy and pedagogy.

#### Research

The programme gives students the opportunity later to be enrolled in a master of research programme, followed consequently by a doctoral programme. In every course, the students will have the opportunity to partake a research in a field relevant to the specific course. This will prepare students to lead a research related to their discipline and to be active in elaborating courses' contents. The courses are delivered in ways of "active learning" which permits the effective participation of the students in building the courses throughout their research. In addition, the Department of Philosophy disposes to its students the SOPHIA Laboratory which is a research centre for philosophers that supports the publishing of articles written by students either from their own individual assignments in different classes, or from a common project launched by SOPHIA.

#### Staff

There are 8 full-time and 3 part-time lecturers involved in the programme. Each lecturer holds a PhD.

### Programme profile: Bachelor of Arts in Psychology

The main goals and objectives of the Bachelor of Arts in Psychology are dedicated to produce clinical and industrial psychologists trained in a variety of areas: cognitive, clinical, pathological, social, labour and developmental psychology. This academic discipline aims at giving the human behaviour a scientific explanation and understanding the psychic functioning that underlies it. The content consists of theoretical, methodological and practical knowledge and should prepare graduates to practice the profession of psychologist and researcher.

### Qualification goals and learning outcomes

The programme qualification goals are also deduced from the educational policy of the OLM and its long humanistic tradition. Below are the qualification goals of the programme:

- Preparing graduates to build a career in the field of orientation, counselling, support and guidance within a pluralistic team in the different institutions from early childhood to adulthood.
- Preparing graduates to build a career in the field of psychological practice in clinical and scholarly domains, specialized rehabilitation and training centres, hospitals or prison centres for youth and adolescents and in the various institutions of "human resources" and companies, public or private.
- Demonstrating all the skills necessary for graduates to pursue a graduate course and excellent research.

The corresponding learning outcomes are described as follows:

- a. to define key concepts of the different domains of psychology which constitute the basis of the bachelor's degree;
- b. to distinguish between the different theoretical perspectives of social psychology, develop conceptual skills of communication and practice group functioning;
- c. to perform appropriate, rigorous methodological and statistical analyses of the scientific approach in psychology which combines the epistemological, ethical, technological and static principles;
- d. to recognize the foundations of the psychology of the child, adolescent and adult development, and highlight the relative characteristics of each stage;
- e. to correlate the basic notions of psychoanalysis and target the relationship between theory and analytical practice in clinical settings;
- f. to examine the different personality theories in psychology, through a broad conceptual perspective and advanced psychometric measures;
- g. to delineate mental health conditions and psychopathology from early childhood to adulthood in personal and professional life;
- h. to explore counselling, consultation and orientation models and methods offering training, education, and career guidance;
- i. to analyse the normal and the pathological in terms of cognitive and behavioural factors;
- j. to implement the clinical approach, interview, clinical examination and clinical assessment of children, adolescents, adults and workers;
- k. to put into practice the acquired knowledge through training;

- l. to implement on the practical level the fundamental concepts of ergonomics while highlighting work-health and work-time relations and analysing the sociology of the institutional environment;
- m. Develop psychological management regarding management issues, including labour and explore the subsequent problems.

#### Research

The research agenda mainly addresses international and global issues, such as social and workplace frames, societal development leadership, healthcare, emigration and immigration, etc. These works help develop professional and ethical standards, as well as ideals that contribute in supporting international aspirations in making scientific progress in an ethical framework in the field of Psychology. The faculty members keep track of the latest research and methods that are inherently integrated into their courses. They also participate in international laboratories in order to discuss new issues related to their area of interest. The PSYCHE Laboratory mainly manages ongoing research and publications of up-to-date studies related to Psychology. The published papers become a reference for both faculty and students.

In every course, students have the opportunity to take an active role in elaborating courses' contents by own research.

#### Staff

There are 1 full-time and 11 part-time lecturers involved in the programme, all holding a PhD or MD.

#### Programme profile: Bachelor of Arts in Social Sciences

The main mission of the Bachelor of Arts in Social Sciences is to train undergraduate students and provide them with skills to enable them to be teachers and future social actors who drive their institutions toward a socially equitable development, civically, economically and politically. The student learns how to deal with social issues and examine all forms of Middle Eastern and Mediterranean policies.

#### Qualification goals and learning outcomes

The programme training prepares the student for research by particularly concentrating on the exploration of her/his society to engage in it as a promoter of progress, peace and development. Below are the qualifications goals of the programme:

- Graduates become teachers / trainers in the fields of social sciences at schools and public and private institutional spaces.
- Graduates become coordinators of research projects.
- Graduates become administrators responsible in the areas of planning and evaluation, pertaining to action and social, socio-economic and cultural politics.

The main employment possibilities for graduate students in the Bachelor of Arts in Social Sciences are schools (public and private) where they can become qualified teachers of sociology (at this level, the formation will be consolidated by the Teaching Diploma<sup>5</sup>), NGOs, municipalities, ministries, and media. The corresponding learning outcomes are described as follows:

- a. to identify the various social science disciplines through their history and their theoretical and conceptual orientations;
- b. to define the flows and sociological concepts that form the basis of the bachelor degree and be introduced the Master's programme in Social Sciences;
- c. to apply the concepts and theoretical approaches in the areas of specialization in social sciences;
- d. to interpret theories of communication perceived as psycho-sociological objects and apply specific communication practices to the group or the general public;
- e. to recognize the construction process of personality, through the gradual conquest of self and in interaction with the social environment;
- f. to adopt the methods, approaches and techniques of social sciences research, within an epistemological and ethical perspective;
- g. to implement statistical techniques of data collection and interpretation of results;
- h. to conduct a survey and analyse the demographic data;
- i. to implement the coordination of components of a research project;
- j. to analyse a concrete organization and its institutional environment sociologically and distinguish the existing associative dynamics in Lebanon;
- k. to correlate between socio-economic theories and financial development and conflict with the components of business and community settings;
- l. to conduct training with a view to teaching or social function.

#### Research

The programme, in the conceptual, methodical and theoretical parts, is an initiation to research in the fields of social sciences. In every course, students should have the opportunity to take part in a research topic in a field that is relevant to the specific course. Besides, students are involved in the research work of the department, depending on their level. Currently underway is a project on the protection and consolidation of the intangible cultural heritage, municipal action and sustainable development, citizen engagement, and soon family responsibility.

#### Staff

There are 1 full-time and 12 part-time lecturers involved in the programme. 11 lecturers hold a PhD.

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<sup>5</sup> Cf. p. 12

## **Assessment**

### Correspondence to the profile of the university

The expert group assesses the academic standards of the study programmes as being met. The eight undergraduate programmes focus on teaching and learning while pursuing research is clearly of lesser priority. This fully corresponds with USEK's educational mission.

In the experts' view, each of the eight undergraduate study programmes shows a clearly defined profile. Both the objectives and the learning outcomes are described in detail and this description is published online.

The experts highly appreciate the rigorous trilingual character of each study programme and students' high level of language skills which could be experienced during the site visit.

All staff members, students and alumni with whom the experts met showed strong loyalty to this value-oriented, humanistic mission and its further development.

### Learning outcomes

The intended learning outcomes are concise, clear and aligned with content albeit the experts suggest regular formulation reviewing. Overall, the defined outcomes correspond to the level of awarded qualification.

Teaching is carried out by dynamic and motivated lecturers. Each study programme concept considers public needs and the conditions of the Lebanese labour market where graduates shall later work as teachers, translators or journalists, and working possibilities in research are few. Accordingly, strengthening the links between teaching and learning and research is currently not the focus of the programme development. However, the study programmes are related to research. Scientific methods in theory and practice are provided. Research based training can be observed.

### Staff qualification

Overall and in the view of the experts, the qualification of the teaching staff is adequate. The experts recognise that there are explicit criteria for staff recruitment which are broadly accepted. They welcomed the emphasis on teaching skills as part of the recruitment process.

The expert group also appreciates the inclusion of professional competences into teaching assignments, especially in the BA programmes Journalism and Communication and Psychology. By and large, the relation between full-time and half-time staff seems appropriate.

The experts note very positively the variety of internal and external training programmes offered for lecturers, especially by the Learning and Teaching Excellence Center (LTEC) in supporting staff in implementing modern approaches to learning and teaching including student centred learning and the use of technology.

According to the experts' experience from the interview sessions with the staff, research and especially research oriented teaching does not take place in every case. Moreover, the faculties' reports on research activities seem to be partially incomplete.

#### International dimension

The experts confirm there are good international connections to both faculties. Besides, the study programmes are implemented in consideration of international standards. Some of the programmes, e.g. the Bachelor of Arts in Education - Basic Education are quite similar to programmes offered in France, Belgium and Canada. This could have positive effects on the mobility of students and staff.

Furthermore, the experts rate the combination of the US credit system with elements from the French study system as an advantage for further international cooperation and student exchange.

#### Areas for improvement

The definition of learning outcomes should be regularly reviewed to ensure and improve their alignment to the qualification levels. Relevant representatives from the labour market could be involved in this process.

#### **Recommendations**

The experts recommend that a common research profile of staff should be systematically developed. This could be done by an annual research conference. The experts would welcome if such a conference should also offer possibilities even for undergraduate students to contribute.

Moreover, the experts believe that research activities would increase if the faculties offered the prospect of incentives, e.g. reduction of teaching load for those producing the required standard of research activity and output.

The faculties should maintain their efforts to strengthen the international profile of the study programmes by intensifying international contacts and supporting the international mobility of students and staff.

The philosophical department should take a more active role in cooperation with other departments. For example, it should provide the engineering departments with reflections on the methods of scientific research to enable and improve research efforts in the final thesis of the students of the engineering department.

### **3.2 Curriculum**

The second criterion concerns the curriculum and the teaching and learning methods. The expert team checks, whether the curriculum of the programme is adequately structured to achieve the intended learning outcomes and whether the curriculum provides the necessary knowledge and methodological expertise of the relevant discipline(s). The experts also look at the organisation of learning, especially if there are appropriate student-centred teaching and learning methods, if students are encouraged to take an active role in creating the learning process and whether the diversity of students and their needs is taken into account.

#### **Current status**

The academic year is divided into two semesters, Fall and Spring, plus a Summer session. Every semester includes 14 effective teaching weeks and one week of final exams.

The average number of credits for every student per semester is 15<sup>6</sup>. The student can take up to 18 credits per semester. The minimum number of credits per student during a semester is 12. All the eight bachelor programmes which are to be accredited are composed of 96 credits taken over 3 years and consist of courses from three different fields: General education courses, common core courses, major courses. How the attainable credits are distributed between these fields varies between the bachelor programmes. Consistent with the institutional learning outcomes rooted in the university mission, students should enrol in general education courses that complement the content of the curriculum. These courses aim at fostering students' intellectual development and cultural values, encouraging an interdisciplinary approach to studying, and enhancing their involvement as active citizens in their community and country.

The programmes in particular:

Bachelor of Arts in History
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*Structure and organisation*

The courses are distributed into three groups and structured as follows:

- **General education courses:** 30 credits, usually taken by students over the first two years
- **Common core courses:** 31 credits, usually taken during the first year
- **Major courses:** 35 credits including a 3 credits capstone course which is the recently introduced Internship, usually taken over the second and third years.

a. General education courses – 30 credits

General education category	Year / Semester	Credits
Arts and Humanities	1 / 1	6
HIS215 - Lebanon in the Ancient Period	1 / 1	3
Religious Sciences	1 / 1	3
Behavioural and Social Sciences	1 / 2	6
English Communication	2 / 3	3
Civic Engagement	2 / 4	2
Quantitative Reasoning	3 / 5	3
Sports	3 / 5	1
Science and Health	3 / 6	3
<b>Total</b>		<b>30 credits</b>

Table 2 – General education courses offered within the curriculum content

b. Common core courses - 31 credits

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<sup>6</sup> At USEK, the American Credit System is used. One credit represents one teaching hour (50 minute course) per week during a 15 week semester (including exams and tests). For each credit, the student should dedicate around two hours for self-learning outside the classroom to complete his assignments and prepare for his examinations.

These courses are common with other undergraduate programmes offered by the institute:

Course code and title	Year / Semester	Credits
AAR320-Introduction to Pre-History	1 / 1	2
HIS225-Lebanon in the Modern Period	1 / 1	3
AAR305-Museology and Archeology	1 / 1	2
AAR355-Art History in Lebanon	1 / 2	3
AAR335-Former Semitic Languages: Semitic Group (Phoenician, Syriac...)	1 / 2	3
HIS230-Lebanon in the Contemporary Period	1 / 2	3
HIS220-Lebanon in the Medieval Period	1 / 2	3
AAR340-Former Language: Greek or Latin (Indo-European Group)	2 / 3	3
HIS320-Geography	2 / 3	2
AAR360-Archeology / Tourism in Lebanon	2 / 4	2
HIS301-Historical Criticism	3 / 6	3
HIS485-Islam: open questions: doctrines, institutions, rites, law etc.	3 / 6	2
<b>Total</b>		<b>31 credits</b>

Table 3 – Common core courses with the curriculum content

c. Major courses - 35 credits

Course code and title	Year / Semester	Credits
HIS385-Ancient Near East: Egypt	2 / 3	2
HIS425-Islam, from Mahomet to 1516	2 / 3	3
HIS390-Ancient Near-East: Mesopotamia	2 / 4	2
HIS450-Modern Europe	2 / 4	3
HIS405-Roman History	2 / 4	2
HIS435-The Ottoman Empire	2 / 4	3
HIS395-Ancient Near East: Syria	3 / 5	2
AAR415-Art of Modern Times	3 / 5	3
HIS460-Contemporary Middle East	3 / 5	3
HIS400-Greek and Byzantine History	3 / 5	2
HIS430-Western Middle Ages	3 / 5	2
AAR460-Contemporary Art	3 / 6	3
HIS480-History of Christianity: birth and doctrines	3 / 6	3
Internship	3 / 6	-
HIS455-The Contemporary World	3 / 2	2
<b>Total</b>		<b>35 credits</b>

Table 4 – Major courses offered within the curriculum content

### Teaching methods

There are several teaching methods used: lectures as well as group projects, case studies, role playing and others.

## Bachelor of Arts in Journalism and Communication

### Structure and organisation

The courses are distributed into three groups and structured as follows:

- **General education courses:** 30 credits
- **Common core courses:** 22 credits
- **Major Courses:** 44 credits including the capstone course JCM 429 which is an Internship covering all the learning outcomes.

#### a. General education courses – 30 credits

General education category	Year / Semester	Credits
Arts and Humanities	1 / 1	6
Behavioural and Social Sciences	1 / 1	6
History of Lebanon	1 / 2	3
Quantitative Reasoning	1 / 2	3
Sports	1 / 2	1
English Communication	2 / 3	3
Science and Health	2 / 3	3
Civic Engagement	2 / 4	2
Religious Sciences	2 / 4	3
<b>Total</b>		<b>30 credits</b>

Table 5 – General education courses offered within the curriculum content

#### b. Common core courses - 22 credits

These courses are common with other undergraduate programmes offered by the faculty:

Course code and title	Year / Semester	Credits
ARA 210 - Advanced Arabic	1 / 1	3
JCM200 - Information and Communication Methodology	1 / 1	2
JCM229 - Journalistic Writings Workshops	1 / 2	3
JCM310 - Communication Theories	2 / 3	3
JCM322 - General Contemporary History (Current World Issues)	2 / 4	3
JCM418 - Sociopolitical Communication	3 / 5	2
JCM419 - Advertising Communication	3 / 5	2
JCM428 - Analysis of the Media Discourse	3 / 6	2
JCM427 - Semiology of the Media Image	3 / 6	2
<b>Total</b>		<b>22 credits</b>

Table 6 – Common core courses with the curriculum content

c. Major courses - 44 credits

Course code and title	Year / Semester	Credits
JCM201 - History of Media	1 / 1	2
JCM202 - Techniques of Journalistic Expression in French <b>OR</b> JCM203 - Techniques of Journalistic Expression in English	1 / 1	3
JCM228 - Data Collection and Analysis in Journalism	1 / 2	3
JCM224 - General Journalistic Translation A-C/C-A <b>OR</b> JCM225 - General Journalistic Translation A-B/B-A	1 / 2	3
JCM221 - Political Economy of Media	1 / 2	2
JCM314 - Journalism Genres	2 / 3	3
JCM315 - Television Report Techniques	2 / 3	3
JCM316 - Media Law and Deontology	2 / 3	3
JCM324 - Media and Society	2 / 4	3
JCM326 - Multimedia Journalism	2 / 4	3
JCM328 - Photojournalism	2 / 4	2
JCM327 - Specialized Press	2 / 4	2
JCM415 - Media Techniques: Newspapers	3 / 5	2
JCM416 - Media Techniques: Radio	3 / 5	2
JCM417 - Media Techniques: Television	3 / 5	2
JCM425 - Media Geopolitics	3 / 6	2
JCM426 - News Agencies	3 / 6	2
JCM429 - Professional Internship	2 / 6	2
<b>Total</b>		<b>44 credits</b>

Table 7 – Major courses offered within the curriculum content

*Teaching methods*

The teachers in charge of professional courses are chosen from the field of professional media practitioners, according to their experience in different media outlets and platforms. The state of the art courses are delivered by teachers with PhD.

Active learning is the main teaching and learning method which means that mainly students themselves create and apply the required knowledge, reflect continuously on their learning process and set their own learning outcomes. Practice-oriented project work plays an important role in this concept.

Students are also required to undertake a professional internship and a capstone courses in an area they have to choose, e.g. multimedia journalism, photojournalism, multimedia techniques: TV, Radio, documentary and others.

Bachelor of Arts in Languages and Literatures
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*Structure and organisation*

The curriculum content is composed of 96 credits taken over 3 years. The courses are distributed into three groups and structured as follows:

- **General education courses:** 30 credits
- **Common core courses:** 21 credits
- **Emphasis courses:** 45 credits chosen based on the emphasis (**A-Arabic/B-French/C-English**). The emphasis courses include a 3 credits capstone course in literary criticism and critical approach

a. General education courses – 30 credits

General education category	Year / Semester	Credits
Civic Engagement	1 / 1	2
Religious Sciences	1 / 1	3
Arts and Humanities	1 / 2	6
English Communication	1 / 2	3
Behavioural and Social Sciences	2 / 3	6
History of Lebanon	2 / 4	3
Sports	2 / 4	1
Quantitative Reasoning	3 / 5	3
Science and Health	3 / 6	3
<b>Total</b>		<b>30 credits</b>

Table 8 – General education courses offered within the curriculum content

b. Common core courses - 21 credits

These courses are common with other programmes offered by the faculty. They integrate three languages: Arabic, French, and English. Students must take three courses of grammar in Arabic, French, and English, three courses of communication in Arabic, French, and English and one translation course integrating Arabic, French, and English.

Course code and title	Year / Semester	Credits
ARA 210 - Advanced Arabic	1 / 1	3
LFR 201 - Advanced French	1 / 1	3
ELL 214 - English grammar and composition	1 / 1	3
ARA 310 - Techniques of expression in Arabic	1 / 2	3
ELL 314 - Advanced English Communication Skills	2 / 3	3
TRD 220 - Initiation to translation	2 / 3	3
LFR 216 - Techniques of expression in French	2 / 3	3
<b>Total</b>		<b>21 credits</b>

Table 9 – Common core courses with the curriculum content

c. Emphasis courses - 45 credits

The emphasis courses are designed to cover a wide array of linguistic subjects as well as literary genres. Whether students are enrolled in the Arabic, French or English emphasis, they are simultaneously initiated to both linguistics and literature. As they progress academically, they study morphology and syntax, semantics, pragmatics and phonetics, history of the language, drama, poetry, the novel, the development of literary genres across the centuries, comparative literature and literary criticism.

Course code and title	Year / Semester	Credits
<b>Emphasis on Arabic Language and Literature</b>		
LLA 222 - Introduction to Rhetoric and Stylistics	1 / 1	3
LLA 212 - Introduction to Linguistics	1 / 2	3
LLA 224 - Introduction to the Study of Literary Genres	1 / 2	3
LLA 318 - Arabic Morphology and Syntax	2 / 3	3
LLA 312 - Pre-Islamic and Umayyad Epochs	2 / 3	3
LLA 316 - Literature in the Abbasids Era	2 / 4	3
LLA 315 - Novel and Theater	2 / 4	3
LLA 319 - Evolution of the Arabic Prose and Poetry	2 / 4	3
LLA 325 - Literature in the Andalusian Era	3 / 5	2
LLA 323 - Literature in the Mamluk and Ottoman Era	3 / 5	2
LLA 324 - Literature in the Renaissance Era	3 / 5	3
LLA 326 - Overseas Arabic Literature	3 / 5	2
LLA 412 - Arabic Linguistics Problems	3 / 6	2
LLA 411 - Comparative Literature	3 / 6	3
LLA 413 - Modern and Contemporary Arabic Criticism	3 / 6	3
LLA 415 - Lebanese Popular Heritage	3 / 6	2
LLA 423 - Modern and Contemporary Arabic Literature	3 / 6	2
<b>Total – Emphasis courses: Arabic Language and Literature</b>		<b>45 credits</b>
<b>Emphasis on French Language and Literature</b>		
LFR 211 - Introduction to the Poetics of Texts	1 / 1	3
LFR 224 - Elements of Linguistics	1 / 2	3
LFR 221 - Literature Culture and Society	1 / 2	3
LFR 316 - French Morphology and Syntax	2 / 3	3
LFR 419 - Literary Essays	2 / 3	3
LFR 222 - General and Comparative Literature	2 / 4	3
LFR 322 - Imaginaries and History	2 / 4	3
LFR 220 - History of French Literature I	3 / 5	3
LFR 320 - History of French Literature II	3 / 5	3

LFR 411 - Latin Language and Civilization	3 / 5	3
LFR 310 - Literatures and Cultures of Francophonie	3 / 5	3
LFR 412 - Critical Approach	3 / 6	3
LFR 421 - Lebanese Literature	3 / 6	3
LFR 420 - Literary Readings	3 / 6	3
LFR 409 - Topics in French Literature	3 / 6	3
<b>Total – Emphasis courses: French Language and Literature</b>		<b>45 credits</b>
<b>Emphasis on English Language and Literature</b>		
ELL 223 - Sophomore Rhetoric	1 / 1	3
ELL 210 - Introduction to Linguistics	1 / 2	3
ELL 221 - Introduction to Poetry	1 / 2	2
ELL 313 - English Morphology and Syntax	2 / 3	3
ELL 222 - Survey of English Literature I	2 / 3	3
ELL 322 - Development of English Poetry	2 / 4	3
ELL 311 - Introduction to Drama	2 / 4	3
ELL 310 - Survey of English Literature II	2 / 4	3
ELL 324 - American Literature	3 / 5	3
ELL 323 - Development of the English Novel	3 / 5	3
ELL 321 - History of the English Language	3 / 5	3
ELL 412 - Comparative Literature	3 / 6	3
ELL 410 - Literary Criticism	3 / 6	3
ELL 413 - Special Topics in the English Language	3 / 6	2
ELL 421- Special Topics in Literature	3 / 6	3
ELL 411 - The Age of Shakespeare	3 / 6	3
<b>Total – Emphasis courses: English Language and Literature</b>		<b>45 credits</b>

Table 10 – Emphasis courses offered within the curriculum content

### *Teaching methods*

The learning methods alternate between lecture-style and activity-based or inquiry-based, teachings to ensure interaction between teachers and students and interaction among the students.

## Bachelor of Arts in Modern Languages & Translation

### *Structure and organisation*

The curriculum content is also composed of 96 credits taken over 3 years. The courses are distributed into three groups and structured as follows:

- **General education courses:** 30 credits
- **Common core courses:** 21 credits

- **Major Courses:** 45 credits including the capstone courses TRD 428 and TRD 429 which are Conference Translation (A/B/C<sup>7</sup>) and Sight Translation (A/B/C)

a. General education courses – 30 credits

General education category	Year / Semester	Credits
Civic Engagement	1 / 1	2
Religious Sciences	1 / 1	3
Arts and Humanities	1 / 2	6
English Communication	1 / 2	3
History of Lebanon	2 / 4	3
Sports	2 / 4	1
Behavioural and Social Sciences	3 / 5	6
Quantitative Reasoning	3 / 5	3
Science and Health	3 / 6	3
<b>Total</b>		<b>30 credits</b>

Table 11 – General Education courses offered within the curriculum content

b. Common core courses - 21 credits

These courses are common with other programmes offered by the faculty:

Course code and title	Year / Semester	Credits
ARA 210 - Advanced Arabic	1 / 1	3
LFR 201 - Advanced French course	1 / 1	3
ELL 214 - English grammar and composition	1 / 1	3
TRD 220 - Initiation to translation	1 / 1	3
ARA 310 - Techniques of expression in Arabic	1 / 2	3
ELL 314 - Advanced English Communication Skills	2 / 4	3
LFR 216 - Techniques of expression in French	2 / 4	3
<b>Total</b>		<b>21 credits</b>

Table 12 – Common core courses with the curriculum content

c. Major courses - 45 credits

Course code and title	Year / Semester	Credits
TRD 321 - General Translation A-B/B-A	1 / 2	3
ANG 411 - Modern cultural issues in English <b>OR</b> LFR 205 - Modern cultural issues in French	1 / 2	3
LLA 318 - Arabic Morphology and Syntax	2 / 3	3
DRT 305 - Business Law Terminology	2 / 3	3
TRD 310 - Methodology and rules of Translation	2 / 3	2

<sup>7</sup> Arabic (A), French (B) and English (C)

LFR 316 - Morphology and Syntax	2 / 3	3
TRD 322 - General Translation A-C/C-A I	2 / 4	3
TRD 416 - Linguistics and Translation	2 / 4	3
TRD 415 - Computer-Assisted Translation	3 / 5	2
TRD 424 - Economic Translation A-B/B-A	3 / 5	2
ELL 313 - English Morphology and Syntax	3 / 5	3
TRD 423 - General Translation A-C/C-A II	3 / 5	3
TRD 428 - Conference Translation A, B, C	3 / 6	3
TRD 425 - Economic Translation A-C/C-A	3 / 6	3
TRD 421 - Legal Translation A-B/B-A	3 / 6	3
TRD 429 - Sight Translation A, B, C	3 / 6	3
<b>Total</b>		<b>45 credits</b>

Table 13 – Major courses offered within the curriculum content

### *Teaching methods*

To ensure effective and efficient learning at the Department of Modern Languages and Translation, different teaching and active learning strategies are adopted. Courses alternate among different teaching styles, such as lecture teaching, activity-based teaching and brainstorming teaching sessions.

## Bachelor of Arts in Education – Basic Education

### *Structure and organisation*

The curriculum content is composed of 96 credits completed over 3 years. The courses are distributed into three groups and structured as follows:

- **General education courses:** 30 credits
- **Common core courses:** 18 credits
- **Major Courses:** 48 credits including the capstone course which is an Internship covering all the learning outcomes EDU470 (A and B) taken over two semesters.

#### a. General education courses – 30 credits

General education category	Year / Semester	Credits
General Education - Quantitative reasoning	1 / 1	3
PSY 201 - Introduction to Psychology	1 / 1	3
SOC 201 - Introduction to Sociology	1 / 1	3
General Education - History of Lebanon	1 / 2	3
DRT 214 - Human Rights	1 / 2	3
GAG 303 - Introduction to Ecology and environment	1 / 2	3
SOC 217 - Citizen and Civic Engagement	2 / 4	2
ENG 240 - English Communication	2 / 4	3
General Education - Religious Sciences	2 / 3	3
Music, or any equivalent course	2 / 4	3

Sports Education	2 / 4	1
<b>Total</b>		<b>30 credits</b>

Table 14 – General Education courses offered within the curriculum content

b. Common core courses – 18 credits

These courses are common with other programmes offered by the faculty:

Course code and title	Year / Semester	Credits
EDU 201 - History of Education	1 / 1	3
EDU 215 - Techniques of expression	1 / 1	3
MTR 222 - University Working Methodology	1 / 1	3
PSY 214 - Developmental Psychology	1 / 2	3
EDU 318 - Issues in syntax	1 / 2	3
SOC 218 - Statistics applied to human sciences I	2 / 3	3
<b>Total</b>		<b>18 credits</b>

Table 15 – Common core courses with the curriculum content

c. Major courses – 48 credits

Course code and title	Year / Semester	Credits
EDU 322 - Phonetics / Phonology	1 / 2	3
EDU 345 - Applied linguistics to teaching French	2 / 2	3
EDU 305 - Class Management	2 / 3	3
EDU 325 - Digital Resources for School Education	2 / 3	3
EDU 330 - General Didactics	2 / 3	3
EDU 310 - Learning Theories	2 / 3	3
EDU 425 - ICT and Professional Teacher Development	2 / 4	3
EDU 440 - Pedagogical Analysis of Texts	2 / 4	3
EDU 423 - Evaluation in Education	3 / 5	3
EDU 434 - French Language Specialized Didactics I	3 / 5	3
EDU 470 A - Internship: Classroom Observation and Practice	3 / 5	6
EDU 416 - Teaching Social Studies, Movement and Theater <b>OR</b> EDU 419 - Specialized Didactics in Mathematics I <b>OR</b> EDU 444 - Specialized Didactics of Life and Earth Sciences I	3 / 5	3
EDU 454 - French Language Specialized Didactics II	3 / 6	3
EDU 470 B - Internship: Classroom Observation and Practice	3 / 6	0
EDU 469 - Video / «Serious Games» in Schools	3 / 6	3

EDU 421 - Young Adult's and Children's Literature <b>OR</b> EDU 420 - Specialized Didactics in Mathematics II <b>OR</b> EDU 445 - Specialized Didactics of Life and Earth Sciences II	3 / 6	3
<b>Total</b>		<b>48 credits</b>

Table 16 – Major courses offered within the curriculum content

### *Teaching methods*

The curriculum is conceived in accordance with the general and specific objectives of the Reform of the pre-university national education system. The curriculum is also in line with the academic and professional orientations at national and international levels as regards the training of the new teacher.

Active learning is the main teaching and learning method which means that mainly students themselves create and apply the required knowledge, reflect continuously on their learning process and set their own learning outcomes. The active learning method provides a high level engagement which requires theorizing, memorizing, applying, relating, explaining, describing, and note-taking.

## Bachelor of Arts in Philosophy

### *Structure and organisation*

The curriculum content is also composed of 96 credits taken over 3 years. The courses are distributed into three groups and structured as follows:

- **General education courses:** 30 credits
- **Common core courses:** 18 credits
- **Major Courses:** 48 credits including an Internship which is considered the capstone course covering all the programme outcomes.

The curriculum includes three components that should enrich the teaching of philosophy and give it greater value, while reflecting the current state of its discipline:

- A constituent with a double ontological and anthropological aspect which, on the one hand, creates situations of questioning about man and the world, using Greek, classical and modern philosophies. On the other hand, it formulates metaphysical problems in a strictly philosophical perspective.
- A multidisciplinary component that focuses on the interaction between philosophy and the human and exact sciences, highlighting the current scope of the Western, Arab and Far Eastern philosophy.
- An ethical philosophical constituent that forms knowledge in the following dimensions: scientific, moral, social, political and religious, building and integrating acquired knowledge into action. Ethics occupies a large space in the curriculum. It is presented as the foundation of all areas of philosophy, given the effectiveness of its teaching today in a world increasingly materialized and robotized.

a. General education courses – 30 credits

General education category	Year / Semester	Credits
ENG 240 - English Communication	1 / 2	3
General Education - Quantitative reasoning	1 / 2	3
General Education - Religious Sciences	1 / 2	3
General Education - History of Lebanon	2 / 3	3
SOC 217 - Citizen and Civic Engagement	2 / 4	2
SOC 210 - Introduction to Anthropology	2 / 4	3
POL 211 - Introduction to Political Sciences	2 / 4	3
Sports Education	2 / 4	1
DRT 214 - Human Rights	3 / 5	3
GAG 303 - Introduction to Ecology and environment	3 / 5	3
POL 212 - Introduction to Geopolitics	3 / 6	3
<b>Total</b>		<b>30 credits</b>

Table 17 – General Education courses offered within the curriculum content

b. Common core courses – 18 credits

These courses are common with other programmes offered by the faculty:

Course code and title	Year / Semester	Credits
PHI 201 - Introduction to Philosophy	1 / 1	3
PSY 201 - Introduction to Psychology	1 / 1	3
SOC 201 - Introduction to Sociology	1 / 1	3
MTR 222 - University Working Methodology	1 / 1	3
PHI 456 - Modern and Contemporary Arab Thought	1 / 2	3
PHI 433 - Far Eastern Philosophy	3 / 5	3
<b>Total</b>		<b>18 credits</b>

Table 18 – Common core courses with the curriculum content

c. Major courses – 48 credits

Course code and title	Year / Semester	Credits
PHI 210 - Greek Philosophy	1 / 1	3
PHI 301 - Medieval Philosophy	1 / 2	3
PHI 333 - Modern Philosophy	1 / 2	3
PHI 420 - Logic and Philosophy of Knowledge	2 / 3	3
PHI 445 - Metaphysics	2 / 3	3
PHI 327 - Philosophical Anthropology	2 / 3	3
PHI 419 - Philosophy and Science	2 / 3	3
PHI 458 - Contemporary Philosophy I: Phenomenology	2 / 4	3
PHI 448 - Arab Muslim thought in Middle Ages OR	2 / 4	3

PHI 449 - Islamology		
PHI 447 - Moral and Political Philosophy	2 / 4	3
PHI 459 - Contemporary Philosophy II: Existentialism	3 / 5	3
PHI 455 - German Idealism	3 / 5	3
PHI 453 - Hermeneutics	3 / 5	3
PHI 375 - Internship	3 / 6	3
PHI 325 - Philosophical Reading	3 / 6	3
PHI 485 - Philosophy and Society	3 / 6	3
<b>Total</b>		<b>48 credits</b>

Table 19 – Major courses offered within the curriculum content

### *Teaching methods*

Active learning is the main teaching and learning method which means that mainly students themselves create and apply the required knowledge, reflect continuously on their learning process and set their own learning outcomes.

## Bachelor of Arts in Psychology

### Structure and organisation

The curriculum content is composed of 96 credits taken over 3 years. The courses are distributed into three groups and structured as follows:

- **General education courses:** 30 credits
- **Common core courses:** 42 credits
- **Emphasis courses:** 24 credits; since the Bachelor of Arts in Psychology offers two emphasis (Clinical Psychology and Industrial Psychology), students can choose the emphasis they want and accordingly they enrol in these emphasis courses. These courses include internship which is considered the capstone course covering all the outcomes

#### a. General education courses – 30 credits

General education category	Year / Semester	Credits
ENG 240 - English Communication	1 / 1	3
SOC 201 - Introduction to Sociology	1 / 1	3
PSY 201 - Introduction to Psychology	1 / 1	3
Sports Education	1 / 1	1
General Education - History of Lebanon	1 / 2	3
NTR 211 - Introduction to Nutrition	1 / 2	3
SOC 217 - Citizen and Civic Engagement	2 / 3	2
General Education - Religious Sciences	2 / 3	3
DRT 214 - Human Rights	2 / 4	3

MAT216 - General Mathematics	3 / 5	3
AVS 202 - Initiation to Theater Practices	3 / 6	3
<b>Total</b>		<b>30 credits</b>

Table 20 – General Education courses offered within the curriculum content

b. Common core courses – 42 credits

These courses are common with other programmes offered by the faculty:

Course code and title	Year / Semester	Credits
MTR 222 - University Working Methodology	1 / 1	3
SOC 218 - Statistics Applied to Human Sciences I	1 / 1	3
PSY 305 - Clinical Psychoanalysis 1	1 / 2	3
PSY 214 - Developmental Psychology	1 / 2	3
SOC 318 - Statistics Applied to Human Sciences II	1 / 2	3
PSY 311 - Theories and Models of Personality	1 / 2	3
SOC 325 - Psycho Sociology of Communication	2 / 3	3
PSY 330 - Social Psychology	2 / 3	3
PSY 422 - Cognitive Psychology	2 / 4	3
PSY 433 - Fundamental Psychobiology	2 / 4	3
PSY 315 - Psychology and Health	2 / 4	3
PSY 370 - Counselling and Ethics	3 / 5	3
PSY 325 - Introduction to Psychosomatics	3 / 5	3
PSY 467 - Group Management Functioning and Dynamics	3 / 6	3
<b>Total</b>		<b>42 credits</b>

Table 21 – Common core courses with the curriculum content

c. Emphasis courses - 24 credits

Course code and title	Year / Semester	Credits	Emphasis
PSY 337 - Child and Adolescent Psychopathology	2 / 3	3	Clinical
PSY 335 - Developmental clinical psychology	2 / 3	3	
PSY 437 - Adult Psychopathology	2 / 4	3	
PSY 445 - Clinical Psychoanalysis 2	2 / 4	3	
PSY 469 - Communication Techniques and Clinical Examination	3 / 5	3	
PSY 480 - Personality Study with Projective Techniques	3 / 5	3	
PSY 470 - Adult psychological exam	3 / 6	3	
PSY 475 - Internship of Clinical Psychology	3 / 6	3	

<b>Total for emphasis: Clinical Psychology</b>		<b>24 credits</b>	
SOC 423 - Organisational sociology and labour	3 / 6	3	Industrial
SOC 460 - Survey methodology	2 / 4	3	
PSY 366 - Personal and professional development in occupational psychology	1 / 2	3	
PSY 378 - Practice of the evaluation in industrial psychology	2 / 3	3	
PSY 415 - Ergonomic analysis	2 / 3	3	
PSY 439 - Psychopathology of Work	2 / 4	3	
PSY 455 - Psychological management of human resources	3 / 5	3	
PSY 479 - Internship of Industrial Psychology	3 / 6	3	
<b>Total for emphasis: Industrial Psychology</b>		<b>24 credits</b>	

Table 22 – Major courses offered within the curriculum content

#### *Teaching methods*

The teaching method presents different aspects:

- The main aspect offers a theoretical overview of the fundamentals of psychological concepts. Lecture periods include formal lectures backed by power point presentations aiming to fully understand theoretical knowledge in Psychology. Educational activities (case studies, context setting, etc.) adapted to the objective of each chapter are implemented in class. Audio-visual documents are also shown and analysed in class, serving as examples from daily life in order to implement the theoretical input of the course. One or more texts are read for each chapter of the course. These texts are uploaded on the e-learning platform or can be accessed at the USEK Library. The aim of these readings is to provide basic knowledge usually consolidated in class.
- The second aspect applies an interactive method with students who participate in research presented in class.
- The third aspect adopts exchanges between students and faculty through technology such as the e-learning platform.

Bachelor of Arts in Social Sciences
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#### Structure and organisation

The curriculum content is composed of 96 credits taken over 3 years. The courses are distributed into three groups and structured as follows:

- **General education courses:** 30 credits
- **Common core courses:** 15 credits
- **Major Courses:** 51 credits including a capstone course which is an Internship over two semesters.

a. General education courses – 30 credits

General education category	Year / Semester	Credits
SOC 217 - Citizen and Civic Engagement	2 / 4	2
General Education - Quantitative reasoning	1 / 1	3
PSY 201 - Introduction to Psychology	1 / 1	3
DRT 214 - Human Rights	1 / 2	3
GAG 303 - Introduction to Ecology and environment	1 / 2	3
ECO 222 - Macroeconomics	1 / 2	3
ENG 240 - English Communication	2 / 3	3
General Education – Arts and Humanities – Philosophy course	2 / 3	3
General Education - History of Lebanon	2 / 4	3
Sports Education	2 / 4	1
General Education - Religious Sciences	3 / 6	3
<b>Total</b>		<b>30 credits</b>

Table 23 – General Education courses offered within the curriculum content

b. Common core courses – 15 credits

These courses are common with other programmes offered by the faculty:

Course code and title	Year / Semester	Credits
SOC 218 - Statistics Applied to Human Sciences I	1 / 1	3
MTR 222 - University Working Methodology	1 / 1	3
PSY 318 - Personality and Self-development OR PSY 330 - Social Psychology	1 / 2	3
SOC 318 - Statistics Applied to Human Sciences II	1 / 2	3
SOC 325 - Psycho-sociology of Communication	2 / 3	3
<b>Total</b>		<b>15 credits</b>

Table 24 – Common core courses with the curriculum content

**Major Courses – 51 credits**

Course code and title	Year / Semester	Credits
SOC 201 - Introduction to Sociology	1 / 1	3
SOC 210 - Introduction to Anthropology	1 / 1	3
SOC 310 - Sociology, Fundamental Concepts	1 / 2	3
SOC 411 - Financial Economics	2 / 3	3
SOC 360 - Social Sciences Methods	2 / 3	3
SOC 423 - Organisational Sociology and Labour	2 / 4	3
SOC 422 - Political Sociology	2 / 4	3
SOC 430 - Sociology of Religion	2 / 4	3

SOC 431 - Sociology of the Family	2 / 4	3
SOC 421 - The Sociology of Deviance	2 / 4	3
SOC 435 - Social Protection Policy	3 / 5	3
SOC 432 - Sociology of Conflicts	3 / 5	3
SOC 460 - Survey Techniques	3 / 5	3
SOC 426 - Theories and Practices of Development	3 / 5	3
SOC 438 - Demographic Analysis	3 / 6	3
SOC 466 - Internship/ Laboratory/ Workshop	3 / 6	6
<b>Total</b>		<b>51 credits</b>

Table 25 – Major courses offered within the curriculum content

### *Teaching methods*

Active learning is the main teaching and learning method which means that mainly students themselves create and apply the required knowledge, reflect continuously on their learning process and set their own learning outcomes. Besides, technology based learning and online learning is used, e.g. audio documents and interactive online forums

### **Assessment**

#### Structure and intended learning outcomes

The expert team assesses each curriculum as well structured and logical. The subjects and modules are well figured out and cover the relevant content and competences to meet each programmes' defined objectives. The course arrangement considers the competences later needed on the labour market as well as when continuing with the study for a master degree. However, a more strategic approach to professional skills and employability skills within the curriculum would be helpful, e.g. by a systematic and continuous reviewing of the curriculum together with experts from outside the university.

The structure of the study programmes is well organised and allows the students to follow a well-arranged schedule in their studies. The students' workload in each programme might be high but – according to the students the expert group interviewed – it seems to be well distributed over the whole study process of six semesters and therefore manageable.

Many of the lectures esp. in the BA Journalism are held by external professionals which the experts estimate to be beneficial in meeting the Lebanese Labour market needs.

The expert group strongly supports the studies concept of general education, common core and major courses. This both allows and forces students to choose courses in academic fields other than their own study programme. In the view of the experts, this concept strongly supports the humanistic educational mission of the university and contributes to a more holistic education of the graduates. It also seems to be widely accepted.

### Learning experience

According to USEK's mission and vision, excellent teaching and learning is considered the main activity of the university. The experts note that this mission is well implemented in the eight study programmes reviewed, e.g. by use of active learning approaches, learning in small groups, project work and a broad use of new technology. The experts appreciate the faculty's efforts to enhance the learning experience of their students.

At first glance, the experts were sceptical about the implementation of study programmes of such few numbers. However, the way the university creates a common learning environment by providing interdisciplinary courses convinces the experts.

Students expressed their satisfaction with the study environment in the programmes and at USEK as a whole. They strongly appreciate the implementation of new technology like Moodle and Mahara into the process of teaching and learning and the access to electronic resources in the library.

### Areas for improvement

In each curriculum, internships are currently intended only at the end of the study. This could possibly be handled more flexibly since students often intend to do internships earlier. Experience from abroad shows that the possibility of an internship at an early stage of a study will help students in confirming that they have chosen the right study subject and will therefore prevent frustration or drop-outs.

The faculties could increase efforts to find placements for students. That could be a field for alumni to become more active.

The voluntary careers skills workshops that the faculties offer may not reach all students. Embedding skills in the course curriculum will ensure they reach all students. This needs to be audited.

The BA Philosophy programme might have the potential for a unique position if focus would be on the dialogue between philosophical concepts met in the Middle East and Far East.

### Recommendations

The students' workload on internships or practicing civic engagement should be especially reviewed.

The soft skills developed in each course should be identified and explicitly named so that students are able to show employers that they have certified training for the workplace.

Employers should become involved in curriculum design.

Internships should be handled more flexibly and the university should improve its network in order to provide more support to students in finding placements.

The BA programme Modern Languages and Translation should become more flexible and offer more major / minor courses.

### 3.3 Student assessment

The third criterion focuses on the organisation of student assessments. The expert team has to check how the assessment of intended learning outcomes is organised and whether the amount and requirements of assessments are adequate. They have to decide whether the requirements of the thesis reflect the level of the degree.

Overall, it is looked at whether the assessment criteria are transparent and used in a consistent way. It is also checked if the staff undertaking assessments is adequately qualified. Last not least it should be verified that examination regulations exist and that they provide clear and fair regulations for student absence, illness and other mitigating conditions.

#### Current status

Organisation of student performance evaluation and assessment criteria

Assessment occurs at both course level and programme level. At **course level**, the assessment of the students' work takes place according to the grading scale stated in the syllabus of each course and will be defined to the student during the first sessions of the course. The overall grade is usually distributed as per the following scale knowing that on these percentages can vary between courses but the final examination cannot exceed 45 % of the final grade:

- Attendance and Participation: 10 % (this should encourage participant's active discussions).
- Continuous assessment: 50 %, assessment of projects, assignments, research papers, mid-term;
- End of semester assessment: 40 % final examination or thesis defence result. In addition to the final examination, different types of formative and summative examinations are used in every course to evaluate the course's and programme's learning outcomes. The examinations can take different types such as multiple choice test, cases study, dissertation, project, or internship report. These examinations can be written ones or oral ones such as presenting the work done throughout a project to the class group. The assessment criteria are presented on the examination sheet and used consistently in order to attribute the grade every test deserves. These criteria are usually set as follow with a variation of 5 % - 10 % according to the teacher preferences:
  - Language skills: 30 %
  - Scientific dimension of work: 20 %
  - Coherence and analysis: 30 %
  - Originality of work: 20 %

For courses with multiple sections, the students from all sections shall mandatorily undertake a unified final examination in order to maintain a uniform level of teaching and learning among all the different sections.

There is a good range of assessment tasks and flexibility for students with special needs.

Students may receive continuous feedback on their work, and on their progress, especially the attainment of the specific learning outcomes of every course. Accordingly, the student decides whether she / he wants to drop a course or not before the deadline for withdrawal from a course, as stated in the academic calendar.

At **programme level**, student progress is monitored by the department with feedback and guidance provided to students through the department's student advisors. The department ensures these prerequisites are met by all students through the Banner Student Information System that does not allow enrolment in a course unless all that course's prerequisites are met. Student performance is evaluated based on the student's continuous improvement, general average, academic standing, and the internship.

At the end of their academic path, enrolled students need to complete an internship / a capstone course which is considered the final examination towards the degree. This allows the department to obtain an external evaluation of student performance before graduation.

#### Examination regulations

On **course level**, a student who fails to meet a course requirement (examination, test, report, etc.) will be attributed a failing grade by the teacher; unless the student presents a valid justification (e.g.: medical report). In such a case, the teacher may assign an examination rescheduling, grant an extended deadline for submitting a report, or define an alternate solution depending on the situation.

The final grade is a numerical grade ranging from 40 to 100 in increments of 5. The final grade initiation process passes through a multiple step process in order to assure conformity to standards applied in all courses. At the end of every semester the Quality Assurance Office conducts a systematic audit of the grading initiation and change process. Every student has the right to ask for a grade revision within 5 days of the grade display. The grade revision is a multi-step process that needs the approval of the Head of Department, Associate Dean and Head of Academic Unit.

A student is allowed to repeat a failed course. A course cannot be failed more than twice at the undergraduate level.

A student registered in the BA level is put under academic probation at the end of the semester (excluding summer sessions) if the Grade Average is less than 70/100. A student on probation can only be registered for 12 credits. She / he is advised to register in the course that she / he has to repeat in order to get out of the probation status.

#### Graduation Requirements and Degree Audit

For graduation the following criteria are required:

- Earning 96 credits, the required number of credits for the programme
- Fulfilling the minimum and maximum duration of studies that vary from 6 semesters (3 years) to 14 semesters (7 years) excluding the Freshman year
- Passing all the required courses
- Fulfilling all the General Education requirements
- Fulfilling the internship / capstone course
- Having a total grade average not less than 70/100 and not being in probation.

The Registrar Office / Academic Path Division executes the degree audit of students in coordination with the department in two steps: at first, at the beginning of a semester by a formal check by the Graduation Procedure and Student Files Officer at the Registrar Office / Academic Path Division on the basis of a list of students who might be graduated during the current semester according to their total number of credits. In this procedure is to be checked whether all requirements are fulfilled. At the end of this procedure, an updated transcript is generated and placed in the student file.

At the end of the semester, the list of students is updated, the fulfilment of all requirements is reconsidered, the Registrar validates the final transcript and the university proceeds with the graduation.

Students have the right to suspend their graduation in case they are willing to re-enrol in the next semester to repeat a course and increase their GPA.

A student can ask for a degree audit at any time.

### **Assessment**

The expert team appreciates the organisation and transparency of assessment in each programme: All is formalized and written down in a clear form. The experts especially liked the use of mock exams and the formative feedback the students get.

The amount and organisation of the assessments seem to be appropriate and the examples of exams reviewed during the site visit correspond to a Bachelor's degree. Defined assessment criteria exist and are transparent. All is published on the web page, too.

The students the experts talked to were well aware of the assessment criteria, they know what is expected and they know whom to contact in the case of problems or questions. The experts got the impression that there are extraordinary short ways to contact advisors, professors, heads of departments, the Student Registrar Office, even the deans.

The Student Registrar Office seems to have enough resources to answer students' questions. The office staff the experts interviewed showed themselves highly motivated and most professional.

A wide range of assessment tasks is used.

### **Areas for improvement**

Students seem to get varying types of feedback along with their assessment. The faculties should reconsider if feedback to an assessment is consistently formalised and linked to assessment criteria so that students know what to do in order to improve.

### **Recommendations**

Feedback quality on assessment during the study should be better monitored by the departments and continuously improved.

For further staff development, the Learning and Teaching Centre should provide regular training on assessment for learning.

## **3.4 Organisation of the study programmes**

Furthermore, the implementation of the programme has to be looked at. The expert team checks the appropriateness of entry qualifications and the regulations for the recognition of qualifications (i.e. Lisbon Convention). It has to be reviewed whether the organisation of the study process allows the programme to be carried out in such a way that the intended learning outcomes will be achieved and whether the organisation of the study process also takes the diversity of students and their needs into account. It

is looked at how the implementation of the programme is managed (roles and responsibilities) and even whether the workload of the programme is adequate with respect to the necessity to reach the intended learning outcomes in the scheduled time frame. The organisation of the student life cycle (i.e. all (organisational) relationships between the student and the institution from enrolment to graduation) is also part of this criterion. The experts check whether the care services and student advisory services are suitable and – in case of a cooperation with internal and external partners – how the cooperation is organised.

### **Current status**

#### Entry qualifications and students profile

The students enrolled in the eight BA programmes should be holder of the Lebanese Baccalaureate: Life Sciences - LS, General Sciences - GS, Literature and Humanities - LH, Economics and Sociology - ES. The selection of students is managed by the Admission Commission, according to the criteria approved by the University Academic and Research Council. The university aims to offer a supportive service to all applicants and prospective applicants, mainly by:

- Providing clear and helpful pre-entry information and advice, in order to allow students to apply for a major that matches with their interests.
- Welcoming applications from all students, irrespective of background, taking into consideration that the diversity of students of differing social backgrounds contributes to the personal growth, intellectual development and maturity of everyone.
- Insuring that admission policies and practices for all levels are designed match the abilities and aptitudes of both the student and the demands of the programme.
- Offering preparatory courses to students who fail to accomplish the required standard in the overall entrance evaluation assessment.
- French, English, Arabic requirements (evaluation upon applicants' school grades): If necessary, there are offered remedial courses equivalent to 6 credits. DELF B2 or TCF B2 successful applicants will be exempt from the French remedial courses.
- English requirements: Students admitted to USEK must demonstrate a level of English proficiency by presenting one of the accepted standardized tests or USEK English proficiency Test.
- Arabic requirements: Unlike the other programmes offered by the university, the BA in Journalism and Communication is one of the programmes that require Arabic language proficiency that is evaluated upon the applicant's school grades by the Admission Commission.

The Admission Commission checks each application, adopting flexible criteria with each particular case. In general, eligible for application are students ranked among the top three in class and/or having a GPA in Lebanese Baccalaureate greater than 14/20. In case of linguistic deficiency, the applicant has to pass the language placement test. Applicants who obtained a Very Good ranking or above in the Lebanese Baccalaureate or its equivalent automatically benefit from an admission on title, as well as an excellence scholarship.

Applicants who have previously pursued academic studies in another university accredited by the Lebanese Ministry of Education and Higher Education are eligible to apply for a transfer to the programme. This is possible twice per year, at the end of the fall and spring semesters. Admission is then granted to the successful candidates for

the following regular semester (Admission is not allowed for the summer session). Candidates must also satisfy the French and English language requirements.

All students holding the Lebanese Baccalaureate are eligible for consideration for admission to the undergraduate programmes at USEK. In this case, 30 credits based on their Baccalaureate strand are granted.

Tuition fees are paid per credit. In the case of the eight reviewed study programmes this will be 200 US-Dollar.

#### Offers around the student life cycle

Several university units are responsible for assisting students during their education at USEK. In 2015 USEK became the first university in Lebanon and the region to gain Matrix accreditation<sup>8</sup> for its student support services as there are:

- Orientation Office (services around applicants and new students, e.g. orientation days in local and foreign high schools and on USEK's four campuses)
- Office of the Registrar (all services around registration)
- Student Affairs Office (connection link between students and all departments and faculties)
- Social Service Office (financial aid, student job opportunities, personal counselling and orientation services)
- Careers Services Office (help in students' educational and career choices)
- International Affairs Office (student and staff mobility, services for international students, administrative support provided to academic and administrative units for international partnerships)

Formal participation of students in decision-making processes is underdeveloped, mostly to avoid harassment by political student groups as is the case at other Lebanese universities. Therefore, any organised student groups are banned and student participation takes place more informally, by selection of individual students. This decision seems to be accepted by the whole university community<sup>9</sup>. Nevertheless, USEK is currently considering a policy for more formal ways of participation of students in decision-making processes and enhancement of academic programmes.

#### Programme and course management

The academic programmes administration is supported by the Provost in his function as Academic Chair. The Provost oversees the academic units, enrolment, undergraduate and graduate education, continuous education, diversity and inclusion, planning and institutional research, and a range of programmatic and student support services. He continuously reviews the academic programmes with the collaboration of faculty members and dedicated committees. The Office of the Provost also administers the institutional assessment software TK20 in which all programme frameworks and its

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<sup>8</sup> The matrix Standard is a quality standard within the UK for organisations delivering information, advice and/or guidance services. Cf. <http://matrixstandard.com/>

<sup>9</sup> This differentiates USEK from most other universities in Lebanon which do not ban political groups from their campuses.

courses descriptions are introduced to the purpose of generating automatically the programme catalogue and programme framework including the student outcomes and curriculum map.

At the faculty level, the Council of the Academic Unit is composed of the Head of the Academic Unit, the Head of the Doctoral Commission, the Associate Dean, the Heads of Departments or Heads of Study Programmes. They can propose course modification or creation to the Provost for his approval.

The Academic Unit Council judges the equivalence of studies concerning the admission of students and looks into and proposes development for the student selection requirements, files of students on probation, curricula, proposals of inter-university conventions, proposals of conventions with the private or public sector, research projects and programmes, academic and scientific events. It is up to the Academic Unit Council to ensure the implementation of study regulations inside the academic unit.

### **Assessment**

According to the expert team, the study process is well organised and clear, and students are offered several support services. The roles and responsibilities in the management are clearly and appropriately structured, people involved are highly motivated and professional. The experts especially appreciate the good sense of community which was recognisable during the site visit.

Students are very well supported through the life cycle. The communication with students is excellent, either face to face or by using e-mail and social media. The experts note that face to face contact of such intensity works only because student numbers are small.

Life on campus is accompanied by lots of events and activities organised by student support services during the year. Students play an active role in these events.

In the view of the experts, the admission regulations are sensible. Having heard the students, the expert team believes that the workload of the programmes is overall reasonable but this should be continuously and carefully observed.

The experts were impressed about the efforts made to guarantee barrier-free access to the study at USEK.

### **Areas for improvement**

A more formalised cooperation between the different departments and with other universities could improve the quality and the profile of the programmes. The experts observed initial approaches in this direction.

### **Recommendations**

The experts recommend the university to reconsider its international strategy and especially to think about providing more resources to the International Office in order to help increase opportunities for international mobility for students as well as for staff.

The university should go further in search of additional funding for mobility.

The experts think that the university should also reconsider the ban of groups that were founded by students. Although they understand the special situation in Lebanon it

should be possible to encourage non-political groups like rhetoric circles or subject based clubs.

### **3.5 Resources**

Central to the criterion “resources” is whether there are appropriate resource endowment and deployment in the involved faculties. The experts check the existence of sustainable funding and financial management, whether the staff are adequate in qualification and number to ensure the intended learning outcomes, which strategies and processes for the staff recruiting and staff development are used and whether amount and quality of facilities and equipment allow the provision of the programme (library, laboratories, teaching rooms, IT equipment), facilities and equipment are in accordance with the institutional strategy. It is looked at whether the amount and quality of the resources provided are adequate to reach the objectives of each programme.

#### **Current status**

##### **Funding and financial management**

USEK is a private Catholic university that has a full autonomy in the budgeting activities. More than 90 % of its source of funding comes from student tuition fees. The revenues are expected to finance the operating expenses, as well as the investments aimed at developing the university. Important activities and real estate projects are sometimes done by fundraising.

The preparation of the yearly budget report takes into consideration increasing or decreasing annual base budgets to reflect changes in hiring new faculty members and staff, needs of new programmes and programme changes, salary enhancements, professional development activities for staff, laboratory equipment, extracurricular activities, learning resources, and operating expense budgets. All projects that require funding from the university during the year, that are not included in the yearly budget, should be submitted by the programme administrators (head of department and dean) to the financial administration for approval. These requests are also approved by the University President.

Moreover, the university considers consolidation strategies where expenses and investments can be funded by the university global revenues. In other terms, the programme sustainability is guaranteed by the governing board and the institutional commitment to support the programmes and their development activities.

The financial institutional support for the programme contributes to the attainment of all intended student outcomes.

##### **Adequacy of staff and hiring process**

The hiring process of Faculty members consists of numerous selection steps. After the initial pre-selection phase, the head of the academic unit submits online the recruitment request that is sent to the Teaching Personnel Office for review. As per the recruitment procedures in force at USEK, all the requests for candidate recruitment are evaluated by two committees:

- First, the candidate is evaluated by the Peers Committee who evaluates her / his file and the authenticity of the relevant diplomas and working experience, in order to give her / him a certain rank, (varying between assistant, lecturer, assistant professor, associate professor and professor).
- Second, by the Ad hoc Selection Committee, who interviews the candidate and evaluates her / his teaching performance and skills. Recently, this process has been developed to include teaching demonstration during the interview.

In order to be accepted to a full time position, the teacher should first be employed as part time and have a good academic and administrative record. Recently, the university has developed Faculty Member Assessment Grid that classifies faculty members according to their earned degrees taking into consideration their publications, professional experience, teaching seniority, commitment to excellence in teaching and learning and learning assessment.

Full-time faculty members are divided into five academic ranks: Assistant, lecturer, Assistant Professor, Associate Professor or Professor. In addition to the teaching hours, full-time faculty must provide students with support, in their research or laboratory work, participate in pedagogic meetings and Diploma Juries, assist in examination surveillance and any other activities demanded by the head of the unit. The number of attendance hours should not be less than 30 hours, for the three ranks of professors and 35 for lecturers and assistant lecturers. These attendance hours are divided into the 5 working days of the week. Part-time faculty are required to teach the course(s) included in the contract signed at the beginning of the semester between faculty and the university.

Since the university is committed to attract highly qualified Faculty members and to work on their continuous professional development, several opportunities are offered to both full-time and part-time faculty staff in this matter.

#### Facilities

Both faculties are located in Building B which is one of the oldest stone building in USEK. The Faculty of Letters is found on fourth floor with the Dean's and reception space and all the faculty office as well as meeting places for formal and informal gatherings. The first and second floors hosts the Faculty of Philosophy and Humanities.

The building holds an elevator and accessible seating zones in all assembly areas.

There are different type of classrooms for different types of courses. All are accessible for wheelchairs by elevators and are equipped with AC units.

- Lecture classrooms with a seating capacity of 20 to 45, equipped with tables and chairs facing the teacher's desk, an LCD projector, and a Wi-Fi connection. Other technology auxiliaries may be installed upon the lecturer's request (laptops, sound systems, etc.) Auditorium
- Translation and Interpretation Laboratory with small cabinets where students can practice conference interpretation and translation
- The IDEES Laboratory where there is gathered a core of researchers working in the different domains and fields of social sciences, namely in political sociology, urban and rural sociology, environmental sociology, sociology of commitment, conflicts, development, communication, peace, etc.

General education courses as well as the common core courses are provided in collaboration with other departments in appropriate places such as several laboratories.

The USEK Library includes the Main Library at the Kaslik campus, as well as libraries in the Regional University Centers (Chekka, Zahle and Rmeich). Two centers complement the main Library: the Center for Written Heritage Conservation and the Center for Reprography and Digitization. The main library at the main campus Kaslik is located in the main pavilion, south of the university campus, the Library occupies a surface area of 3,230 square meters divided into two basement levels, a ground floor, and one story. There are learning common areas where students can work collaboratively doing research or cohort learning activities. The main Library is open from 8:00 am to 7:00 pm from Monday to Friday and from 9:00 am to 1:00 pm on Saturdays; and has over 1650 professional research journals and a vast array of electronic research databases for student use. There are reference librarians as well as other support staff to help students with their research.

## **Assessment**

### Financial management and funding

USEK relies for its funding almost exclusively on its tuition fees. Across the university, students pay an average of approximately \$8,000 per year in tuition fees with variations between the programmes. In recent years, this allowed the university to sustain its operations, to spend a significant amount on student financial aid while, at the same time, investing in its campus. The faculties enjoy a certain budget autonomy, which gives them some leeway in pursuing their projects. In general, the experts had the impression that desired projects do not fail for funding reasons.

The financial management is professional; the process of preparing the yearly budget is clear and executed with the collaboration of the faculties. In the interview with faculty members as well as with the Financial Department, it became clear that this process works without any difficulties.

The experts appreciate the obvious commitment of cross-faculty financing which allows to offer study programmes with only few students.

According to the expert team, the deployment of resources is consistent with the mission of a student-centred institution. USEK as a whole spends about 58 % of its expenditures on its staff (teaching and administration) to provide the student services, which account for one third of total staff costs. Facilities represent about 7 %.

### Staff

The staff involved in the study programmes is, according to the expert team, appropriate to provide high quality education to its students and to develop research. The administrative staff is very professional. Altogether, the experts were impressed by the dynamic and motivated staff members, both academic and administrative, which are a big asset of USEK. Many of the staff members are alumni.

The experts appreciate as well the extensive support provided to staff to improve the human resource base in areas such as pedagogic practice, higher qualifications and general capabilities.

To the expert team, the search and tenure procedures of the university seem to fulfil by and large academic standards and ensure the selection of academics based on an academic decision.

As in general at USEK, staff mobility rates in the programmes are not remarkable. International mobility seems to be limited to short periods, e. g. participation of conferences, workshops etc. The university should make further efforts to increase the level

of mobility, especially for longer periods abroad; that could be supported by more intense partnerships with universities abroad.

#### Facilities

The facilities of the university are appropriate for sustaining the teaching and, in some respects, the research activities of the university. USEK has modern equipment and a library that provides access to relevant literature and journals. The technical equipment, which the experts saw during the site visit, allows a high quality of teaching. This kind of equipment is also appropriate to carry out applied research projects and to deliver services to partners within Lebanese society.

The amount of work and study spaces dedicated to students seems not to be sufficient. Although impressive in the open and bright atmosphere of the reading room in the library, the number of places appears too small.

Besides, the library seems well resourced and highly appreciated by students.

The IT infrastructure of the university is up to date and equipped with modern and functional software, which was also affirmed by different stakeholder groups during the site visit. The experts note that the wide use of Moodle and Mahara is appreciated by students and teachers. The use of e-learning is on the state of the art.

#### Areas for improvement

The staff recruitment procedure happens without involvement of students. From the experts' point of view there would be no harm in trying to involve them so that their views and learning experiences are considered, too.

To strengthen the research profile of the staff there could become implemented open research focused colloquia and conferences could be implemented where students should take part as well.

#### Recommendations

The university should continue its efforts to diversify sources of external funding, in particular through donations, endowments and sponsorship.

As for the work places for students, the university should establish more such places with tables and sockets across the whole campus. It should be considered if there was also a possibility to dedicate lecture rooms on the campus for student work.

The research expertise of the staff should be made more public.

### 3.6 Quality assurance

The criterion "quality assurance" focuses on the internal and external mechanisms used by the institution to monitor and improve the quality of the study programmes: how study programmes are designed and implemented and how their improvement is organised.

The experts check the quality assurance concept of the programmes and what kind of quality assurance processes and instruments for programmes are implemented, which

indicators are used to monitor the progress in achieving its objectives and how the institution collects, analyses and uses relevant information about its activities. Moreover, the experts look at whether quality assurance is used regularly and systematically for quality enhancement, whether the quality feedback loops are closed and how the persons responsible for the programmes systematically collect, analyse and use relevant information. It is also checked how stakeholders (students, teachers, administration, employers) are involved in quality assurance and whether relevant programme information for students and prospective students is provided.

## Current status

### Programme Self-Assessment

Student outcomes along with the assessment data sources are identified and described in the university-wide adopted Process of Student Outcomes Comprehensive Evaluation for Continuous Improvement. It is based on annual internal and external collection and analysis of evidence and data. Evaluation of assessment data is regularly undertaken by the programme faculty. The faculty reviews the raw data collected from each of the data sources shown in table 26 and prepares an analysis for the results.

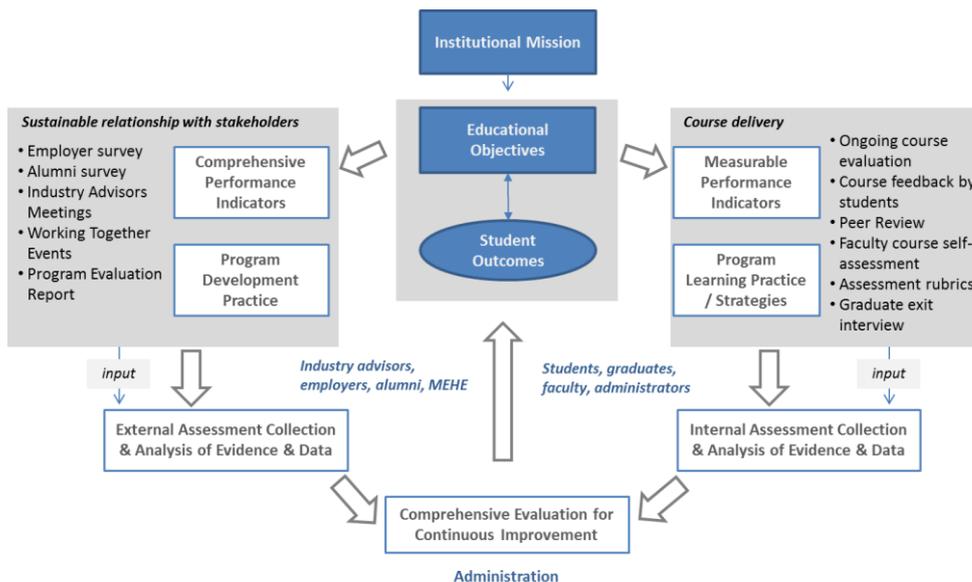


Table 26: Process of Student Outcomes Comprehensive Evaluation for Continuous Improvement (Source: Self-reports of the programmes)

### Internal assessment collection and analysis of evidence and data

The collection and analysis of evidence and data is linked to the course delivery and the surveys filled during the semester:

- Ongoing course work evaluation
- Internship Evaluation
- Course Feedback by Students (CFS), using a scale from 1 to 4 and based on the following criteria:
  - Students' self-reflection questions
  - General evaluation of the course

- Organization of teaching course content by the instructor
- Teaching skills of the instructor
- Evaluation of learning methods adopted by the instructor
- Overall satisfaction of the course delivered by the instructor.
- Peer Review of Teaching (PRT): The peer review should give instructors feedback to one another on teaching and learning in their courses. The “Instructional Environment” and the “Course Materials Evaluation” are the main review focuses of PRT. In the eight study programmes peer review is not yet realised.
- Faculty Course Self-Assessment (CSAF) which should incite faculty reflection about the course effectiveness and environment that affect teaching. The goal is to encourage coming across with ideas and rules that inform the practice of instruction. This reflection will be discussed to commend strengths, identify areas for development, and focus on planning for improvement in at least one area of instructional performance. It helps the faculty to evaluate the course learning outcomes described in the Syllabi. After submitting the final grades of their courses taught, instructors can go online and complete the “Course Self-Assessment by Faculty” survey for each of their courses at the end of the semester. The self-assessment by faculty includes the following criteria:
  - Faculty qualifications related to this course
  - Professional development
  - Classroom instructional performance
  - Achievement of objectives / Demonstration of outcomes
  - Recommended changes for improvement, other comments and ideas by the faculty.
- Graduate Exit Interview: This survey is meant to gather information about graduating students’ USEK experience, how satisfied they are with their programmes, the programme completion time, their comments and suggestions. The Graduate Exit Interview contains the following Criteria: Professional Occupation, Student Satisfaction, Completion Time, Comments and Suggestions.

#### External Assessment Collection and Analysis of Evidence and Data

As per the strategic plan of the university, all programme educational objectives should be subject for review periodically. This process includes the annual review of programme educational objectives varying between 1 to 3 years’ frequency to ensure that they remain consistent with the institutional mission and the programme’s constituents. Since these objectives focus on what graduates are expected to attain within a few years after graduation, its assessment data source is gathered from the external constituents such as the employers, alumni and industry advisors by an alumni survey and the “Working Together and Employer Perception Questionnaire on Programmes Objectives and Outcomes”.

#### **Assessment**

The expert team observe a highly developed quality assurance system on the basis of formalised and informal processes. The Quality Assurance and Institutional Effectiveness Office (QA-IE) is acting most professional and ambitious.

The quality assurance concept seems to be appropriate to assure and improve the quality of teaching and learning in all eight programmes. Moreover, the tools, which are currently in place seem to be accepted and implemented throughout the institution and used for improvement.

The peer review seems to be not yet invented in the eight programmes. The experts noted that the staff they interviewed were hesitant on this point.

The experts see the institutional linkage between the quality assurance function (QA-IE) and the learning and teaching enhancement function (LTEC) as a noteworthy achievement of the university.

The use of TK20 seems to have proven its worth and is carried out systematically for further improvement. Moreover, it is accepted university-wide.

#### Areas for improvement

The students do not receive a (formal) feedback on the views they express in feedback surveys. In the interviews with the students the experts noted, that students were unaware of any concrete measures the university or the faculty has taken on the basis of the analysis of feedback surveys.

The central data reporting seems to be on the right lines, but the experts have received indications that not all necessary data is reported regularly. The report of research activities, for example, is not completed by each faculty member.

The surveys on graduates' employers are only at their beginning.

#### **Recommendations and conditions**

The experts recommend to benchmark across departments to make comparisons e.g. how many students get 90+ in assessment, how many are leaving before the end of the year etc.

The expert team further recommends to gather and use information on retention and drop-out to inform and monitor the faculties' strategy esp. in the eight programmes.

The experts understand that the university refrains from publishing individual teacher results for reasons of data protection but point out that the university should seek ways to discuss the feedback with the students in order to give students a clear signal that their opinions are seriously taken into consideration. Therefore, the feedback loops after course evaluation have to be closed so that students know that their feedback is valued and leads to change. This could be done e.g. by a formal addition to each courses' Moodle page like "in response to student feedback this module has been adapted ..."

The experts expect applying the peer review of teaching in the humanities as already done in other departments but to discuss this with the staff concerned first.

## 4. Assessment

### Overall assessment

In the experts' view, each study programme shows a clearly defined profile. Both the objectives and the learning outcomes are described in detail and this description is published online. The intended learning outcomes are concise, clear and aligned with content. They fully correspond to the level of awarded qualification.

The curriculum and the study process are clearly structured and appropriate to reach the intended learning outcomes. The experts appreciate the combination of general education, common core and major courses. The study is well organised and clear, and students are offered several support services. The roles and responsibilities in the management are clearly and appropriately structured, people involved are highly motivated and professional.

The experts especially appreciate the good sense of community which was recognisable during the site visit.

Each study programme concept considers public needs and the conditions of the Lebanese labour market where graduates shall later work as teachers, translators or journalists. The experts highly appreciate the rigorous trilingual character of each study programme and students' high level of language skills which could be experienced during the site visit.

The staff involved in the study programmes is appropriate to provide high quality education to its students and to develop research. Teaching is carried out by dynamic, motivated and adequate lecturers. The search and tenure procedures of the university seem to the expert team to fulfil by and large academic standards and ensure the selection of academics based on an academic decision.

The expert team appreciates the organisation and transparency of assessment in each programme. The amount and organisation of the assessments seem to be appropriate and the examples of exams reviewed during the site visit correspond to a Bachelor's degree. Defined assessment criteria exist and are transparent.

Students are supported through the life cycle very well. The communication with students is excellent. The experts were impressed about the efforts made to guarantee barrier-free access to the study at USEK.

The financial management is professional; the process of preparing the yearly budget is clear and executed with the collaboration of the faculties. The experts appreciate the obvious commitment of cross-faculty financing which allows to offer study programmes with only few students.

The facilities of faculties and of the university as a whole are appropriate for sustaining the teaching. USEK has modern equipment and a library that provides access to relevant literature and journals. The technical equipment, which the experts saw during the site visit, allows a high quality of teaching.

The IT infrastructure of the university is up to date and equipped with modern and functional software, which was also affirmed by different stakeholder groups during the site visit. The experts note that the wide use of Moodle and Mahara is appreciated by students and teachers. The use of e-learning is at the state of the art.

The expert team observe a highly developed quality assurance system on the basis of formalised and informal processes. The Quality Assurance and Institutional Effectiveness Office (QA-IE) is acting most professionally and ambitiously.

The quality assurance concept seems to be appropriate to assure and improve the quality of teaching and learning in all eight programmes. Moreover, the tools, which are currently in place seem to be accepted and implemented throughout the institution and used for improvement.

Overall, the expert team assesses the eight bachelor level programmes as solid. The academic standards of the study programmes are met. The programmes focus on teaching and learning while pursuing research is clearly of lesser priority.

This fully corresponds with USEK's educational mission.

#### Assessment grades

No	Assessment criteria	Assessment
1	Programme profile	A
2	Curriculum	A
3	Student assessment	A
4	Organisation of the study programme	A
5	Resources	A
6	Quality assurance <i>Condition:</i> The feedback loops after course evaluation have to be closed so that students know that their feedback is valued and leads to change.	B

#### Assessment levels

Level	Assessment	Description
A	<b>Passed.</b>	The programme fulfils or exceeds all criteria. All activities are in line with the profile and objectives of the programme and provided at a high academic level.
B	<b>Passed subject to conditions</b>	The programme does not fulfil some relevant criteria. However, the institution should be able to remedy the shortcomings within nine months after the assessment.
C	<b>Suspension of the accreditation procedure</b>	The programme does not fulfil relevant criteria, but it is likely, that it will be able to remedy the shortcomings within 18 months after the assessment. The HEI may apply for a resumption of the accreditation procedure.
D	<b>Failed</b>	The programme does not fulfil relevant criteria, and is not expected to be able to meet all assessment criteria within 18 months' time.

## 5. Accreditation recommendation of the expert group to the Accreditation Commission of evalag

According to the expert team, the study programmes

- Bachelor of Arts in History
- Bachelor of Arts in Journalism and Communication
- Bachelor of Arts in Languages and Literatures
- Bachelor of Arts in Modern Languages & Translation
- Bachelor of Arts in Education – Basic Education
- Bachelor of Arts in Philosophy
- Bachelor of Arts in Psychology
- Bachelor of Arts in Social Sciences

meet **evalag**'s criteria for international programme accreditation. Therefore, the team recommends them for accreditation and recommends awarding the **evalag** label for international programme accreditation.

The team recommends the Holy Spirit University of Kaslik (USEK) to consider and implement the following condition (C) and recommendations (R) to further improve the study programmes:

### Programme profile

- R 1** A common research profile of staff should be systematically developed. This could be done by an annual research conference. Such a conference should also offer possibilities even for undergraduate students to contribute.
- R 2** Research activities would increase if the faculties offered the prospect of incentives, e.g. reduction of teaching load for those producing the required standard of research activity and output.
- R 3** The faculties should maintain their efforts to strengthen the international profile of the study programmes by intensifying international contacts and supporting the international mobility of students and staff.
- R 4** The philosophical department should take a more active role in cooperation with other departments. For example, it should provide the engineering departments with reflections on the methods of scientific research to enable and improve research efforts in the final thesis of the students of the engineering department.

### Curriculum

- R 5** The students' workload on internships or practicing civic engagement should be especially reviewed
- R 6** The soft skills developed in each course should be identified and explicitly named so that students are able to show employers that they have certified training for the workplace.
- R 7** Employers should become involved in curriculum design.
- R 8** Internships should be handled more flexibly and the university should improve its network in order to provide more support to students in finding placements.

- R 9** The BA programme Modern Languages and Translation should become more flexible and offer more major / minor courses.

#### **Student assessment**

- R 10** Feedback quality on assessment during the study should be better monitored by the departments and continuously improved.
- R 11** For further staff development, the Learning and Teaching Centre should provide regular training on assessment for learning.

#### **Organisation of the study programme**

- R 12** USEK should reconsider its international strategy and especially think about providing more resources to the International Office in order to help increase opportunities for international mobility for students as well as for staff.
- R 13** USEK should go further in search of additional funding for mobility.
- R 14** USEK should reconsider the ban of groups that were founded by students. Although the special situation in Lebanon is fully understood, it should be possible to encourage non-political groups like rhetoric circles or subject based clubs.

#### **Resources**

- R 15** USEK should continue its efforts to diversify sources of external funding, in particular through donations, endowments and sponsorship.
- R 16** As for the work places for students, the university should establish more such places with tables and sockets across the whole campus. It should be considered if there was also a possibility to dedicate lecture rooms on the campus for student work.
- R 17** The research expertise of the staff should be made more public.

#### **Quality assurance**

- C 1** The feedback loops after course evaluation have to be closed so that students know that their feedback is valued and leads to change.
- R 18** USEK should establish a monitoring system across departments to make comparisons e.g. how many students get 90+ in assessment, how many are leaving before the end of the year etc.
- R 19** Information on retention and drop-out should be gathered and used to inform and monitor the faculties' strategy esp. in the eight programmes.
- R 20** The peer review of teaching should be applied in the humanities as is already done in other departments but not without prior discussion with the staff concerned first.

## **6. Accreditation decision of the evalag Accreditation Commission**

### **6.1 Decision**

At its meeting on 27 June 2017, the **evalag** Accreditation Commission decides with one abstention to accredit the study programmes History (B. A.), Journalism and Communication (B. A.), Languages and Literatures (B. A.), Modern Languages & Translation (B. A.), Education – Basic Education (B. A.), Philosophy (B. A.), Psychology (B. A.), Social Sciences (B. A.) with the condition (C) and recommendations (R) mentioned in Chapter 5.

### **6.2 Compliance with the condition**

The Holy Spirit University of Kaslik (USEK) submitted the following documents in due time to prove compliance with the condition:

- Closing the Feedback Loop after Course Evaluation
- Annex: Strategic Directions and Roadmap 2018-2022

All documents were forwarded to the expert team with a request for comments. Thereafter, according to the experts' recommendation, the **evalag** Accreditation Commission considers all requirements fulfilled (as from 20 August 2018).

## Annex

### Annex 1: Site visit schedule

#### Wednesday 15th of February - Arrival of expert panel and preparations

8:00pm	<b>Internal meeting of expert panel, review of site visit plan/ Dinner</b>
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#### Thursday 16th of February - First day of site visit

8:30am-9:30am	<b>Internal meeting of expert panel</b>
9:30am-10:30am	<p><b>Welcoming and Meeting with USEK Humanities and Social Sciences Programmes Accreditation Committee headed by the Provost, Dr. Georges Yahchouchi</b></p> <p><b>Academic Programs and Course Administration</b> Provost Dr. Georges Yahchouchi</p> <p><b>Meeting with the Deans</b> Dean of the Faculty of Letters, Prof. Nicole Chalhoub Dean of the Faculty of Philosophy and Humanities, Prof. Jean Reaidy</p>
10:30am-11:00am	<b>Break &amp; internal meeting</b>
11:00am-12:00pm	<p><b>Meeting with Associate Deans / Heads of Departments</b></p> <ul style="list-style-type: none"> <li>• Education Sciences, Associate Dean Dr. Karine Nasr-Demerjian</li> <li>• History, Dr. Linda Saber</li> <li>• Journalism and Communication: Dr. Mirna Abou Zeid</li> <li>• Language &amp; Literature: Associate Dean Dr. Samar El Hage (French), Dr. Rita Khater (Arabic), Dr. Pamela Layoun (English)</li> <li>• Philosophy, Prof. Marie Fayad</li> <li>• Psychology, Dr. Nadine Zlaket</li> <li>• Social Sciences, Dr. Mirna Abboud Mzawak</li> <li>• Translation and Interpretation: Dr. Joseph Chraim</li> </ul>
12:00pm-12:30pm	<p><b>Meeting with Teaching&amp;Learning, Internationalisation</b> Deputy President for International Affairs and GobaI Initiatives, Dr. Rima Mattar Deputy President for Teaching and Learning, Dr. Faten El Hage</p>
12:30pm-1:30pm	<b>Lunch at the University Restaurant</b>
1:30pm-2:15pm	<p><b>Campus Tour - University Resources: Library, LTEC</b> Library Executive Director, Ms. Randa Chidiac</p>
2:15pm-3:30pm	<b>Meeting with Full-time and Part-time Faculty members (teachers)</b>
3:30pm-4:00pm	<b>Break &amp; internal meeting</b>

4:00pm-4:30pm	<b>Meeting with employers and alumni</b>
4:30pm-7:00pm	<b>Internal meeting of expert panel: review of first day</b>
8:00pm	<b>Dinner</b>

**Friday 17th of February - Second day of site visit**

9:00am-10:00am	<b>Meeting with students</b> Mixed gender, new & experienced students, both faculties
10:00am-10:30am	<b>Meeting with Student Support Services</b> <ul style="list-style-type: none"> <li>• Associate Vice President for Students, Dr. Celine Baaklini</li> <li>• Director of Registrar, Dr. Joseph Azzi</li> <li>• Director of Orientation, Mr. Nassib Azzi</li> <li>• Director of Student Affairs, Mr. Bassem Hachem</li> <li>• Director of International Relations, Ms. Clemence Drouet</li> <li>• Director of Social Service, Rev. Fr. Abdallah Badaoui</li> <li>• Director of Careers Services, Mr. Khalil Abboud</li> </ul>
10:30am-11:00am	<b>Meeting with QA, Finance, Human Resources</b> Chief Accountant Mr. Georges Ghanem Director of Quality Assurance, Ms. Nathalie Bouldoukian HR Manager, Ms. Micheline Kayem
11:00am-12:30am	<b>Internal meeting of expert panel</b>
12:30am-1:00pm	<b>Meeting with the Provost</b>
1:00pm-2:00pm	<b>Lunch</b>
2:00pm-4:00pm	<b>Internal meeting of expert panel</b>
4:00pm-4:30pm	<b>Closing meeting with the Deans</b>
4:30pm-7:00pm	<b>Internal meeting of expert panel</b>
7:00pm	<b>Dinner</b>

## Annex 2: Profiles of expert group members

### Prof. Dr. Marianne Assenmacher (Germany)



From 2004 until her retirement in 2015 Marianne Assenmacher was President of the University of Vechta/Germany. Previously, she was Rector of the Harz University of Applied Sciences in Wernigerode.

Having finished a commercial education in the 1970s, Marianne studied Economics at the University of Paderborn where she graduated in 1987. Afterwards, she was lecturing at several German universities.

Marianne's academic interests are in the areas of higher education policy and quality management. During her career she represented the interests of universities in numerous federal and national committees and commissions. She was member of the **evalag** Foundation Board until 2017.

Marianne is chairperson of the University Council of the University of Applied Sciences of Bielefeld and member of the University Council of the University of Applied Sciences of Hannover.

### Prof. Prof. h. c. ICB Dr. Ullrich Guenther (Germany)



Before his retirement in 2014 Ullrich Guenther was Professor for Organisational, Personnel and Cross-Cultural Psychology at the Leuphana University Lueneburg/Germany. For several years he also was President and Vice President of the German Society for Business Psychology.

Since 2005 he is Visiting Professor at the School of Commerce and Business, National University of Mongolia, Ulaanbaatar.

Ullrich has a broad experience as a lecturer, trainer and consultant to different companies and institutions, e. g. in aerospace, insurance, software industries, small businesses, non-profit organisations in Germany and in Finland, Mongolia, Poland, Russia, Spain, Switzerland and the USA.

### Prof. Julie Hall (United Kingdom)



Roehampton's Professor of Higher Education Julie Hall is responsible for the academic departments at the university and supporting the academic strategy. Her background is in Sociology and Education. After studying Sociology and English Literature at Kingston she worked in various colleges and universities in London and completed an MA in Urban Education at Kings College London University.

Julie moved into educational development in 2000 and in this role she developed a wide range of student engagement initiatives. She joined the University of Roehampton in 2005 and became Director of Learning and Teaching in 2012 and Deputy Provost in 2014. She regularly writes on

learning and teaching and the university student experience. In April 2017, she has been appointed Deputy Vice-Chancellor of Southampton Solent University which she will join in August 2017.

Julie Hall is a National Teaching Fellow and Principal Fellow of the Higher Education Academy, as well as being a former co-chair of SEDA for three years.

#### **Prof. Dr. Jochen Mecke (Germany)**



Jochen Mecke studied German Philology, Romance Studies and Philosophy of Science in Mannheim/Germany and Marseille/France. He graduated in Mannheim and was lecturing at several universities in Germany and France since then.

In 1996 Jochen Mecke was appointed Chair of Romance Literature Studies at the University of Regensburg. After two years being dean of the faculty, Jochen now is member of the University Senate. He is also Head of the Centro de Estudios Hispánicos at the University of Regensburg which is an interdisciplinary research centre founded in 2007.

Between 2004 and 2017 Jochen was several times appointed visiting professor in France (Blaise-Pascal, Clermont-Ferrand, Limoges) and Spain (Universidad Complutense de Madrid).

Jochen is co-editor of the scientific book series “Mannheimer Beiträge zur Sprach- und Literaturwissenschaft” (=contributions to literary and linguistic research) and member of the Advisory Board of “Poetics Today”.

#### **Tapio Heiskari (Finland)**



Tapio studied History at the University of Helsinki/Finland. Since 2015 he takes part in a non-degree Programme in Administration and Management in Higher Education at the University of Tampere.

He holds an MA in General History from the University of Helsinki. As member of QA pool of the European Student Organisation (ESU) Tapio took part in several evaluation and accreditation procedures in Europe.

Since 2014 Tapio serves as an educational policy officer for the National Union of University Students in Finland (SYL). He represents students in various national and ministerial working groups, committees and councils. Besides, Tapio offers his assistance to local student unions in various organisational and academic affairs.

Tapio is member of Finnish Higher Education Evaluation Committee (FINHEEC) and vice member of Finnish Education Evaluation Center's Evaluation Council.