Statement of the students of the Bachelor's Degree Programme
Of Islamic Architecture

1. A brief assessment of the overall **design of the program**

1.1 The curriculum of the Bachelor's Degree Programme of Islamic Architecture (DIA)
Precedes realistically providing the first year students with Computer, English, Communications and teaching skills to continue in the coherently proceeding field-specific studies. The first year course "computer skills" during the first year gives the students a good impression of studying in the Bachelor's Degree Programme of Islamic Architecture and provides them with adequate knowledge to select an interesting minor subject in the Bachelor's Degree.

1.2 The learning outcomes of the Bachelor's Degree Programme of Islamic Architecture are good and extensive, and from the viewpoint of the working life, appropriate. On individual courses, the learning outcomes are concrete and realized, and form the basis for the evaluation.

1.3 The workload of the courses In general, corresponds to the obtained credit points. However, there are some special cases - courses on which the workload is heavier than could be expected based on the achievable credit points.

2. A brief assessment of the **program delivery and operations**

2.1 The beginning of the studies is effective and intensive. The students are well integrated right in the beginning into the academic society. In the integration of the students, both the peer student tutors and the teacher advisers play an important role. Already in the beginning we got a feeling that the teaching staff is here for us, and that the discussion between the staff and students is open.

2.2 The student counseling begins at an early stage, and it is efficient. It is generally known where the counseling is available and in which form. After the beginning of the studies, the student counseling is not systematic, and after the first year, it is the student's own responsibility to seek one's way to the student counseling.

2.3 The teaching methods of the courses include lectures, tutorials, homework, project/laboratory assignments, and study excursions. Different courses utilize the above mentioned teaching methods variously. The material presented in the lectures and tutorials is qualified, and it is also electronically available, thus enabling the self-study. However, the lectures could be more interactive, practical, and visualizing. The pedagogical skills of the teaching staff vary to some extent, and this seems to affect the diversified use of teaching methods. The course information is delivered electronically and regularly. The course handouts are good and contain the essential issues of the courses.

2.4 Learning is evaluated mainly on the basis of written examinations and project assignments. The project assignments support well the students' learning and the achievement of learning outcomes. Nevertheless, it would be desirable that authentic working life projects would be utilized as project assignments to a greater extent. Correspondingly, the examinations measure well the achievement of the essential learning outcomes.

2.5 The staff of the CSI program provides the students with information related to career counseling. Nonetheless, the development of practical professional skills remains greatly the responsibility of the student him/herself.

3. A brief assessment of the **program outcomes**

3.1 The learning outcomes of the degrees of Bachelor of Science set by the degree program are realized excellently and the students' education related expectations are met.

3.2 The degree related expectations of the working life are met well, as regards to the working life related skills and knowledge. More practical skills are yearned to some extent. After the graduation, the employment opportunities are good, and the graduates from Bachelor's Degree program in CSI are respected by the employers.

4. Main **strengths and weaknesses** of the Bachelor's Degree Programme of Islamic Architecture.

4.1 The strength of the Bachelor's Degree Programme of Islamic Architecture is the unique teaching of Computer science. Additionally, the graduates from the Bachelor's Degree Programme of Islamic Architecture are well specialized, regarding the working life expectations. The teaching staff is actively in contact with the students, and there is an open dialogical connection between these two. In addition, the teachers are genuinely interested in, how the studies of the students' progress and what are their career expectations like. The students give feedback on the teaching, and it is taken into account when developing the courses.

4.2 The limited number of the exchange universities can be considered as a weakness. Students wish that various teaching and evaluation methods would be used to a greater extent. More effort could be put to the pedagogical skills of the teachers, and the measurements of the courses could be checked, so that on every course, the workload would correspond to the credit point awarded.

5. Participants

Name	Class	Signature