Ministry of Higher Education & Scientific

ResearchAl-Furat Al-Awsat Technical University

Technical Institute of Al-Rumaitha

Electrical Techniques Department

Self-Assessment Report (S.A.R.)

Electrical Techniques Department

2025 - 2024

Preface: -

The self-evaluation report plays a vital role in ensuring the quality of educational programs and achieving compliance with international standards, through a comprehensive and systematic evaluation of all aspects of the educational program and the extent to which it achieves set goals and provides continuous improvement. self-assessment report for the Electrical Techniques Department /Technical Institute of Al-Rumaitha - Al-Furat Al-Awsat Technical University, represents an amendment to the reports written in 2016-2017 and upwards. Also, it contains up to the information contained in the report of department. This report includes an introduction to the structure and history of the program. The first section explains student standard and deals with information about diploma students. The second and third sections include the educational goals of the program, the program's outputs, and their relationship. Section four is the continuous improvement standard. The fifth section includes curriculum standards as well as the relationship with the goals and outputs of the program, while the sixth section deals with faculty and staff of technicians. Section seventh describes the facilities in the section. Finally, Section eighth deals with institutional support, which includes a description of the allocation of sufficient financial and human resources to implement educational activities, evaluation, and continuous improvement. This includes providing the technology and infrastructure needed to support active and interactive learning.

MINISTRY OF HIGHER EDUCATION @ SCIENTIFIC RESEARCH
AL-FURAT Al-AWSAT TECHNICAL UNIVERSITY
TECHNICAL INSTITUTE / RUMAITHA
ELECTRICAL TECHNOLOGIS DEPARTMENT

وزارة التعليم العالي والبحث العلمي
جامعة الفرات الاوسط التقنية
المعهد التقني الرميثة
قسم التقنيات الكهربائية

العدد: ٥/١٨/٧
التاريخ: ٢٠٢٥/٩/٢

امر اداري

استنادا للصلاحيات المخولة لنا تقرر :-
تشكيل لجنة لاكمال متطلبات جهاز الاشراف والتقويم الخاصة بقسم التقنيات الكهربائية للعام الدراسي 2024-2025 من السادة المدرجة اسمائهم ادناه.

1. السيد مجتبى شاكر شروم — رئيسا
2. الانسة اسراء علي عبد الجبار — عضوا
3. السيدة ذكاء جاسب سحيله — عضوا
4. الانسة سما علي عاشور — عضوا

ا.د.قحطان عدنان عبد الفتلاوي
رئيس قسم التقنيات الكهربائية
2025/9/ ٢

نسخة منه الى:
- الكتب الصادرة من القسم.

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السيد العميد المحترم

م / محضر لجنة

تحية طيبة

قامت اللجنة المشكلة وفق الامر الاداري الصادر من قسم التقنيات الكهربائية ذي العدد 5/18/7 في 2025/9/2 بأعداد ملف تقرير التقييم الذاتي (S.A.R) وفق معايير المجلس الوطني لاعتماد البرامج الهندسية / قسم التقنيات الكهربائية للعام الدراسي 2024 – 2025.

ذكاء جاسب سحيله
عضو

اسراء علي عبد الجبار
عضو

سما علي عاشور
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مجتبى شاكر شروم
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Introductio

In 2018, Electrical Techniques Department was established at the Technical Institute of Al-Rumaitha, under Al-Furat Al-Awsat Technical University, to offer a diploma in Electrical Technology. The department follows an annual system over the two academic years according to the yearly curriculum. The comprehensive curriculum ensures that the diploma studies provide graduates with both theoretical foundations and practical aspects of electrical technology. The department strives to attract highly qualified academic and administrative staff to ensure the continuous development of staff skills in line with the department's achievements and to encourage scientific research work.

Established in 2018, the department includes a range of practical laboratories such as the Electrical Circuits Laboratory, Electronics Laboratory, Engineering and Electrical Drawing Laboratory, Digital Electronics Laboratory, Computer Applications Laboratory, Electrical Installations Laboratory 1, Power Electronics Laboratory, Electrical Networks Laboratory, Electrical Installations Laboratory 2, Programmable Logic Controller (PLC) Laboratory, Maintenance Workshop, and Electrical Machines Laboratory.

1. Educational Institution	**Al-Furat Al-Awsat Technical University/ Technical Institute of Al-Rumaitha**
2. Scientific Department / Center	**Electrical Techniques Department**
3. Name of the Academic or	**Electrical Power**

Professional Program	
4. Name of the Final Certificate	**Technical Diploma**
5. Study System Annual / Course-based / Other	**Annual**
6. Accreditation Program	**ABET**
7. Date of Description Preparation	**31/3/2024**

- **Basic information of the department**

- Name of the institution: Technical Institute of Al-Rumaitha - Electrical TechniquesDepartment
- Type of institution: Technical institute
- Name of the university/academy to which the institution is affiliated: Al-Furat Al-Awsat Technical University
- Type of university/academy: government/private
- Geographical location: Governorate: Al-Rumaitha
- Date of establishment: 2018 AD
- Language of study: Arabic and English

The Department Contact information:

Head of the Department

Lecturer: Pr.D. Qahtan Adnan Abed

Iraq, Al-Muthanna, Al-Furat Al-Awsat Technical University, Technical Institute ofAl-Rumaitha,

Electrical Techniques Department

Cell phone: **07811607580**

Coordinator of the Department

Assistant Lecturer : Mohammed Al-Saadi

Iraq, Al-Muthanna, Al-Furat Al-Awsat Technical University, Technical Institute ofAl-Rumaitha,

Electrical Techniques Department

Cell phone: **07801834882**

1- Departments human resources:

Academic leadership:

Degree of scientific	Name	Type of leader	
lecturer		**Head of department**	**Department Council**
assistant lec.		**Department Rapporteur**	
assistant Lecture		**Teaching representative**	
assistant lec.		**Responsible forthe Guidance Unit**	
Technical		**Representative of technicians**	
lecturer		**Head of the Department**	
assistant lecturer		**Department rapporteur**	
Mr.		**A representative of employers in the field of electric**	

Faculty members:

A-The number of teaching staff:

nent (designated)in the institution	econded to the institution	loan to the institution	nded from the institution	cial leave	Study leave	n the job
4	**0**	**0**	**0**	**0**	**0**	**4**

B- Number of faculty members according to job grade:

assistant lecturer	lecturer	Assistant Professor	Professor
1	**1**	**1**	**1**

C- Number of Supporting Staff Members:

On the job	Special leave	Study leave
10	0	0

- Faculty to Technical Diploma student's ratio: 2:20
- Assistant Faculty Members to Technical Diploma student's ratio: 4:20
- Administrative and technical staff: 10
- Number of administrative staff (2), including: 3

- Permanent: 3

- Temporary: 0

- Administrative and technical staff to Technical Diploma student's ratio:10:20

CRITERION 1. Students

Criterion 1. Students

1.1 Student Admissions

Students are accepted into the educational program through two main channels:

First: Admission channels with registration fees.

1. Central Admission Channel: It is a centralized electronic program used to allocate high school graduates in the country to Iraqi universities and institutions based on the students' grades, geographical location, and the admission plans submitted by the colleges or institutions. The following general conditions must be met to enter the central admission program.

   To be eligible for entry into the central admission program, the following general conditions must be satisfied:

a. **Iraqi nationality.**

b. **Holds an Iraqi secondary school certificate.**

c. **The student must not be more than 24 years old.**

d. **Is not employed in the public sector.**

e. **Graduate of the same academic year or the previous academic year who is not accepted in the central admission program.**

- The minimum student average for admission to the program via this channel changes depending on the results of the official exams for secondary school, but it ranges between (60-74 %).

1. Students who graduate from secondary schools from the corresponding major (Electrical Engineering Department/ Electrical Power Engineering) are accepted according to the following two conditions:

a. To be a graduate of the same academic year.

b. To be non-employee.

From 2019-2023 onwards, the enrollment in the Electrical Technology program has varied between 20 and 25 students. Table (1-1) provides an overview of the standardized test scores and high school ranks of incoming students in the Electrical Engineering Technology department over the past five years.

Table (1-1): History of admissions standards for freshmen admissions for past five years

Academic Year	Plan to accept students	Number ofNew Students Enrolled	Number of Graduated Students
2018-2019	40	18	18
2019-2020	50	15	15
2020-2021	50	35	35
2021-2022	50	21	21
2022-2023	50	7	7

1.2 Evaluating Student Performance

Faculty members evaluate student performance in each subject, ultimately resultingin a grade for all assignments. The number and types of graded assignments vary

depending on the suitability of the subject matter. Typically, these assignments consist of a mix of examinations, quizzes, homework, and/or laboratory reports. Some assignments are graded directly by instructors.

Definition of Credit Hours in the Educational Program

The Electrical Technology department adheres to the university-wide standard definition of a credit hour. The program operates on an annual system of study for all subjects, meaning that the number of hours assigned to each subject remains consistent throughout both the first and second semesters. Excluding the final examination week, one class hour per semester represents one credit hour per week, with each class lasting for a stipulated duration of 50 minutes. This calculation is based on a 30-week academic year. A typical class worth three credit hours consistsof 90 contact hours.

Student evaluation within the educational program relies entirely on practical and theoretical exams, with the passing score set at 50%. The evaluation mechanism involves dividing the grades for annual subjects into two parts (50% pursued and 50% final), while the breakdown between practical and theoretical components is detailed in the table below

Table (1-2): The evaluation is made by the subject teacher and depends on the student's attendance, daily exams, and homework.

subjects that contain a practical section				subjects that contain only theoretical part			Engineering drawing subjects		
The Exam		Theoretical	Practical	The Exam		Theoretical	The Exam		Practical
Pursuit	First semester exam	10%	10%	pursuit	First semester exam	20%	pursuit	First semester Exam	15%
	second semester exam	10%	10%		second semester exam	20%		second semester exam	15%
	evaluation	5%	5%		evaluation	10%		Evaluative	20%
Final		40%	10%	Final examination		50%	Final examination		50%
Total		65%	35%	Total scores		100%	Total scores		100%

Furthermore, student attendance in both theoretical and laboratory lectures is continuously monitored. If a student's absences exceed 10% of the total hours fora subject, they are considered incomplete for that subject.

Student Advising in Electrical *Technology Department*

The process of educational guidance for the electrical engineering program is outlined as follows:

1. Two meetings are scheduled during the first academic year between the program's students, the institute's dean, and his assistants. The first meeting occurs at the beginning of the academic term, while the second meeting is held prior to the final examinations.
2. Regular meetings take place every two months between the students of the

department and the department head.

3. One-stage students are divided into groups of up to 20 students each.

1.3. Transfer Students and Transfer Courses

- A successful student may transfer to or from an educational program within the corresponding specialization after obtaining approval from both departments, subject to available capacity.
- Transfer to a corresponding program at another university within the same governorate or to a corresponding program within the same university is not permitted.
- Transfer is not allowed for students in the completed stage of their program.
- Students admitted through central admission are permitted to transfer to evening study programs within the same year, provided they are corresponding programs.
- Transfer procedures commence at the original college, with the requirement of attaching materials studied by the student and the number of academic units completed.
- Transfer procedures are finalized upon obtaining approval from the receiving university.
- A disengagement book is issued by the original college, and registration procedures at the second college must be completed within one week of receiving the disengagement book.
- The original college sends the student's file to the receiving college within two weeks from the date of the transfer order

1.4. Advising and Career Guidance

At the Al-Rumaitha Institute, the Department of Electrical Technologies follows a structured process for providing academic and professional counseling, aiming to effectively guide students toward achieving their academic and career goals. This process includes the following points:

Academic Guidance:

Frequency of Counseling:

- Academic counseling is provided at the beginning of each semester to assist students in selecting courses that align with graduation requirements and their career goals.
- Additional counseling sessions are available as needed, such as in cases of academic difficulties or if a student wishes to change their study path.

Providers of Counseling:

- **Faculty Members:** They offer academic advice based on their expertise in the field and their knowledge of graduation requirements.
- **Department Advisors:** They coordinate with faculty members to ensure that students follow the correct curriculum and adhere to academic requirements.
- **College Advisors:** They handle exceptional cases and provide necessary support when issues arise related to college policies or general academic requirements.

Professional Guidance:

Frequency of Counseling:

- Regular workshops and professional seminars are held throughout the academic year to introduce students to the available career

opportunities in the field of electrical technologies.

- Individual counseling sessions are arranged upon the student's request or in preparation for graduation and job searching.

Providers of Counseling:

- **Faculty Members:** They provide insights into available career opportunities and share their personal experiences in the job market.
- **University Advisors:** They offer additional support through the university's career guidance center, where services such as resume writing, personal skill development, and interview preparation are provided.

In summary, academic and professional counseling is regularly and systematically provided at the Al-Rumaitha Institute, with active participation from faculty members, department and college advisors, and university counselors. This comprehensive support ensures that students achieve their academic and professional success.

1.5. Work instead of Courses

Requirements and Procedures for Granting Credit for Work Instead of Training Courses

1. Life Experience:

- **Requirements:**
  - The experience must be directly related to the course to be replaced.
  - Provide evidence of the experience, such as employment certificates, recommendation letters, or projects completed.
- **Procedures:**
  - Submit an official application to the university with all requireddocuments.
  - The university may require an interview to assess the relevance of theexperience.

2. Advanced Placement:

- **Requirements:**
  - Pass advanced placement tests such as AP or IB with a certain score.
- **Procedures:**
  - Submit test results with the credit application.
  - The results are reviewed by the relevant department to grant academiccredit.

3. Dual Enrollment:

- **Requirements:**
  - Complete courses at another recognized educational institution.
- **Procedures:**
  - Submit transcripts of completed courses.
  - The transcripts are reviewed by the relevant department to grantacademic credit.

4. Testing:

- **Requirements:**
  - Pass specific exams such as CLEP with a certain score.

- **Procedures:**
  - Submit exam results with the credit application.
  - The results are reviewed by the relevant department to grant academiccredit.

5. Military Experience:

- **Requirements:**
  - Complete relevant military training or duties related to the course to be replaced.
- **Procedures:**
  - Submit military service records and training certificates.
  - The records are reviewed by the relevant department to grant academiccredit.

Notes:

- These procedures do not include internships obtained for credit.
- The acceptance of these forms of credit varies from university to university,and students should check their specific university policies.

1.6 Graduation requirements for the Electrical Engineering program, Power Branch:

1. Successfully completing both academic stages, including:
    - Achieving attendance of no less than (90%) of the prescribed hours foreach subject.
    - Obtaining a passing grade in each subject for the academic year, notless than (50%), based on the predetermined evaluation method.
2. Successfully completing the summer training.
3. Providing an updated transcript upon completion of the final year, consistingof 22 subjects and 126 credit units

Strengths in SWOT Analysis:

1. The presence of student guidance and counseling committees within the department, along with designated academic advisors for each group of students in both academic stages.
2. Encouragement of student participation in artistic exhibitions and sports activities held at both the institute and university levels.
3. Annual surveys conducted among students to gather opinions about faculty members and the curriculum, using both paper-based and electronic questionnaires.

4. Availability of a health center within the institute, providing services for students' benefit.
5. Regular organization of scientific and practical seminars within the department for graduated students, facilitated by the Vocational Rehabilitation Center at the institute.
6. Access to an internet service center within the institute.
7. Strong academic teaching experience and a considerable number of faculty members.
8. Department's inclination towards enhancing the study plan by increasing the intake of new students for both morning and evening classes, along with expanding the number of laboratories.
9. Graduation projects undertaken by second-year students in the department involve evaluation and solutions to engineering problems within the specialization, particularly in Iraq.
10. Department-led scientific visits to power stations and private companies contribute to enriching students' academic knowledge.
11. Summer internships for second-year students in governmental ministries and institutes help in bridging theoretical knowledge with practical application.

Weaknesses in SWOT Analysis:

1. Centralized student admission based on secondary school grades by the Ministry.
2. Inadequate availability of sufficiently qualified classrooms.
3. Absence of a department or unit responsible for alumni affairs and communication.
4. Lack of regular meetings between students and engineers in the field of work.

5. Absence of active regional and global relations with corresponding colleges in the form of agreements and protocols, which could facilitate knowledge exchange and enhance student efficiency

The available opportunities for students of the Electrical Engineering Technologies Department include:

1. Opportunities to participate in training programs and practical internships announced by universities, government institutions, and private organizations, which contribute to developing their practical skills and enhancing their understanding of electrical and electronic concepts.
2. Opportunities for employment in engineering and technology companies, as well as in government and private sectors that require qualified graduates in the field of electrical technologies.
3. Opportunities to participate in research projects and technological development aimed at solving engineering and technological problems in Iraq, enabling students to apply the knowledge and skills acquired during their studies.
4. Opportunities for continuous learning and development through training courses and workshops offered by universities, research institutions, and technology companies, helping them keep pace with technological advancements and innovations in the field of electrical technologies.

Threats that students of the Electrical Engineering Technologies Department mayface include:

1. Increased competition for education and training opportunities among students in both government and private sectors, which may affect the availability of opportunities for students.
2. Lack of job opportunities in the private and government sectors in Iraq, which may affect employment prospects and professional development for graduates

Recommendations:

1. Enhance students' English language skills.
2. Provide financial support for graduating students.
3. Designate a selection of scientific programs for student training.
4. Work towards creating a connected environment for work, study, discussions,and information exchange.
5. Develop and improve summer training opportunities.
6. Enhance teaching and learning through continuous assessment.
7. Continuously develop the department's infrastructure.
8. Encourage teamwork among students.

CRITERION 2. Program educational objectives

Criterion 2. Program Educational Objectives

2.1. Mission Statement

The department embraces the dissemination of scientific and technical knowledge in the field of electrical engineering to graduate national cadres at an educational level capable of embracing modern technologies and supporting the scientific and technical development to keep pace with global advancements and to fulfill the following:

1. Utilizing computer and internet technologies in education and training.
2. Engaging with the community in the mechanical industries and devices sector, and activating relationships with the private sector in industry, training, and technical qualification.
3. Developing future plans for the enhancement of educational and training curricula and the graduation of technical personnel in the field of electricity.
4. Focusing on scientific research collaboration between department academics and industrial staff to solve electrical energy problems and enhance its production.

2.2. Program Educational Objectives

1. Graduate qualified electrical engineers capable of meeting the requirementsof the labor market.
2. Equip students with the knowledge and skills necessary to use and developmodern technologies in the field of electrical engineering.
3. Encourage students to engage in scientific research and continuous

development to keep up with technological and scientific advancements.

4. Enhance collaboration between the program and industrial institutions to

improve the quality of education and training and provide practical training opportunities for students.

5. Develop students' leadership, teamwork, and communication skills to enablethem to work effectively in multidisciplinary work environments.
6. Promote awareness of professional ethics and social responsibility among students.

These educational objectives can be found by the general public on an easily accessible web page clearly linked to the program's website

https://ikr.atu.edu.iq/login_up.php?success_redirect_url=%2F%3Fpage_id%3D439

2.3. Consistency of the Program Educational Objectives with the Mission of theInstitution

1. To graduate qualified technical personnel capable of executing various electrical work tasks and conducting maintenance at various power stations.
2. To accomplish a significant number of applied scientific research projects incollaboration with relevant ministries and departments.
3. To ensure continuous cooperation between the department and developmentsectors in engineering and consultancy fields.

2.4. Program Constituencies

Job Description of Graduates:

1. Installation, operation, and maintenance of various electrical machines.
2. Operation and implementation of electrical and industrial installations.
3. Maintenance of machines and winding of electric motors.

4. Monitoring and tracking of industrial production lines.

2.5. Process for Review of the Program Educational Objectives

1. Faculty Members: They contribute to the development and implementation of the curriculum and guide students to achieve specific objectives.
2. Students: They participate in educational processes and receive guidance and support to develop their technical skills.
3. Industry: Provides input and guidance to ensure alignment of the curriculum with the needs of the job market.
4. Graduates: They constitute an important source for evaluating the effectiveness of the curriculum and updating it based on their practical experiences.

The educational objectives of the academic program focus on several points, including:

1- Emphasizing technical knowledge through the information provided to students in the field of electrical sciences.
2- Focusing on implementation and maintenance methods for electrical and electronic devices.
3- Emphasizing communication skills with others in the field of work.
4- Highlighting practical skills, professional ethics, and occupational safety.

The process of reviewing the program's educational objectives involves periodic reassessment every three years to develop them in line with the ongoing developments. Samples of work sites are visited by some faculty members to observe developments and prepare necessary recommendations for the department. This leads to a review of the educational objectives of the academic program and the necessary changes are made accordingly, based on the developments indicated in the

study prepared by the work site visit committee, while considering not deviatingfrom the institute's vision.

CRITERION 3. Student outcomes

Criterion 3 : STUDENT OUTCOMES

3.1. Process for the Establishment and Revision of the Student Outcomes

The process of creating, reviewing, and modifying student results using the Master Sheet is a process that involves several precise and organized steps to ensure the accuracy of the results and ease of access. The process can be divided into the following main stages:

1. Collecting Initial Data:

- **Setting Criteria:**
  - Define the academic terms, subjects, and courses to be included in theMaster Sheet.
  - Specify the type of data to be collected (such as grades, attendance, tests).
- **Collecting Grades:**
  - Gather student grades from various tests, assignments, and projects.
  - Ensure that all data is collected accurately and completely.

2. Entering Data:

- **Preparing the Master Sheet:**
  - Use software such as Microsoft Excel or Google Sheets to create theMaster Sheet.
  - Create columns and rows to include student names, ID numbers, subjects, grades, and any additional notes.
- **Entering Grades:**
  - Input the grades accurately into the designated places in the Master

Sheet.

- Ensure that the entered data matches the original results.

3. Reviewing Data:

- **Auditing and Reviewing:**
  - Review the entered data to ensure its accuracy and that it is error-free.
  - Verify the accuracy of the total grades and calculate averages.
- **Formatting and Verification:**
  - Format the Master Sheet to be organized and easy to read.
  - Ensure that all students are listed and that their data is complete.

4. Modifying Data:

- **Handling Errors:**
  - Review any reported errors or corrections.
  - Adjust the data as needed and correct any existing errors.
- **Updating the Master Sheet:**
  - Update the final grades after incorporating any corrections or adjustments.
  - Ensure that the adjustments are correctly applied.

5. Preparing Final Reports:

- **Preparing the Final Report:**
  - Compile the final grades and prepare the necessary reports (such as final student transcripts, performance reports, etc.).
  - Submit the reports to the administration and relevant authorities for final review.

6. Distribution and Record-Keeping:

- **Distributing Results:**
  - Distribute the final results to students manually.
- **Storing Records:**
  - Keep a final copy of the Master Sheet for future reference.
  - Ensure the security and confidentiality of the stored data.

3.2. Student Outcomes

The list of student results for the program includes specifying the location where the results are documented and made available to the public. The following methods are usually followed to deliver the results:

1. **Manual Delivery of Results to Students:**
   - Directly delivering the results to students in the Department of Electrical Engineering after completing the clearance form.
   - Posting an announcement in the electronic student channel to informthem of the results announcement date.

Key Considerations:

- **Accuracy and Transparency:** Ensuring the accuracy of the results providedand that they reflect the actual performance of the students.
- **Privacy and Security:** Maintaining the privacy of the students and the security of the data provided.

3.3. Mapping of Student Outcomes to Criterion 3 Requirements for StudentOutcomes

Describe if the student outcomes used by the program differ from the required elements listed in Standard 3 for an associate or bachelor's degree. If so, provide a map of the program's student outcomes showing how all required elements of Standard 3 are met.

Analysis of Compliance:

1. **Evaluating Core Academic Competencies:**
    - **Required Element:** Core academic competencies (critical thinking, knowledge of fundamental subjects).
    - **Current Outcomes:** Final exam grades, academic project results.
    - **Analysis:** Final exam grades and project results align with the requirements for core academic competencies by assessing knowledge and deep understanding of the subjects.
2. **Evaluating Practical and Applied Skills:**
    - **Required Element:** Practical and applied skills (applying theoretical knowledge in practical situations).
    - **Current Outcomes:** Research grades, lab results, and applied activity outcomes.
    - **Analysis:** Research grades and applied activities align with the requirements for practical skills, assessing the students' ability to apply theories in real-world situations.
3. **Evaluating Practical Experience and Applied Knowledge:**
    - **Required Element:** Practical experience and applied knowledge (internships, practical experiments).

- **Current Outcomes:** Internship reports, applied project reports.
- **Analysis:** Internship and applied project reports align with the requirements for practical experience, providing direct assessment of students' performance in actual work environments.

Student Outcomes Map to Meet Standard 3 Elements:

Standard 3	Required Element	Current Student Outcomes	How the Element is Met
Core Academic Competencies	Critical thinking, knowledge of fundamental subjects	Final exam grades, academic projects	Aligns with core competencies by assessingknowledge and deep understanding
Practical and Applied Skills	Applying theoretical knowledge inpractical situations	Research grades,applied activities	Covers practical skills by assessing students' ability toapply theories
Practical Experience andApplied Knowledge	Internships, practical experiments	Internship reports, applied projects	Aligns with practical experience by evaluatingperformance in real work environments

Next Steps:

1. **Continuous Evaluation:**
   - Conduct regular reviews of outcomes to ensure ongoing compliance with Standard 3 requirements.
   - Update educational methods and performance assessments as needed tomeet all required elements.

2. **Continuous Improvement:**
    - Develop curricula that align with the required standards.

- Provide training and workshops for students to improve their skills andensure their outcomes meet the required standards.

By following this approach, the program can ensure that student outcomes fully meet the requirements of Standard 3, thereby enhancing the quality of education and ensuring transparency in the assessment of student performance.

CRITERION 4. Continues improvement

Criterion 4: CONTINUOUS IMPROVEMENT

4.1 Documentation of Processes

All evaluation, analysis, and follow-up processes are systematically and regularly documented to ensure continuous and effective program improvement. This includes:

1. **Data Collection**: Gathering data related to student performance and their opinions on the program.
2. **Data Analysis**: Analyzing the data to identify strengths and areas needingimprovement.
3. **Planning for Changes**: Developing plans to improve curricula and teachingmethods based on analysis results.
4. **Implementing Improvements**: Applying changes and monitoring their impact on the program.
5. **Continuous Review**: Regularly reviewing the program to ensure the achievement of set goals and continuous improvement.

4.2 Student Outcome Assessment and Methods

Method for Reviewing the Program Results and Student Goals of the Electrical Technology Department

1. **Annual Review**:
   - The educational program is reviewed annually by the faculty members and thescientific committee of the Electrical Technology Department.
   - The review includes analyzing student performance, the quality of teaching, andthe achievement of educational objectives.
2. **Data Collection from Stakeholders**:

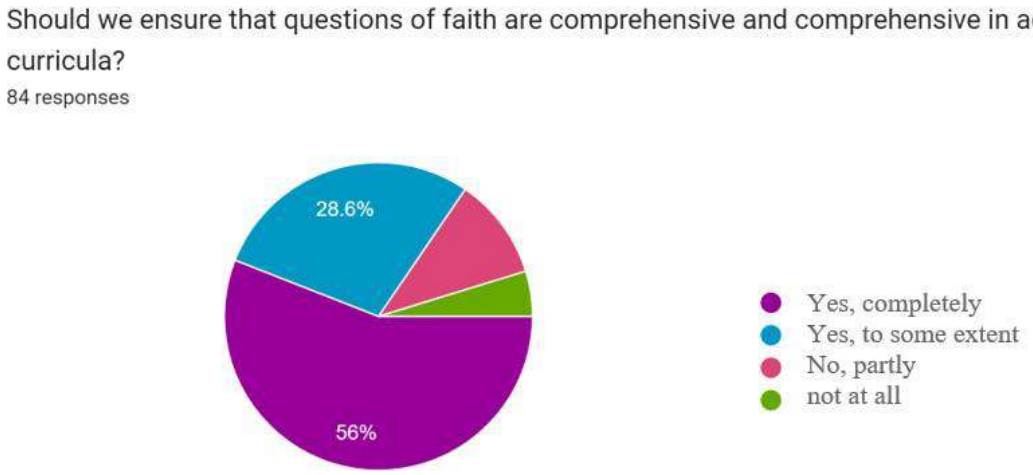
- There are future plans to conduct a questionnaire that collects data from:
  - Government institutions.
  - Private sector companies.
  - Other related companies.

3. **Survey and Evaluation of Opinions**:
   - The survey aims to gather stakeholders' opinions on:
     - The quality of graduates from the Electrical Technology Department.
     - The readiness of graduates for the job market.
     - Strengths and weaknesses of the educational program.
     - Suggestions for improving and developing the program.
4. **Data Analysis and Implementation of Improvements**:
   - Analyzing the data received from the surveys to identify areas needing improvement.
   - Discussing the results with the faculty members and the scientific committee.
   - Implementing suggested improvements to enhance the quality of education and achieve student goals.
5. **Periodic Performance Evaluation**:
   - Conducting periodic performance evaluations based on defined indicators.
   - Using assessment tools such as exams, reports, and practical projects to evaluatethe extent to which students achieve learning outcomes.

Objective of Reviewing the Results:

- Improve the quality of education in the Electrical Technology Department.
- Ensure that students achieve their academic and professional goals.
- Enhance graduates' readiness for the job market.
- Ensure continuous development and improvement of the educational program.

Survey of Students' Opinions on Final Exams



4.3. Assessment Schedule and Frequency

Evaluation Table, Frequency, and Responsibility Points in the Electrical Technology Department

Evaluation Type	Frequency	Responsibility Points
Periodic Exams	Twice per semester	25 points
Final Exams	Once per semester	40 points
Homework Assignments	Weekly	10 points
Practical Projects	Once per semester	15 points
Attendance and Participation	Weekly	10 points

Communication and Documentation of Assessment Results How toCommunicate the Results:

- **Periodic Reports**: Send monthly or quarterly reports to students that include performance and achievement assessments.
- **Individual Meetings**: Hold individual meetings with students to discuss the results and establish improvement plans if necessary.

4.5. Using Assessment and Evaluation Results for Continuous ImprovementActions

Process Description:

Data Collection and Analysis:

- **Goal Setting**: The program begins by defining educational objectives for eachcourse and identifying expected learning outcomes.
- **Data Collection**: Data related to student performance is gathered through regularassessments, exams, projects, and reports.
- **Results Analysis**: A team of faculty members analyzes assessment results to identify strengths and weaknesses in achieving learning outcomes.

Continuous Improvement Actions:

- **Reviewing Results**: Assessment results are presented in regular meetings with faculty members for review and discussion.
- **Identifying Critical Points**: Critical areas needing improvement are identifiedbased on the analysis.

- **Developing Improvement Plans**: Improvement plans are developed based on assessment results, including curriculum adjustments, teaching method enhancements, and the introduction of new educational technologies.

4.6. Using Other Input for Continuous Improvement

➢ Writing Assessment Questionnaires:

- Assessment questionnaires are written by specialized faculty members.
- The questionnaires aim to determine the acceptable level of performance for students and graduates.

➢ Uniform Assessment Model Usage:

- A uniform assessment model is utilized to ensure consistency and comprehensiveness in the assessment process.
- The model includes specific criteria for measuring the performance of studentsand department graduates.

➢ Evaluation Monitoring by the Scientific Committee:

- The scientific committee is responsible for regularly monitoring the assessmentprocess.
- The committee analyzes assessment results to identify areas in need of improvement.

➢ Necessary Program Adjustments:

- Based on assessment results, the scientific committee makes necessaryadjustments to the educational program.

- Adjustments may include curriculum updates, teaching method enhancements, or the addition of new educational activities.

➢ Enhanced Communication with Stakeholders:

- Enhanced communication with government institutions and private sector companies to gather their opinions and suggestions regarding department graduates.
- These opinions are used to guide the continuous improvement process of the program.

➢ Continuous Training for Faculty Members:

- Offering training programs for faculty members to develop their teaching skills.
- Keeping them updated with the latest methods and innovations in the field of education and electrical technologies.

➢ Periodic Student Assessment:

- Conducting periodic assessments of students using various assessment tools such as exams, reports, and practical projects.
- Using the results of these assessments to determine the extent to which students achieve learning outcomes.

➢ Analysis of Student Feedback:

- Collecting and analyzing feedback from students regarding the quality of education and course offerings.
- Using this feedback to improve the learning environment and meet students' needs.

CRITERION 5. CURRICULUM

Criterion 5 : Curriculum

5.1 Program Curriculum

Curriculum requirements include subject areas appropriate to electric technology. It should include

A: a mixture of general education components in mathematics, basic sciences and other majors.

B: Engineering topics, consisting of engineering sciences and all that relates to electric engineering technique, Table (5-1) represents the curriculum of the department for (first and second stage).

Table 5-1 Curriculum

Course (Department, Number, Title)	Math Physical/ Natural Sciences	Engineering Topics	General Education General Studies	Course wasOffered: Year and Semester
First year				
Electrical circuits and measurements		8		year
Electrical installations		8		year
Electronics		8		year
Workshops		12		year
mathematics	4			year
computer applications	2			year
Engineering and electrical drawing	6			year

Human rights and democracy			2	year
Occupational safety			2	Semster
Digital electronics		4		Semster
English language			2	year
Course (Department, Number, Title)	**Math Physical/ Natural Sciences**	**Engineering Topics**	**General Education General Studies**	**Course was Offered: Year and, Semester**
		Second year		
Electrical machines		**10**		Year
Electrical networks		**8**		Year
Power electronics		**10**		Year
Maintenance-Laboratory		**8**		Year
workshop Electrical installation		**8**		Year
computer applications	**2**			Year
Electrical drawing		**3**		Semester
Programmable logic control (PLC)		**3**		Semester
The project		**4**		Year
English language	**2**			Year
Crimes of the Baath Regime in Iraq			**2**	year

Professional and Ethical Responsibilities in the Curriculum

Ethics Courses:

- Dedicated Courses: The curriculum includes courses specifically focused on engineering ethics. These courses cover topics such as professional conduct, ethical decision-making, and the role of engineers in society.
- Guest Lectures: Professionals from the industry are invited to speak about their experiences and the ethical challenges they have faced. This provides students with practical insights into the importance of ethics in their professional lives.
- Diversity and Inclusion Awareness in the Curriculum.
- Projects and Group Work: Students are encouraged to work in diverse teams for projects and assignments. This helps them learn to collaborate effectively with individuals from different backgrounds and enhances their ability to appreciate diverse perspectives.
- Curriculum Review: The curriculum undergoes regular review to ensure it remains relevant and effective. Feedback is collected from students, faculty, and industry stakeholders to identify areas for improvement.
- Learning Outcomes Assessment: Student learning outcomes are regularly assessed through exams, projects, and other evaluation methods. These assessments help measure the effectiveness of the curriculum in achieving educational objectives.
- Accreditation: The program seeks accreditation from relevant professional bodies, such as ABET (Accreditation Board for Engineering and Technology). Accreditation processes involve rigorous evaluation and continuous improvement to meet high standards of quality.

- Professional Development for Faculty: Faculty members are encouraged to participate in professional development opportunities, including workshops, conferences, and advanced training. This ensures that they stay updated with the latest teaching methods and industry trends.

5.2 Program syllabus

Tables (5-3) and (5-4) show the syllabus, units and weekly hours of diploma degree in electric technology covers the theoretical and practical studies in differenttechnical areas:

First stage programmers

first year for Study plan:

T	Subject	The number of hours			number of units	Material type	Notes
		Th.	P.	S.			
1	Electrical circuits and measurements	2	2	4	8	Specialized	Taught in English
2	Electrical installations	2	2	4	8	Specialized	
3	Electronics	2	2	4	8	Specialized	
4	Workshops	-	6	6	12	Specialized	
5	mathematics	2	-	2	4		
6	computer applications	1	2	3	2	Supplementary Study Material	
7	Engineering and electrical drawing	-	3	3	6	Supplementary Study Material	

8	Human rights and democracy	**1**	**-**	**1**	**2**	General	
9	Occupational safety	**2**	**-**	**2**	**2**	General	Course 1
10	English language	**1**		**1**	**2**	General	
11	Digital electronics	**2**	**2**	**4**	**4**	Specialized	in English Course2
the total		**15**	**19**	**34**	**58**		

Second stage programmers

Study plan for the second year:

T	**Subject**	**The number of hours**			**number of units**	**Material type**	**Notes**
		Th.	**P**	**S.**			
1	Electrical machines	**2**	**3**	**5**	**10**	Specialized	
2	Electrical networks	**2**	**2**	**4**	**8**	Specialized	
3	Power electronics	**2**	**3**	**5**	**10**	Specialized	Taught in English

4	Maintenance laboratories workshop	**-**	**4**	**4**	**8**	Specialized	
5	Electrical - installations	**2**	**2**	**4**	**8**	Specialized	
6	computer applications	**1**	**2**	**3**	**2**	Supplementray Study Material	
7	Electrical drawing	**-**	**3**	**3**	**3**	Specialized	Course 1
8	Programmablelogic control	**1**	**2**	**3**	**3**	Specialized	Taught in English Course 2
9	English	**1**		**1**	**2**	General	
10	Baath Party crimes in Iraq	**1**		**1**	**2**	General	
11	The project	**-**	**2**	**2**	**4**	Specialized	
Total		**1**2	**23**	**35**	**60**		

5.3 Educational Unit and Credit Unit

5.4 Credit Unit

Academic year typically represents at least 28 weeks of classes. This duration is exclusive of the final examinations period, meaning the 28 weeks are solely dedicated to classroom instruction and laboratory work.

5.5. Advisory Committee

One of the most important tasks of the department is to define, review, implement and achieve the objectives of the educational program. Where the topics of the program are reviewed and evaluated the reflection will be on the achieved results of the students. The tables below show the relationship between program objectives with the results of the educational program outcomes.

Year	Name	Core or Elective	Cognitive Objectives				Program-Specific Skill Objectives				Affective andValues Objectives				General and Transferable Skills			
			1A	2A	3A	4A	1B	2B	3B	4B	1 C	2C	3C	4C	1D	2 D	3D	4D
First	Electrical Circuits and Measurements	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Electrical installations	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Electronics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Workshops	Core	√	√	√		√	√	√		√	√	√		√	√	√	
	Mathematics	Core	√	√	√		√	√	√		√	√	√		√	√	√	√
	compute r applicatio ns	Core	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√
	Engineering and electrical drawing	Core	√	√	√		√	√	√		√	√	√		√	√	√	√
	Human rights and democracy	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Occupational safety	Core	√	√	√	√	√				√	√	√	√	√	√	√	√
	Digital electronics	Core	√	√	√		√	√	√		√	√	√		√	√	√	√

Year	Name	Core or Elective	Cognitive Objectives				Program-Specific Skill Objectives				Affective andValues Objectives				General and Transferable Skills			
			1A	2A	3A	4A	1B	2B	3B	4B	1C	2C	3C	4C	1D	2D	3D	4D
second	Electric Machines	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Electric Networks	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Power Electronics	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Maintenance Workshop	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Industrial Installations	Core	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√
	Computer Applications	Core	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√
	Electrical Drawing	Core	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√
	Programmable LogicController (PLC)	Core	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Project	Core	√	√	√	√	√	√			√	√	√	√	√	√	√	

CRITERION 6. FACULTY

Criterion 6: Faculty

6.1 . Faculty Qualifications:

- **Leadership Responsibilities**

The Head of electric Techniques Department is responsible for all aspects of leadership and management of the department. The Head works with the faculty, the Dean of the Al-Rumaitha Technical Institute, and other department heads to ensure program success.

- **Authority and Responsibility of Faculty**

The department faculty members are responsible for course creation, modification, and evaluation. The course descriptions are written by the faculty members and approved by quality assurance department in the University. Our faculty members frequently discuss any weaknesses are seen in student performance in their lectures. Then, changes are made in order to overcome these weaknesses.

- **Faculty**

The department currently have a faculty of (4) members some of them have a PhD degree in electric engineering and power engineering.

6.2. Faculty Size

The traditional student-to-faculty ratio in educational institutions is considered an important standard for ensuring the quality of education and continuity in the educational process. A ratio of 1:20 indicates that there is one faculty member for every 20 students. This ratio can be deemed sufficient to achieve the following **objectives:**

1- Continuity:

- This ratio provides teachers with sufficient time to get to know studentsand understand their educational needs.
- Teachers can manage classrooms more effectively, leading to continuity inlearning.

2- Stability:

- This ratio enables teachers to give individual attention to students, helping toresolve academic and personal issues quickly and effectively.
- It enhances stability by building strong relationships between teachers andstudents, encouraging a supportive learning environment.

2- Oversight:

- Teachers can better monitor student progress and provide immediate feedback.
- It contributes to maintaining the quality of education through more precise supervision of the learning process and evaluation of academic performance.

Extent and Quality of Faculty Engagement in Student Interaction and Advising:

1. **Student Interaction:**

- Having an appropriate ratio allows teachers sufficient time to interact with students, both inside and outside the classroom.
- Discussions, workshops, and educational activities can be conducted to enhance student engagement with course materials.
- Immediate academic support can be easily provided to studentsas needed.

2. **Advising:**

- Academic and professional advising is more effective with a lower ratio, enabling teachers to offer individualized guidance to each student.
- This ratio provides greater opportunities for regular meetings between students and faculty to discuss academic progress and develop future plans.
- Teachers can assist in identifying students' strengths and weaknesses, guiding them towards suitable educational resources.

6.4 . Professional Development

Professional development support for faculty in the program typically includes a diverse range of opportunities aimed at enhancing teaching effectiveness, staying abreast of advancements in their fields, and promoting professional growth. Here is a general description of what this support may entail:

1- Workshops and Training Courses:

Institutions typically organize workshops and training courses on teaching techniques, assessment methods, and classroom management strategies. These sessions aim to equip faculty members with new skills and methodologies to improve their teaching practices.

2- Conferences and Seminars:

Faculty members are encouraged to attend conferences, both nationally and internationally, relevant to their disciplines. Conferences provide opportunities for networking, sharing research findings, and learning about emerging trends in academia.

3- Research Support:

Institutions may provide support for faculty research projects through grants, research leaves, or access to research resources such as libraries, databases, and laboratories. This support enables faculty members to engage in academic and scientific activities and contribute to their academic fields

6.5 Authority and Responsibility of Faculty

Faculty members play crucial roles in several key aspects related to academic programs and student outcomes: Course Creation, Modification, and Evaluation:

1. **Creation:** Faculty are responsible for developing course syllabi, selecting instructional materials, and designing learning activities that align with program goals and objectives.

2. **Modification:** They regularly update and adapt course content to reflect advancements in the field, feedback from students, and changes in educational standards.
3. **Evaluation**: Faculty assess student performance through various methods such as exams, assignments, projects, and discussions.

➢ **Roles of deans or provosts, in these areas include:**

- **Strategic Oversight:** Dean provide strategic direction and oversight to academic programs. They ensure that program objectives align with institutional goals and priorities.
- **Resource Allocation:** They allocate resources, including faculty positions, funding for course development, and infrastructure support, to enable effective teaching and learning environments.
- **Curriculum Review and Approval:** Deans and provosts participate in the review and approval processes for new courses, modifications to existing courses, and program changes. They ensure that proposed changes meet educational standards and regulatory requirements.
- **Accreditation and Compliance:** They oversee accreditation processes and ensure that programs maintain compliance with accreditation standards and guidelines.
- **Support for Faculty Development:** Deans and provosts support faculty development initiatives, including training programs, workshops, and conferences, to enhance teaching effectiveness and promote continuous improvement in educational practices.

CRITERION 7. FACILITIES

Criterion 7: FACILITIES

7.1 : Offices, Classrooms, and Laboratories

Summary of Program Facilities to Support Student Outcomes and Achieve Desired Learning:

1. **Offices:** The academic program involves several administrative and legal procedures and facilities to remove obstacles for students to achieve the required outcomes. The offices of the head and coordinator of the department are always open to students to listen to any problems hindering their studies and to help overcome these obstacles during their academic period. Additionally, there are several assistants who are close to the students to support them financially, scientifically, and morally.
2. **Classrooms:** The educational program has several classrooms equipped with the latest educational technologies to help the faculty deliver the material to the students. The supporting systems include air conditioning, heating, lighting, and projection devices, among others. The department consists of (2) classrooms and (11) laboratories for conducting specialized experiments, in addition to a large conference hall that can accommodate (100) people.
3. **Laboratories:** The Electrical Technology Department's Power Branch supports its curriculum through several laboratories (11 laboratories) spread across six spaces, in addition to several electronic computer laboratories that are utilized by the educational program.

Laboratories that studied by the undergraduate students within the curriculum of Civil Techniques Department program are:

1- Electrical Circuits Lab

2- Electronics Lab

3- Electrical Workshops Lab

4- Electrical Networks Lab

5- Electrical Installations Lab

2 6- Maintenance Workshop

Lab 7- Electrical Installations

Lab1 8- Power Electronics Lab

9- Electrical Machines Lab

10- Engineering & Electrical Drawing Lab

11- Computer Lab

7.2 Computing Resources

Computing resources (workstations, servers, data storage devices, computer networks) are available for students' use. The working hours for electronic information resources for students at the study site and in the dormitory are specified.

- **Institution-Wide Resources:** Students also have access to institution-wide computing resources located in various parts of the campus:

1-Student Housing: Many residence halls are equipped with computer labs or have strong Wi-Fi connections, allowing students to access institutional resources and work on assignments from their rooms.

2-Library: The campus library offers extensive computing facilities, including workstations, printers, and scanners.

7.3 : Guidance

Students are appropriately guided in the use of tools, devices, computing resources, and laboratories through:

1. Direct guidance: Faculty members play a crucial role in guiding students on the proper use of modern tools and resources. They provide continuous support through office hours, class sessions, and one-on-one mentoring. Technical staff are also available in laboratories to offer assistance and ensure that safety protocols are followed.
2. Indicative signs

    - Exit Sign
    - Fire Extinguisher

- First Aid
- High Voltage

3. Warning signs.
4. Each laboratory and computing resource center has specialized personnel to guide students in utilizing these facilities.

7.4 : Maintenance and Upgrading of Facilities

The educational program includes scientific laboratories as part of its facilities. The laboratory supervisor submits a request to the department head one month before the start of the academic year for the necessary supplies to equip the laboratory. Additionally, the laboratory supervisor and the assistant responsible for the specific subject conduct regular inspections and maintenance of the boards, laboratory devices, and measuring instruments. There is a special maintenance committee in the department, as well as a laboratory maintenance committee.

Maintenance Procedures:

1. **Routine Inspections:** Schedule periodic inspections for all tools, equipment, and computing resources to identify wear and tear, damage, or obsolescence.
2. **Budget Allocation:** Allocate a specific budget for the maintenance and upgrade of tools.
3. **Safety Standards:** Ensure that all equipment and laboratory setups comply with health and safety standards.
4. **Documentation:** Document all maintenance activities, including issues identified and actions taken, in a maintenance log.

7.5 : Library Services

There is a central library in the institute that includes a large number of programs for all departments, containing a vast collection of specialized and up-to-date books, as well as several specialized journals. There are various study spaces, including quiet study areas, collaborative workspaces.

7.6 : Comprehensive Comments on Facilities

All facilities provided in the educational program or department (equipment, library, laboratories, computing resources, etc.) are to meet the students' needs, complete the educational project, and achieve the required outcomes. Periodically, these facilities are reviewed by departmental committees to improve their performance, update them, or remove any non-functional items from service and replace them with better ones.

1. Routine Checks: Conduct regular safety inspections of all facilities, tools, and equipment to identify potential hazards or issues. This includes daily, weekly, and monthly checks depending on the usage frequency and risk level.
2. Preventive Maintenance: Implement preventive maintenance schedules to keep all equipment in optimal working condition, thus preventing accidents due to equipment failure.
3. Repairs and Replacements: Ensure that any damaged or malfunctioning equipment is promptly repaired or replaced. Maintain a log of maintenance activities for accountability.
4. Safety Signage: Clearly label all hazards and safety equipment locations with proper signage. Ensure emergency exits and routes are well-marked and unobstructed.

5. Design Considerations: Design workspaces to be ergonomic and comfortable, reducing strain and the risk of repetitive stress injuries.
6. Ventilation and Lighting: Ensure that laboratories and workshops are well-ventilated and properly lit to provide a healthy and conducive working environment.
7. Accreditation Requirements: Adhere to accreditation standards that often include criteria for safety and adequacy of educational facilities.

TABLE (7-1) The Examination Committee

No.	Items	The Weight		
		Implemented and documented	**Implemented and not Documented**	**Others**
1.	Safe place	√		
2.	Equipped with the fire prevention fighting requirements	√		
3.	Suitable lighting and ventilation	√		
4.	Issuing administrative orders to form the examination committee	√		
5.	Mechanisms for retaining/disposing of exam paper .	√		
6.	Sample size from question paper.	√		
7.	Quality of question paper	√		
8.	Diversity of question areas in terms of different levels of knowledge .	√		

9.	Question paper coverage of targeted learning outcomes .	√		
10.	Sample size of the answer sheet	√		
11.	There is a model answer for each exam	√		
12.	Trends in the overall outcome of the course compared to the past three years.	√		
13.	Accuracy of grading and monitoring grades in the most important exam .	√		

CRITERION 8. INSTITUTIONAL SUPPORT

Criterion 8: INSTITUTIONAL SUPPORT

8.1. Leadership

The leadership of the educational program is represented by the Head of the Department, assisted by the Department Coordinator. The Head of the Department must meet certain qualifications, such as holding a PhD. or the title of Lecturer and having administrative experience within the field. The Head of the Department and the Coordinator are responsible for routine tasks, including preparing educational materials, monitoring the educational process, addressing student issues, organizing the weekly schedule, and managing mid-term and final exams. Additionally, significant decisions related to the program or students are discussed and made by the Department Council, which consists of several faculty members. The Council meets monthly to discuss important matters and make necessary decisions, such as approving mid-term and final exam results, reviewing the financial status of the educational program, and determining the allocation of the program's budget.

Where Leadership Structure consist of:

- Faculty committees are responsible for specific aspects of the program, such as curriculum development, research initiatives, and student affairs. These committees make recommendations and provide input on key decisions.
- Composition: Committees are composed of faculty members with expertise in relevant areas, ensuring diverse perspectives and comprehensive decision- making.
- Long-Term Goals: Leadership sets long-term goals for the program, including expanding course offerings, enhancing research opportunities.

- Curriculum Development: The curriculum is regularly updated to reflect the latest advancements in the field, ensuring that students receive up-to-date education.
- Industry Input: Collaboration with industry professionals helps tailor the curriculum to meet current market demands and technological advancements.
- Mentorship Programs: Experienced faculty members mentor junior faculty, fostering a culture of continuous improvement and knowledge sharing.
- Infrastructure Development: Investment in modern facilities and technology enhances the learning environment and supports advanced research.

8.2 : Program Budget and Financial Support

1. The educational program does not have a separate budget and relies entirely on the institute to meet all its fixed and variable needs.
2. Faculty members are appointed to the educational program as needed and based on available positions. Training courses, workshops, and seminars are held for all program members to develop their skills.
3. Funding for the educational program, apart from institutional funding, sometimes comes from the department's evening study program.
4. The funding sources for the program are sufficient to meet its needs and ensure the successful achievement of the program's student outcomes.

8.3. Staffing

Table (8-1) : Personnel Table

First Year		
Name of factuly	**FT**	**PT**
Administrative	**2**	
Faculty (tenure-track)	**4**	
Other Faculty or Technical Staff	**6**	
Student Teaching Assistants	**2**	
Technicians/Specialists	**6**	
Office/Clerical Employees	**0**	

Seconod year		
Name of factuly	**FT**	**PT**
Administrative	**2**	
Faculty (tenure-track)	**4**	
Other Faculty or Technical Staff	**6**	
Student Teaching Assistants	**1**	
Technicians/Specialists	**4**	
Office/Clerical Employees	**0**	

8.4. Faculty Hiring and Retention

Hiring new faculty in a university involves a structured and multi-step process to ensure that the most qualified candidates are selected. Here is a detailed description of the typical process:

1. Identifying Needs and Approvals Departments assess their needs based on factors such as retirements, resignations, program expansions, and student enrollment numbers.

2. Forming the Hiring Committee

- Committee Members: The hiring committee typically includes faculty members from the relevant department, a representative from the human resources department, and sometimes an external member.
- Diversity and Expertise: The committee is composed to ensure diversity and the inclusion of members with relevant expertise.

3. Job Posting and Recruitment

The job description is reviewed and approved by the hiring committee and then posted on the Institute's website university's website, academic job boards and other relevant platforms.

4- Evaluation of Credentials: Detailed review of candidates' CVs, cover letters, research publications.

5- Scoring Rubrics: Some committees use scoring rubrics to objectively evaluate and compare candidates based on predefined criteria.

6- Interviews and Evaluations: Initial interviews are conducted.

7- Presentations and Lectures: Shortlisted candidates are invited for on-campus visits, where they present a seminar, teach a sample class.

8- Interviews: Candidates undergo multiple interviews with the hiring committee, department head, dean, and sometimes the university president.

9- Final Selection : The hiring committee makes a final recommendation and submits it to the department head and dean for approval. The recommendation is reviewed, and the final candidate is approved by the university administration.

10- Onboarding: New faculty members are provided with orientation, introduced to university resources, and supported in their transition to the new role.

8.5. Support for Professional Development

Annually, before the start of the academic year, each educational program submits a comprehensive academic plan for the year, including courses, workshops, seminars, discussion sessions, student activities, cultural events, and sports activities. Financial allocations and other necessary requirements are then provided to implement the submitted plan.

typically offer a support for faculty professional development to ensure continuous growth, up-to-date knowledge, and engagement in their fields. This support includes opportunities for sabbaticals, travel, workshops, seminars, and other activities. These activities are planned and supported from through

1-Sabbaticals: Faculty members submit a detailed proposal outlining their sabbatical plans, including research projects, publications, or collaborations.