

**Ministry of Higher Education &  
Scientific Research  
Al-Furat Al-Awsat Technical  
University**



**Technical Institute AL-Rumaitha  
Electrical Techniques Department**

# **Readiness Review Guidelines**

**2026 - 2025**

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.

رئيسا  
عضوا  
عضوا  
عضوا

1. السيد مجتبی شاکر شروم
2. الانسة اسراء علي عبد الجبار
3. السيدة ذكاء جاسب سحيله
4. الانسة سما علي عاشور



د. قحطان عدنان عبد الفتلاوي  
رئيس قسم التقنيات الكهربائية  
2025/9/ 2

نسخة منه الى:  
• الكتب الصادرة من القسم.

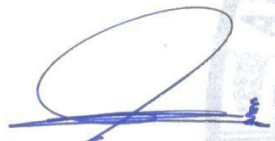
الاميل الجامعي للقسم

السيد العميد المحترم

م / محضر لجنة

تحية طيبة

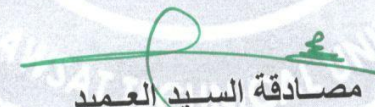
قامت اللجنة المشكلة وفق الامر الاداري الصادر من قسم التقنيات الكهربائية ذي العدد 5/18/7 في 2025/9/2 بأعداد ملف (ارشادات مراجعة الجاهزية) وفق معايير المجلس الوطني لاعتماد البرامج الهندسية / قسم التقنيات الكهربائية للعام الدراسي 2024 - 2025 .

  
مجتبي شاکر شروم  
رئيس اللجنة

  
سما علي عاشور  
عضو

  
اسراء علي عبد الجبار  
عضو

  
ذكاء جاسب سحيه  
عضو

  
مصادقة السيد العميد

## Introduction

The program readiness review worksheet summarizes the initial evaluation judgments of each program being considered for accreditation and/or extension of accreditation. It summarizes the identification of shortcomings with respect to criteria. Shortcomings are shown as a Deficiency (D), Weakness (W), or Concern (C). If no shortcomings are identified the program is considered to be in Compliance to criteria (Y). Sometimes suggestions (Observations) are offered to assist compliant programs in its continuous improvement (O). The evaluation judgment of each performance indicator is carried out by the aid of rubrics specially designed for this purpose (See the attached guide).

**Deficiency (D):** A deficiency indicates that a criterion, policy or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.

**Weakness (W):** A weakness indicates that a program lacks enough strength of compliance with a criterion, policy or procedure in a way that ensures that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy or procedure prior to the next review.

**Concern (C):** A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.

**Observation (O):** An observation is a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs

If no shortcomings are identified the program is considered to be in Compliance to criteria (Y).

## **Readiness Review Worksheet**

### **Criterion 1: Students**

The student standard focuses on various aspects related to the admission, evaluation, advising, and support of students throughout their academic journey in the program. The goal of this standard is to ensure that the processes and policies related to students contribute to providing a high-quality educational experience and enhance students' academic and professional success. This standard includes the following point ,Student Admissions ,Evaluating Student Performance ,Transfer Students , Advising and Career Guidance and Graduation Requirements.

| Criterion 1: STUDENTS                      | D , W , C or Y | Comments |
|--------------------------------------------|----------------|----------|
| 1.1 Student Admissions                     | Y              |          |
| 1.2 Evaluating Student Performance         | Y              |          |
| 1.3 Transfer Students and Transfer Courses | Y              |          |
| 1.4 Advising and Career Guidance           | Y              |          |
| 1.5 Work instead of Courses                | Y              |          |
| 1.6 Graduation Requirements                | Y              |          |
| 1.7 Records of Student Work/Transcripts    | Y              |          |

## Criterion 2: Program Educational Objectives

Program Educational Objectives (PEOs) are broad statements that describe what graduates are expected to achieve within a few years of graduation. These objectives are aligned with the needs of the program's stakeholders, such as employers, alumni, and faculty, and they provide a clear direction for the program. The following points outline the key aspects of Program Educational Objectives. The development of PEOs should involve input from various stakeholders, including employers, alumni, faculty, and students.

PEOs should articulate how the program prepares graduates for their careers and professional lives. This includes the ability to apply knowledge and skills in their field, adapt to technological advancements, and engage in lifelong learning.

| Criterion 2: Program Educational Objectives                                               | D , W , C, or Y | Comments |
|-------------------------------------------------------------------------------------------|-----------------|----------|
| 2.1 Mission Statement                                                                     | Y               |          |
| 2.2 Program Educational Objectives                                                        | Y               |          |
| 2.3 Consistency of the Program Educational Objectives with the Mission of the Institution | Y               |          |
| 2.4 Program Constituencies                                                                | Y               |          |
| 2.5 Process for Review of the Program Educational Objectives                              | Y               |          |

### Criterion 3 : Student Outcomes

These outcomes are aligned with the program's educational objectives and are essential for preparing students for successful careers and further education. Student outcomes are specific, measurable statements detailing the knowledge, skills, and behaviors that students should acquire by graduation. These outcomes are designed to ensure that graduates are well-prepared for professional practice and lifelong learning.

Alignment with Program Objectives. Also there should be a systematic process for assessing and evaluating student outcomes. This involves collecting data through various assessment methods, such as exams, projects, presentations, and surveys.

| Criterion 3: Program Educational Objectives                                      | D , W , C, or Y | Comments |
|----------------------------------------------------------------------------------|-----------------|----------|
| 3.1 Process for the Establishment and Revision of the Student Outcomes           | Y               |          |
| 3.2 Student Outcomes                                                             | Y               |          |
| 3.3 Mapping of Student Outcomes to Criterion 3 Requirements for Student Outcomes | Y               |          |

## Criterion 4 : Continuous Improvement

The Continuous Improvement standard emphasizes the ongoing process of evaluating and enhancing an educational program to ensure its effectiveness, relevance, and alignment with institutional goals and industry standards. This standard ensures that programs are dynamic and evolve over time to meet changing needs and improve continuously. where there should be a structured and systematic process for assessing the program's educational objectives, student outcomes, and overall effectiveness. This involves regular data collection and analysis to evaluate the program's performance. Assessment data should be used to identify strengths and weaknesses in the program.

The implementation of improvement actions should be monitored, and their effectiveness should be reviewed periodically. This iterative process ensures that changes lead to tangible improvements and helps refine future action plans.

| Criterion 4: Continuous Improvement                                               | D , W , C, or Y | Comments |
|-----------------------------------------------------------------------------------|-----------------|----------|
| 4.1. Documentation of Processes                                                   | Y               |          |
| 4.2. Student Outcome Assessment and Methods                                       | Y               |          |
| 4.3. Assessment Schedule and Frequency                                            | Y               |          |
| 4.4. Evaluation                                                                   | Y               |          |
| 4.5 Using Results of Assessment and Evaluation for Continuous Improvement Actions | Y               |          |
| 4.6. Using Other Input for Continuous Improvement                                 | Y               |          |

## Criterion 5: Curriculum

The Curriculum standard focuses on the structure, content, and delivery of the educational program to ensure it meets the educational objectives and outcomes. The curriculum should be designed to support the achievement of the program's educational objectives and student outcomes. Each course and learning activity should contribute to the overall goals of the program.

The curriculum should provide comprehensive coverage of the essential knowledge, skills, and competencies required in the field. This includes both theoretical and practical components, ensuring students gain a well-rounded education.

| Criterion 5: Curriculum | D , W , C, or Y | Comments |
|-------------------------|-----------------|----------|
| 5.1 Program Curriculum  | Y               |          |
| 5.2 Course syllabus     | Y               |          |
| 5.3 Educational Unit    | Y               |          |
| 5.4 Credit Unit         | Y               |          |
| 5.5 Advisory Committee  | Y               |          |

## Criterion 6: Faculty

The Faculty standard focuses on the qualifications, performance, and development of the teaching staff. This standard ensures that the faculty members are well-equipped to deliver high-quality education, support student learning, and contribute to the program's continuous improvement. Faculty members should possess the necessary academic and professional qualifications relevant to their teaching areas. This includes advanced degrees, professional certifications, and practical experience in the field.

Continuous professional development opportunities should be provided to faculty members to keep them updated with the latest advancements in their field and teaching methodologies. This can include attending conferences, workshops, pursuing further education, and participating in research activities.

| Criterion 6: Faculty                        | D , W , C, or Y | Comments |
|---------------------------------------------|-----------------|----------|
| 6.1 Faculty Qualifications                  | Y               |          |
| 6.2 Faculty Workload                        | Y               |          |
| 6.3 Faculty Size                            | Y               |          |
| 6.4 Professional Development                | Y               |          |
| 6.5 Authority and Responsibility of Faculty | Y               |          |

## Criterion 7: Facilities

The Facilities standard focuses on the adequacy and quality of the physical and technological resources available to support the educational program. This standard ensures that facilities are sufficient to meet the needs of students, faculty, and staff, and contribute to a conducive learning and working environment.

Classrooms, laboratories, and other learning spaces should be appropriately sized, well-maintained, and equipped to support effective teaching and learning. Adequate computing resources, including hardware, software, and internet access, should be available to support both teaching and administrative functions.

| Criterion 7: Facilities                     | D , W , C, or Y | Comments |
|---------------------------------------------|-----------------|----------|
| 7.1 Offices, Classrooms and Laboratories    | Y               |          |
| 7.2 Computing Resources                     | Y               |          |
| 7.3 Guidance                                | Y               |          |
| 7.4 Maintenance and Upgrading of Facilities | Y               |          |
| 7.5 Library Services                        | Y               |          |
| 7.6 Overall Comments on Facilities          | Y               |          |

## Criterion 8: Institutional Support

The Institutional Support standard focuses on the resources and support provided by the institution to ensure the effective functioning and continuous improvement of the educational program. This standard ensures that the program has the necessary financial, administrative, and operational backing to achieve its educational objectives and maintain high-quality standards. The institution should allocate sufficient financial resources to support the educational program, including funding for faculty salaries, facilities, equipment, and student services. Institutional support for faculty should include opportunities for professional development, research funding, and resources for teaching improvement.

| Criterion 8: Institutional Support              | D , W , C, or Y | Comments |
|-------------------------------------------------|-----------------|----------|
| 8.1 Leadership                                  | Y               |          |
| 8.2 Program Budget and Financial Support        | Y               |          |
| 8.3 Staffing                                    | Y               |          |
| 8.4 Faculty Hiring and Retention                | Y               |          |
| 8.5 Support of Faculty Professional Development | Y               |          |
| 8.6 Academic Support Units                      | Y               |          |
| 8.7 Non-academic Support Units                  | Y               |          |

## Program Criteria

| Program Criteria | D , W , C, or Y | Comments |
|------------------|-----------------|----------|
| Curriculum       | Y               |          |
| Faculty          | Y               |          |

