

*Republic of Iraq  
Ministry of Higher Education & Scientific  
Research Supervision and Scientific Evaluation  
Directorate Quality Assurance and Academic  
Accreditation International Accreditation Dept.*

## *Academic Program Specification Form for The Academic*

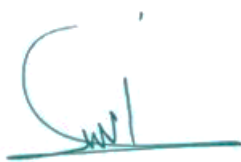
*University: Diyala  
College: Engineering  
Number Of Departments in The College: 02  
Date Of Form Completion :17/9/2023*

*Prof. Dr. Anees A. Khadom*

***The Dean***

*Date :17/9/2023*

*Signature*



*Assist. prof. Dr. Jabbar Q.  
Jabbar*

*Dean 's Assistant for  
Scientific Affairs*

*Date :17/9/2023*

*Signature*



*Assist. prof. Dr. Salah N Farhan*

***The College Quality Assurance  
and University Performance  
Manager***

*Date :17/9/2023*

*Signature*



***Quality Assurance And University Performance***

***Manager Date : / /***

***Signature***

# TEMPLATE FOR PROGRAMME SPECIFICATION

## HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

### PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	University of Diyala
2. University Department/Centre	College of Engineering
3. Program Title	Electronic Engineering
4. Title of Final Award	BSc in Electronic Engineering
5. Modes of Attendance offered	Courses
6. Accreditation	N/A
7. Other external influences	None
8. Date of production/revision of this specification	17/09/2023
9. Aims of the Program	
<ul style="list-style-type: none"><li>• Preparing the student scientifically to work in the field of computer engineering</li><li>• Build and prepare the student psychologically to play his role as a reliable engineer in this field.</li><li>• Building students capable of competing with other engineers for job opportunities and obtaining the required seats to complete postgraduate studies.</li><li>• Ability to submit to external tests by local, regional or international bodies for the purpose of completing studies or appointment.</li><li>• Urging the student to be creative and think about specialization projects and keep pace with developments in this field.</li><li>• Providing students with scientific, practical and personal skills that enable them to solve practical problems and deal with them using scientific concepts.</li></ul>	

## 10. Learning Outcomes, Teaching, Learning and Assessment Methods

- A. Cognitive goals
- A1- Teaching the student the principles of how computers work and how to deal with computer algorithms.
  - A2- Enabling students to obtain knowledge and understanding in working on and designing electronic computers.
  - A3- Teaching the student the methods of forming computer parts and their interconnection.
  - A4- Enabling students to obtain knowledge and understanding of designing everything related to computer microprocessors.
  - A5- Enabling students to obtain knowledge and understanding of diagnosing faults and maintaining various computer devices.
  - A6- Teaching the student the foundations of solving programming problems, computer networks, and communications.

### B. The skills goals special to the program.

- B1 - Explanation of computer principles topics by specialists in the subject, with an emphasis on the use of mathematics as a basis for understanding and learning.
- B2 - Providing them with skills to solve practical problems related to various computer systems and computer programs for addressing and solving technical problems in various fields of computerized work.

### Teaching and Learning Methods

- Providing students with the basics and additional topics related to previous educational outcomes and skills to solve practical problems.
- Solving a group of practical examples by the academic staff.
- Students participate during the lecture in solving some practical problems.
- The department's scientific laboratories are monitored by the academic staff.

### Assessment methods

- Daily exams with practical and scientific questions.
- Participation marks for difficult competition questions among students.
- Assigning grades to homework assignments and reports assigned to them.
- Monthly exams for the curriculum in addition to the final exam.

### C. Affective and value goals

- C1- Enabling students to think and analyze topics related to the engineering framework, such as various logical circuits.
- C2- Enabling students to think and analyze topics related to computer systems related to the engineering framework.
- C3- Enabling students to think and analyze topics related to solving practical problems.

### Teaching and Learning Methods

- Providing students with the basics, additional topics, and field experiences related to the outcomes of thinking and analysis.
- Forming discussion circles during or outside lectures to discuss scientific engineering topics that require thinking and analysis.
- Asking students, a set of thinking questions during lectures, such as (what, how, when, why) for specific topics.
- Giving students homework and periodic reports.

#### Assessment methods

- Daily exams with practical and scientific questions.
- Participation marks for difficult competition questions among students.
- Assigning grades to homework assignments and reports assigned to them.
- Semester exams for the curriculum in addition to the final exam.

**D. General and Transferable Skills (other skills relevant to employability and personal development)**

D1- Enabling students to write reports and notes on various branches of computer engineering.

D2- Enabling students to know how to use the Internet to obtain important information.

D3- Raising the student's self-confidence by linking theoretical material to practical reality.

D4- Developing students' skills in how to deal with computer hardware and software problems and how to deal with them.

**Teaching and Learning Methods**

- Through the Daily lectures by seminar and discussions
- discussion circles during lectures to discuss scientific engineering topics that require thinking and analysis.
- Asking students, a set of thinking questions during lectures, such as (what, how, when, why) for specific topics

**Assessment Methods**

- Evaluating the seminar and reports that submitted by students and providing them with the necessary feedback to improve their skills and self confidence

**11. Program Structure**

Level/Year	Course or Module Code	Course or Module Title	Credit rating	12. Awards and Credits
1 <sup>st</sup> Year-1 <sup>st</sup> Semester	E 101	Mathematics 1	6	Bachelor Degree Requires ( 155) credits
1 <sup>st</sup> Year-1 <sup>st</sup> Semester	EE 101	Electrical Engineering Fundamentals 1	8	
1 <sup>st</sup> Year-1 <sup>st</sup> Semester	EE 107	Electronic Physics	6	
1 <sup>st</sup> Year-1 <sup>st</sup> Semester	EE 106	Engineering Drawing	4	
1 <sup>st</sup> Year-1 <sup>st</sup> Semester	U 103	Computer Skills	4	
1 <sup>st</sup> Year-1 <sup>st</sup> Semester	U 104	English Language	2	
1 <sup>st</sup> Year-2 <sup>nd</sup> Semester	E 102	Mathematics 2	6	

1 <sup>st</sup> Year-2 <sup>nd</sup> Semester	EE 102	Electrical Engineering Fundamentals 2	8
1 <sup>st</sup> Year-2 <sup>nd</sup> Semester	EE 103	Digital techniques	7
1 <sup>st</sup> Year-2 <sup>nd</sup> Semester	EE 105	C++ Programming	4
1 <sup>st</sup> Year-2 <sup>nd</sup> Semester	EE 104	Workshops skills	3
1 <sup>st</sup> Year-2 <sup>nd</sup> Semester	U 101	Human Rights and Democracy	2
2 <sup>nd</sup> Year-1 <sup>st</sup> Semester	E201	Advance Mathematics –I	3
2 <sup>nd</sup> Year-1 <sup>st</sup> Semester	EE 201	Electronics I	2
2 <sup>nd</sup> Year-1 <sup>st</sup> Semester	EE 203	Electric Circuits Analysis I	2
2 <sup>nd</sup> Year-1 <sup>st</sup> Semester	EE 205	Advanced Programming	1
2 <sup>nd</sup> Year-1 <sup>st</sup> Semester	EE 208	Electro-Magnetics I	2
2 <sup>nd</sup> Year-1 <sup>st</sup> Semester	EE 210	Digital Electronic I	2
2 <sup>nd</sup> Year-1 <sup>st</sup> Semester	EE 206	Machines (DC)	2
2 <sup>nd</sup> Year-2 <sup>nd</sup> Semester	E202	Advance Mathematics- II	3
2 <sup>nd</sup> Year-2 <sup>nd</sup> Semester	EE 202	Electronics II	3
2 <sup>nd</sup> Year-2 <sup>nd</sup> Semester	EE 204	Electric Circuits Analysis II	2
2 <sup>nd</sup> Year-2 <sup>nd</sup> Semester	EE 212	Measurement & Instruments	2
2 <sup>nd</sup> Year-2 <sup>nd</sup> Semester	EE 209	Electro-Magnetics II	2
2 <sup>nd</sup> Year-2 <sup>nd</sup> Semester	EE 211	Digital Electronic II	3
2 <sup>nd</sup> Year-2 <sup>nd</sup> Semester	EE 207	Power and AC Machines	4
2 <sup>nd</sup> Year-2 <sup>nd</sup> Semester	EE 213	University Culture Activity	-
3 <sup>rd</sup> Year-1 <sup>st</sup> Semester	EE 301	Digital Signal Processing I	2
3 <sup>rd</sup> Year-1 <sup>st</sup> Semester	EE 309	Advanced Electronics I	3

3 <sup>rd</sup> Year-1 <sup>st</sup> Semester	EE 303	Communication Systems I	3
3 <sup>rd</sup> Year-1 <sup>st</sup> Semester	EE 305	Microprocessor and Microcontroller: Hardware	3
3 <sup>rd</sup> Year-1 <sup>st</sup> Semester	EE 307	Engineering Analysis I	2
3 <sup>rd</sup> Year-1 <sup>st</sup> Semester	EE 311	Antenna	3
3 <sup>rd</sup> Year-2 <sup>nd</sup> Semester	EE 312	Engineering Administration	2
3 <sup>rd</sup> Year-2 <sup>nd</sup> Semester	EE 302	Digital Signal Processing II	3
3 <sup>rd</sup> Year-2 <sup>nd</sup> Semester	EE 310	Advanced Electronics II	3
3 <sup>rd</sup> Year-2 <sup>nd</sup> Semester	EE 304	Communication Systems II	3
3 <sup>rd</sup> Year-2 <sup>nd</sup> Semester	EE 306	Microprocessor-Based System: Programming	2
3 <sup>rd</sup> Year-2 <sup>nd</sup> Semester	EE 308	Engineering Analysis II	2
3 <sup>rd</sup> Year-2 <sup>nd</sup> Semester	EE 313	Optoelectronics	2
Fourth Year-1 <sup>st</sup> Semester	EE 401	Microelectronic I	2
Fourth Year-1 <sup>st</sup> Semester	EE 403	Power Electronics I	3
Fourth Year-1 <sup>st</sup> Semester	EE405	Control System I	3
Fourth Year-1 <sup>st</sup> Semester	EE407	Digital System Design	3
Fourth Year-1 <sup>st</sup> Semester	EE 409	Information Theory	3
Fourth Year-1 <sup>st</sup> Semester	EE411	Hardware Description Language (HDL ) Programming	3
Fourth Year-2 <sup>nd</sup> Semester	EE 413	Introduction to AI	2
Fourth Year-2 <sup>nd</sup> Semester	E402	Eng. Graduation Project I	2
Fourth Year-2 <sup>nd</sup> Semester	EE402	Microelectronic II	2
Fourth Year-2 <sup>nd</sup> Semester	EE404	Power Electronics II	3
Fourth Year-2 <sup>nd</sup> Semester	EE406	Control System II	3

Fourth Year- 2 <sup>nd</sup> Semester	EE408	Advanced Digital System Design	3
Fourth Year- 2 <sup>nd</sup> Semester	EE410	Microwave	2
Fourth Year- 2 <sup>nd</sup> Semester	E401	Engineering Profession Ethics	2
Fourth Year- 2 <sup>nd</sup> Semester	EE412	Digital Image Processing	2
Fourth Year- 2 <sup>nd</sup> Semester	E403	Eng. Graduation Project II	2



### 13. Personal Development Planning

It is planned to develop the students' personalities by holding discussion circles with them and asking them for periodic reports and seminars throughout the four stages and on various topics to develop their personal development.

### 14. Admission criteria .

According to the rules and regulations of Ministry of Higher Education and Scientific Research.

### 15. Key sources of information about the program

- College website.
- The department's website and contact the department by email.

## Curriculum Skills Map

**please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed**

				Programme Learning Outcomes															
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4 <sup>th</sup> Year-1 <sup>st</sup> Semester	E 401	Engineering Profession Ethics	C	√	√	√		√	√			√	√	√	√	√	√	√	√

## TEMPLATE FOR COURSE SPECIFICATION

### HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

### COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	University of Diyala
2. University Department/Centre	College of Engineering
3. Course title/code	E 401/ Engineering Profession Ethics
4. Modes of Attendance offered	Class Lectures
5. Semester/Year	1 <sup>st</sup> Semester – 4 <sup>th</sup> Year
6. Number of hours tuition (total)	30 hours
7. Date of production/revision of this specification	17/09/2023
8. Aims of the Course	The Engineering Ethics curriculum aims to introduce the student to the skills of Engineering Ethics, the field of applied ethics, and a system of ethical principles that apply to engineering practice. This field deals with the obligations that an engineer has to society, his clients and his profession, and as a scientific discipline, it is closely related to many topics such as philosophy of science, philosophy of engineering and ethics of technology.

9. Learning Outcomes, Teaching ,Learning and Assessment Methode

#### A- Cognitive goals.

A1- During the school year, the student learns the basics of Engineering Profession Ethics.

A2- Enabling the student to know the main principles of the most prominent ethics of the engineering profession, its sources, types and mechanisms used for its purpose.

A3- Enable the student to know all the basics that he uses in the scientific material.

#### B. The skills goals special to the course.

B1 - Enables students to familiarize themselves with the basic information necessary to free them from all violations.

B2- Knowing the most important ethics and instilling a sense of responsibility towards their individual rights and public interests.

#### Teaching and Learning Methods

- The lecturer prepares lectures on the subject in paper and electronic form and presents them to the students.
- The lecturer delivers lectures in detail.
- The lecturer requests periodic reports and homework assignments on the basic topics of the subject.
- Methods of delivery and lectures
- Dialogue methods
- Use of projectors

#### Assessment methods

- Daily discussion to determine the extent of students' understanding of the material and to evaluate the daily contributions.
- Daily exams with various short scientific questions to understand the extent of their understanding of the material.
- Giving part of the semester's grade to homework assignments.
- Daily exams (Quiz) and monthly exams for the curriculum and the final exam

#### C. Affective and value goals

Enables students to recognize the values, attitudes and patterns of behavior that elevate and uphold professional ethics.

C1- Urging the student to understand the objective of studying the subject in general.

C2- Urging the student to think about how to develop himself in the field of computers.

C4- Making the student able to deal with the calculator and how to use the programs in accordance with the systems and rules of ethics of the engineering profession.

D. General and rehabilitative transferred skills (other skills relevant to employability and personal development)

- 1- Develops in the student the abilities of logical thinking, and accepts reaching independent results.
- 2- Respects the student's ability to think and encourages independent thinking and respects the banner of the one based on a specific support.
- 3- To allow discussion and objection according to the principles of constructive dialogue and according to the etiquette of speech, which creates better opportunities for learning.

D1- Enabling students to write reports on topics related to engineering ethics.

D2- Enabling students on how to use the Internet to obtain important information.

D3- Raising the student's self-confidence by linking the theoretical material with practical and life reality.

D4- Developing students' skills in how to deal with physical and software computer problems and how to deal with them in general.

#### 10. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
Week 1 to Week 3	6	The student learns an introduction to the types of materials and binary	Introduction Why Professional Ethics? What Is A Profession? Professions as Social Practices Models Of Professionalism The Business Model	Lectures Notes PDF power point Video	Daily exams + monthly exams
Week 4 to Week 7	8	The student learns the professional model Types of morals or virtues Responsibility in Engineering Engineering Standards Framing problems and solving problems	The Professional Model Types Of Ethics Or Morality Responsibility in Engineering Engineering Standards Framing the Problems, Resolving Problems:	Lectures Notes PDF power point Video	Daily exams + monthly exams
Week 8 to Week 13		Social and value dimensions of	The Social and Value Dimensions of	Lectures Notes PDF	Daily exams + monthly

	12	technology Trust and reliability Risk and liability in engineering Engineers in organizations	Technology Trust and Reliability Risk and Liability in Engineering Engineers in Organizations	power point Video	exams
Week 14 and Week 15	4	Engineers & Environment Cases must be submitted for use along with materials (globally and locally)	Engineers and the Environment Cases should be presented for use in conjunction with materials (over the world & local)	Lectures Notes PDF power point Video	Daily exams + monthly exams

11. Infrastructure	
1. Books Required reading:	<b>Engineering Profession Ethics</b>
2. Main references (sources)	<ul style="list-style-type: none"> <li>• Introduction to the ethics of the engineering profession</li> <li>• Ronald Schanzinger / Transfer to Arabic Yahya Khalil</li> <li>• Lectures provided by the subject teacher</li> <li>• Books available in the college library</li> </ul>
A- Recommended books and references (scientific journals, reports...).	<ul style="list-style-type: none"> <li>• All solid scientific journals related to the subject of ethics of the engineering profession.</li> <li>• and</li> <li>• Scientific journals for solid research published on social networks</li> </ul>
B-Electronic references, Internet sites...	Any other materials available on the web.