Ministry of Higher Education and Scientific Research
University of Technology
Department of Architectural engineering

Self-assessment report

Of the Department of Architectural engineering for the academic year

2012 -2013

Prepared by:

Self-assessment report drafting Committee in the Department of Architectural engineering

2013

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Introduction

1 - **Introduction**
1-1 what is the concept of quality?

Islam urged to build a strong cohesive society through the proficiency and dedication in work, and to develop self-censorship in order to achieve quality in work performance. Many of the holy Quranic verses enhance the commitment to quality and excellence in the work motivated by faith , Allah says in holy Quran surat Al-Naml (the Ant - verse 88)(... [It is] the work of Allah [God] who has mastered everything ... [It is] the work of Allah , who perfected all things…), and Allah the Almighty directed to tow attributes: conservation and science, as basis for the success in work and the reason of the quality of its perfection. Allah says [Joseph] said, "Appoint me over the storehouses of the land. Indeed, I will be a knowing guardian.) . And according to the hadith (Allah will be pleased with those who try to do their work in a perfect way), the definition of quality can be summarized in a single term (charity), and from this term the modern scientists and whose knowledge in quality formulated their definitions in many formats, (Crosby) define it with three conditions required to achieve quality:

1. To fulfill the requirements.
2. Zero defects.
3. Execution of work correctly from the first time and every time.

 (Deming) defines it in a brief but hardly combines both definitions says; that the quality is the achievement of the needs and expectations of the beneficiary, in present and future.

TQM, Total Quality Management, has become the focus of a lot of institutions that want to achieve their goals the best in clear and guaranteed way. This new administrative concept may clashes with the prevailing and senior administrative values, the traditional work systems, and the familiar ways of thinking. That collision results in stumbled and failed in the application of this new administrative concept; so it was necessary for the institutions that want to adopt this new administrative concept, knowing the compatibility of this concept and the magnitude of their principles and foundations with the values, beliefs, and behaviors of whoever will apply this concept of quality values to become a reality.

It should be noted that higher education institutions are not immune to this term, but is of the most prominent sectors that need to apply such concepts, especially in our time, which is witnessing a scientific jumps in a number of fields perhaps the most prominent of which is specialized in Electronics and Information.
Total quality has become one of the targets of interest to the administrative

leadership in any organization seeking to raise their performance, as long as the total quality derives its kinetic energy information and recruit employees energies and invest their intellectual abilities creatively to achieve the continuous development of the department who that will obtain a certificate of a global academic accreditation.

To achieve the quality of architectural education is by having a clear and specific policy for the total quality (TQ), efficiency of the administrative organization of the department, activate monitoring and evaluation system to avoid mistakes, and by provide high-level training systems for faculty and administrative units to maintaining academic standards with a high level of development. The attention to quality control comes by looking at education as a commodity - like other commodities - it must to compete, and seek satisfaction the consumers of that Item of students, society, and the country, which seeks to enable distinguished educational outputs of achieving the goals of its development plans and promote the concept of learning and sustainable teaching.

Quality is an effective tool to apply the continuous development of all aspects of the system in any institution. The U.S. Federal quality Institute offers definition of TQM; (is doing the work correctly, from the first time and every time), with the necessity of relying on work assessment to know the development of performance. A parties of academic accreditation imputing what is known as measuring the returns of learning, a method of evaluation to ensure advancement in process development of teaching and learning which is to determine the program's effectiveness in preparing academic student for the convenience of the labor market and achieve the desired goals. Methods of learning returns assessment divided into two parts, one is directly related to the scientific attainment of the student, such as written tests and oral projects and student's file, and the like. The other is indirectly, such as evaluation by employers and evaluation of faculty members, students, and various society institutions. Academic Accreditation, in general, divided into two types: institutional accreditation and specialized accreditation. Specialized accreditation is for specific academic programs, such as engineering and technical software, and carried out by accreditation parties professional or specialized, such as (ABET) Commission. Institutional accreditation, in the other hand (comprehensive), requires a comprehensive assessment of the university in its performance and their administrations and academic achievement of its students and student services. The Academic Accreditation certificate is granted to educational institutions provides specific criteria for the higher education quality.

In spite of the different definitions of quality assurance, but they agree that it is focused on the unwanted characteristics in qualitatively distinguished way consistent with the needs of the beneficiaries. It may be noted that the concept of total quality in higher education institutions is specialized in a range of standards and procedures that aim to continuous improvement in the educational system, as well as in the characteristics and specifications required to be provided in the outputs and the activities that accompany them. They can be seen and be considered as achieving the satisfaction of the educational process parties and the overall objectives by adoption of a set of indicators and their own standards. It is noted that the concept of quality assurance in higher education environment refers to a set of standards and procedures designed to achieve the attractions of the student daily, and the required characteristics and specifications of the output availability and the associated activities, and that means focusing on quality gains through the development of output received by the society with all its institutions, as the beneficiary of the final output.

Certain that there are obstacles related to the human and resources materials to this program, especially as the idea is not easy and its obvious that there are progress obstructing to be unable keep up the steady development, the believe cannot be achieved to all faculty and staff members, based on their believe to participate in this program, but we have to change the case since the work requires the concerted efforts of the administrators initially in the university, the government and the good people in the success of this experiment because the process requires the interaction of everyone and significant efforts to success.

In this framework it can be summed up to stages throughout the project application of quality assurance in higher education institutions in four points:
1) the adoption of the senior leadership in the educational institution to the concept of TQM stage.
2) The planning stage
3) Self-assessment stage.
4) Continuous development and improvement stage.

Where we were taking stage (1 and 2) into consideration in the Architectural Department and now we are stage (3) of the application of quality assurance in our educational institution, and its, the self-assessment stage.

1-2 Brief history of the Department of Architecture:

The Department was established in 1977, and since its early days its goal was to make architecture as a practice, study and search feature to the graduate, Alumni were a model of Iraqi architect character, and the foundation was by all of the teachers listed below:

• Riad Raphael Tappuni.
• Dr. Ali Mohammad Reza al-Haidari.
• Dr. Thabit Cridi Khalaf.
• Dr. Khalil Ibrahim Ali.
• Dr. Hussein Al Qaraghouli.
• Dr. Salah Al Radi.
• Dr. Jalh Mohammed Al Makhzoumi.
• Engineer. Aso Aljaf.
• Engineer. Anis Jawad.
• Engineer. Moataz Commune.
• Engineer. Tariq al-Ani.
• A.L. Accessories enough death.
• A.L. Ra'iqa Al loess.

Heads of Architecture Engineering Department at the University of Technology:
1 Dr. Riad Tappuni 1977 - 1981
2 Dr. Husam Salman al-Rawi 1981 - 1983
3 Dr. Awni Kamil Shaaban 1983 - 1987
4 Dr. Mo'amal Aladdin Ibrahim 1987 - 2001
5 Dr. Khalil Ibrahim Ali 2001 - 2003 (Agency)
6 Dr. Khalil Ibrahim Ali 2003 -2012
7 Dr. Ibrahim Jawad Kadhim 2012 – now

3-1 Dean Message

Allah says in holy Quran "And say (unto them): Act! Allah will behold your actions, and (so will) His messenger and the believers, and ye will be brought back to the Knower of the invisible and the visible, and He will tell you what ye used to do."

Science and scientific sobriety:
Accreditation and quality has become a request and priorities of our Country interests, a distinguished efforts has been done in correcting the decisions and raise the level of achievement of scientific output and increase the scope of its influence. The government has placed prominently position for science and education, putting education on its priority programs and policies. It's a solution to the problems of society and a crucial force to change the reality and face the future, and set out a vision in the development of a human being capable of handle the developments of times and technology if used correctly, through paying attention to learning and education in preliminary studies and higher education. To establish the prestige of higher education, and the promotion of standing the university as a center with its various departments as a creative center to our culture to meet the challenges and keep up with the information and technology revolution. Hence, the scientific sobriety is a responsibility and imperative that we introduced and strengthened as it should.

The role of educational policy in establishing scientific sobriety:

The scientific sobriety frameworks shaped by educational policy, and politics is just art of achieving the possible in specified methodology, where any policy is moving according to the phase requirements according to the available human and material resources, to ensure the harmonization and integration between goals of education and various activities for the community and its institutions to ensure that the educational efforts continue with other activities of the community in one direction, and serve, on the one hand, in meeting the requirements (an indicator of educational policy efficiency) and correct paths activities, on the other hand, (an indicator of educational policy impact in the joints of the society and its institutions.

The efficiency of educational policy and its impact in reality, is reflected in the level of the educational institution graduates and be through dealing with the principles of educational policy, which are: the development of the mind, refine and build character, and skill acquisition. Educational policy is guiding the educational system toward the graduate through the development, refinement and

build their character in an integrated balanced, depending on the improvement of its own efforts to acquire accurate skills, and the development of his mind and ability to work and creation, so as to achieve efficiency in meeting the needs and requirements of this stage and impact in the achieving progress of society and its advancement.

The role of specialization in educational policy, in light of the evolution in order to achieve the above, it is necessary to deal with the levels associated with the educational process represented by: the ability to be educated, knowledge of the developments of science and scientific facts, and control it in practical applications, but as a result of rapid development and growing change, in variety needs and the accompanying by inevitability of change and the increasing development of information and scientific facts, so the level associated with knowledge of the developments of science and scientific facts in the educational process now requires a wide variety of curricula and visions; and the associated from the inevitability of the growing need, on the response of the other levels to increase educational capacity and diversity with its practical applications, which is difficult to accomplish by the adoption of a One Specialty method because of that the idea of specialization have appeared; concurrent with the enlightened vision to invest multi-technical capacity to mature the national model for educational policy which is able to achieve a satisfying response and desire.

The multiplicity and diversity of subspecialties is the perfect tool and flexible coverage of change and diversity in the growing needs of information quantitatively and qualitatively, and because of correlation the diversity of needs by diverse skills, gradually becomes a diversity of specialization and its existence and the multiplicity of curricula compelling case itself to meet the increasing in needs, and the accompanying need to harmonious respond with it to increase the capacity of educational and practical applications horizons, In order to achieve effective educational policy in efficiency and impact of the product through the policy represented by the level of its graduates.

Hence, after the scientific achievements history of the Department; nearly 35 years, the urgent need has appeared that prompted the Department of Architecture in University of Technology to adopt the principle of specialization in its education policy for the coming stage, which create a distinct products at the level of infrastructure in achieving the educational environment and rehabilitation of scientific and technical professors capacity in accordance with the new vision for the department through a distinct investment of financial support and technical.

According to the above, it must be pointed, to the scientific departments and architectural in the world, seeks towards adapting its educational policies and the need for specialties depending on the characteristics of its environment and its societal and institutional requirements, so as to ensure take advantage of what the quality of specializations needed by the educational institution in shaping its identity, so what associated with us in this aspect, is must seek towards adapting specialization in its educational policy with linked to our needs and within the framework of strengthening the Iraqi identity in our school, so as to achieve harmony with the proper professional government departments and relevant authorities.

Scientific specialization:

To implement this policy, the perfect tool to start in building an accurate base of scientific informatics in the department, and what it requires also from analysis of the reality and the variables of study levels, giving equity in the distribution of tasks according to subspecialties through equal educational opportunities and connecting education development plans and directions of their institutions, and to achieve the level of high investment of the available human resources , and development in proportion to the educational policy efficiency to meet the needs by, impact to meet the requirements to correct the engineering work paths in the working methods of government departments, in accordance with the needs by and requirements of the interim.

Finally, the academic and administrative staff will actively seek in this department in the next stage towards strengthening scientific sobriety and its requirements through proper representation of the different specialties in line with the aspirations and needs of present and future of our society and in accordance with the strengthening of the Iraqi identity, in order to please God and service our country and our dear students .

Allah says, " And whoever desires the Hereafter and strives for it, with the necessary effort due for it (i.e. do righteous deeds of Allahs Obedience) while he is a believer (in the Oneness of Allah Islamic Monotheism), then such are the ones whose striving shall be appreciated, thanked and rewarded (by Allah)" .

God, help us to serve our dear country

A.P. Dr. Ibrahim Jawad Kadum Alhussaini

Architecture department Dean

2 - The Department Organization and the Management Department

2.1 Organizational Structure

The department includes currently (60) professors, including (3) hold the title of professor, and (12) carry the title of assistant professor, (28) pedagogy carry the title of lecturer, and (26) carry the title of assistant lecturer, and also includes (42) an engineer and administrative staff and technicians, (284) students in the undergraduate studies and (62) students in graduate studies. The department currently grants a bachelor's degree in the specialty (Architectural Science), in addition to a master's degree majoring in architecture technology and urban design philosophy and a doctorate in architecture.

2-2 Factors that contributed to the Department success:

Several factors could have contributed to the success of department academically and administratively to achieve its objectives:

1 - Long academic experience of the successive administrations that contributed significantly to the success of the department.

2 - Constant development of the curriculum in line with the developments and scientific developments jumps in the fields of introduction of computer laboratories.

3 - Permanent scientific development committees in all department joints   .

4 - Keep up with the latest global developments in the field of educational curricula, including electronic open labs

5 - Rehabilitation of the department by its employees at various levels, especially after it has been tampered in all the contents of the Department after the events in 2003 and insists on re-builds it to a better position than it was before this date.

6 - Sending students on scholarships to study Architecture science at various European and American universities.

2-3 Factors that prevent the development and progression of the department:

There are some of the factors may be mentioned in this domain as:

1 - The lack of a standardized scientific research strategy   clearly defined just like any other college in Iraqi universities also financial allocation is not sufficient to support research and the existence of financial allocations in the ministry within this area does not constitute the aspirations of the Iraqi universities, including our department of research support.

2 - The World Wide Web (Internet) service availability   does not necessarily provide all the resources needed by the student and the professor to conduct research and studies and the virtual library science (IVSL) service is a very limited when compared with those of electronic services in sober Arab universities at the very least, where requires linking the Department library with the electronic libraries of the high sober Arabic universities.

2-4 Comment on administration efficiency:

Anticipating future risks and predicted the extent of this risk depends on the efficiency and expertise of the persons in charge of administering they are people with experience in academic work and administrative and therefore take practical action to save the documents and maintaining the facilities, including the use the documentation method of   students and associate documents electronically and stored it safely in multiple locations addition establish firefighting systems and the distribution of a sufficient number of fire extinguishers and the use of surveillance cameras inside and outside the department building to monitor any event or abnormal behavior and so on.

2-5 Monitor the implementation of academic and administrative strategies and policies:

There are no strategies in the conventional sense scientifically the fact that the Department follows the strategies of the university and the last is subject to the strategies of the ministry. That what is practiced by the department and through his council at the beginning of each academic year, is to assess the generally and comprehensively of all the events and obstacles for the last year and on the basis of putting the necessary plans to avoid any obstacles, and monitoring the implementation of these plans on both sides of academic and administrative to ensure their achieved and implemented periodically.

2-6 Requirements for obtaining undergraduate Certificate:

To obtain the certificate of undergraduate after skipping five academic levels prepared to carry out the course by attending theoretical lectures and prepare reports, research and practical studios, workshops and participating classroom and others participate in summer training programs and success in various tests that take place throughout the academic year which are designed for each class subject.

It should be noted that the number of hours and units approved to obtain each certification in the Department are as follows:

- The number of credit hours for a bachelor's degree 4290 hours.

- The number of units approved for a bachelor unit 196.

- The number of credit hours for a master's degree 640 hours.

- Units accredited to get a master's degree and 26 units

2-7 Department strategies in learning, teaching, and research:

There are some practices being taken by the Department of Architecture and its faculty members as way to improve the student's ability to interact with them as well as improve their teaching, learning and research, in fact there are no strategies written or programmed in these areas, some of these practices summarized below:

- A student of architecture is subjected to a number of architectural projects with specificity in type, and size in each academic level and is rated weekly continuously especially subjects like architectural design , freehand drawing and architectural presentation each student will obtain   multiple skills , develop methods of thinking and creativity .

- Mandated students to prepare reports for a particular subject will be explained in the future some of these practices thus motivate students to learn the elementary principles of scientific research.

- Try to develop summer training programs   of pushing students in large projects so that the student has the skills relevant to decision-making, analysis, and interpretation, some of these sustainable practices   skills in communication, in order to achieve long-term success in the areas of learning and work.

- This is a good experience in clearing the way for students to develop teamwork and team spirit within the engineering and research teams in the future.

- Allocation of teaching hours suitable for every teaching staff so as not to affect their professional performance.

- The adoption of scientific trips to various engineering projects for the students as it contributes to the expansion of the student perceptions and to explore the field work.

- Each group of students submit a joint report on their scientific visit including method of implementation and some of the obstacles or problems and focus on the aspects of the imbalance in implementing the parts of this project, which will gain the student the ability to distinguish, as well as courage in attending the work site and ask questions and take advantage of the practical experiences.

- Develop the skills faculty in teaching methods and styles through participation in teaching methods courses and emphasis on interactive teaching.

- focus on acquire skills from summer training achieved by the student of architecture in professional institutions.

- Put some regulations for evaluation, as one of the strategies adopted in raising the level of education and learning and to be accompanied by copies.

Department Organization and management

3- Department Organization and management

3.1 Organizational Structure

The administrative organization of the Department is similar to the other peers departments at the university and as shown in Figure (3-1) organizational structure with a note the following points:
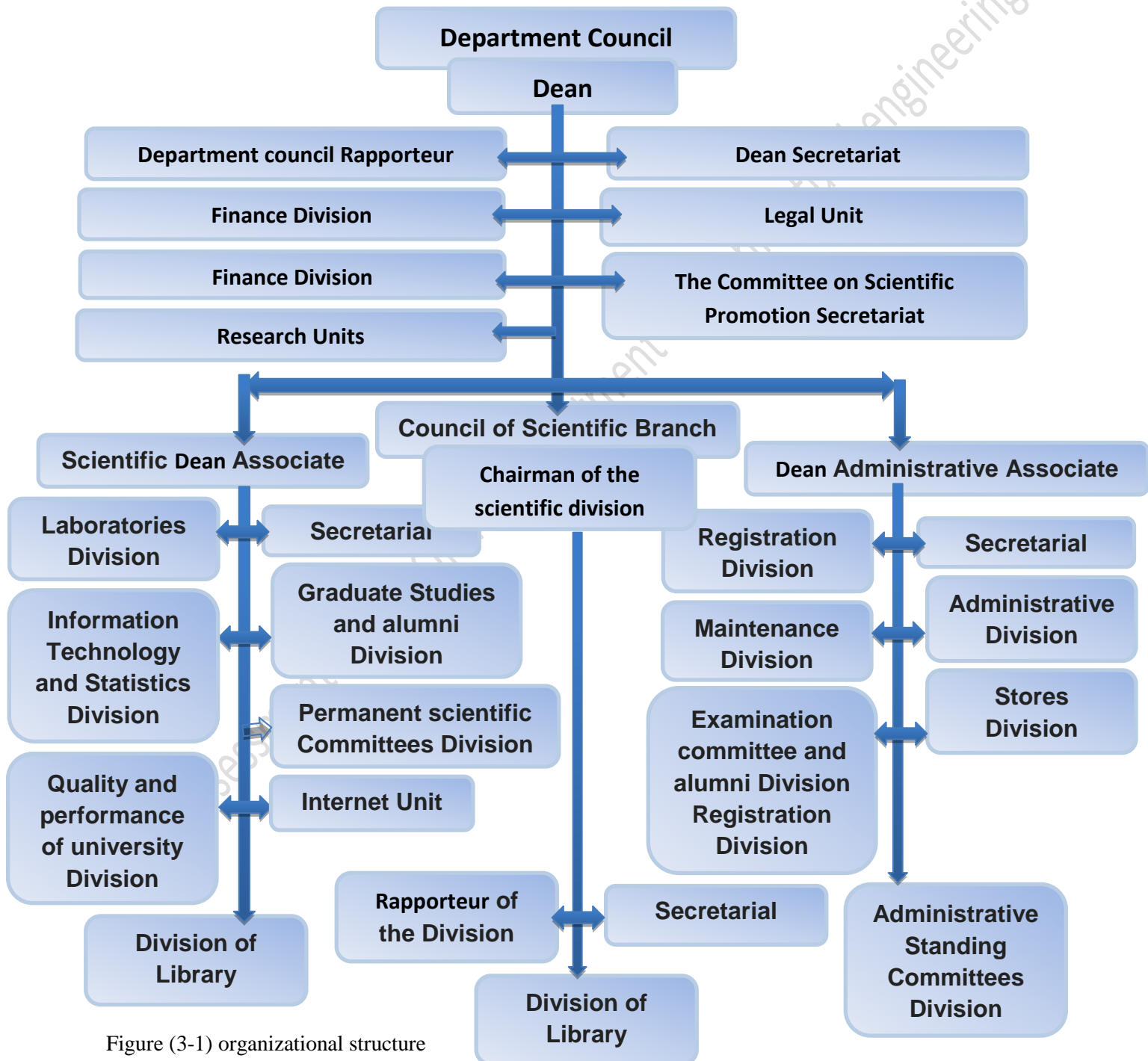
Figure (3-1) organizational structure

2-2 Notes:

1. The organizational structure in place now in the Department acceptable but it needs some development in the near future, such as development of some administrative units associated with the head of department or assistants in order to be more efficiently in accomplish of the tasks assigned to them and develop the department administrative.

2. Considered the authority granted to the board of the department are good.

3. The scientific committees in the branches are formed annually, but requires activating its work better in many aspects of which follow the completion of the curriculum by faculty, following the students activities , hold periodic meetings to raise specific recommendations to the department main Commission's , follow the curriculum and that they are consistent with global developments .

4. Noted in the organizational side of the administrative work in the department the alternative system activation does not guarantee that   not to get defect in administrative activities, so any activity of the alternative employee does not equate with Activity of the authentic employee .

5. Administrative work requires the distribution of powers to ensure not to get a defect or delay in the administrative work.

6. sometimes delay occurs in the process of evaluating faculty member or employee and this may be due to the lack of clarity in terms of evaluation forms or a mismatch between the form and the actual activity of a faculty member in charge of or staff member.

7. There are delays in some units in the work, not due to the organizational aspect, but for the existence of a defect in the application and that may be due to a lack of understanding or knowledge of authority entrusted to someone or some administrative unit.

8. Previously been talking about e-governance and such administration system has not been activated   in a globally applicable form; therefore requires the actual proceed in such projects, despite the difficulties of the process.

9. Any amendment made to administrative leaders in the Department, or others must be to drive the administrative work forward no more no less; therefore must take this into consideration in any amendment or change to happen.

10. The administrative relationship between the department and the rest of the university departments or university president is done through official correspondence and this in itself is a good thing, but to rely on employ to send mail to the archives of the university, which will gather to the second day and then be distributed to the each specific administrative authorities, whether inside or outside the university is a waste of a whole day; therefore requires a reconsideration of such a system work, there is also a clear slowness in progress of correspondence and mail between the department and the university headquarter.

11. It requires always from the administrative staff to keeping up with the successful administrative work methods so the work development will not stop on the point, and this is not only by sending good employees to developmental courses either within or outside the university and the university will be fund such courses.

12. Sometimes happens to be the administrative employee in any unit that does not want to work in that unit and prefers to work in any another area may be creative therein; therefore monitoring such cases will be toward in the interest of work.

13. The description the administrative work is not clear to senior employees as well as the new employees.

3.3 Department Contact Information:

1 - Head of Department: Assistant Professor Dr. Ibrahim Jawad Kadhim Al Yousef, a professor in the architecture engineering and specialization Architectural movements.

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2 - Administrative Affairs Dean Assistant: Dr. Ali Moussa, a lecturer and specialized in Islamic History

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3 - Scientific Affairs Dean Assistant: Dr. Rashid Ghazi Khansa , a lecturer and specialized in urban design .

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Mobile number: 07901320592

Email assista_dar_utech@yahoo.com

3-4 evaluate the performance of the college for its own plans and University strategy plan:

This point is the department tasks, which constantly watched within the university system.

3-5 evaluate the effectiveness of the department administrative organization and the unofficial practices:

Monitor the performance of the units are operating in the administrative organizing structure through administrative leadership of the department. The employee performance is evaluated annually and includes evaluation axes several points, including the effectiveness and speed of performance and quality of the work and comply with the instructions and several other points.

3-6 evaluate the interaction between the department and other university structures:

The relationship between the department and other university`s joints controlled by the internal system of the university and the instructions issued by the ministry and the presidency of the university, and in general the reaction is evaluated and modified during the discussions that arise in the meetings of the University Council.

3-7 compared the administrative work in the department with those in other countries such as Europe and the United States:

Administrative work in the department and the university is controlled by being represents one of the loops of the Iraqi government and therefore must undergo to

instructions and regulations of the Ministry of Higher Education and Scientific Research, otherwise the work in the foreign universities, especially in Europe and America, is subject to the policy of supply and demand and the independence of universities, therefore the foreign universities are in a continuous development to serve community and students.

3-8 SWOT analysis of the department organizational structure:

3.8.1 Strengths:

• The organizational structure in place now in the Department supported by the university president and so from the Ministry of Higher Education.

• Putting together specialized committees such as promotions committee, Scientific Committee, Examination committees and students' attendance committees, is to increase the organization of the administrative work and to support the administrative leadership of the department in their work.

• The administrative relationship between the department and the rest of the university departments or university president is considered fairly well.

3.8.2 Weaknesses

• The authority granted to the board of the department is limited.

• There is no accurate description of the tasks and duties of each of joints of the Department (in other words, there are no clear regulations for organization of work within the department).

• The fact that the department is linked administratively and academically to the university so it cannot develop strategy to develop an academic or research or administrative policy apart of the university and the ministry.

• The lack of a clear strategic plan to develop the administrative work.

• Delay in work due to lack of understanding or knowledge of the tasks assigned to an employee or administrative unit.

• The scientific committees in suggested branches are not functioning properly in certain aspects, such as the completion of follow-up curriculum by faculty, students activities follow-up, hold regular meetings to raise specific recommendations to the department Commission's main, follow the curriculum in line with global developments.

• Not keeping up with the successful administrative work methods by the administrative employee.

• A description of the administrative work is not clear to senior employees as well as the new employees.

3.8.3 Opportunities

• The application of e-governance system in the department.

• Involve good employees in their work to developmental courses either within or outside the university and the university is responsible for the funding and create some administrative units in the organizational structure to develop the administrative work.

3.8.4 Threats

• Frequent interventions in administrative work by parties outside the department for many reasons.

• Sometimes you get a lack of confidence in the side of the beneficiary of the educational process in the performance of administrative staff because of staff delay in the completion of the transactions which makes the public seeking illegal methods to finish his transition.

• Development of administrative work methods   globally rapidly compared to what is happening in the department.

Objectives of the educational program

4 - The department educational program objectives

4.1 Department of Architecture Vision

Build the architect character which will be capable of creating a distinct architectural environment that visually and environmentally practicable on the ground.

4.1.1 The Department message:

Prepare an architect able to compete in the job market both inside and outside Iraq.

1. Emphasis on the technological application aspects in the design process.

2. Linking knowledge theory skills, with   mental and application skills and make it a field creativity.

3. Provide scientific environment that allows student access in precise specialties or research whether at the level of professional practice or at the level of specialized studies coinciding with the scientific developments.

4. Create the appropriate educational environment that enables the student to rely on himself to make design decisions.

5. Take into consideration the cultural, geographical and historical social Iraqi privacy during the educational process.

6. Motivate students to invest opportunities provided by the University of to learn about the engineering and scientific specialties in other departments and expand their knowledge, mental and practical understanding in public.

4-2 The educational objectives   undergraduate studies in the Department:

The table below (4-1) shows specialties adopted by the Department in the undergraduate (Bachelor):

Table (4-1) specialties adopted by the Department in the undergraduate (Bachelor):

specialization	code	study period
Architecture engineering	AR.E.	5 years

The topics of architecture specialization within the above-mentioned undergraduate study aim in general to:

1 - Provide students with a wide understanding of a wide range of the architectural knowledge, specialized projects, and architectural details; supported by a wide base of engineering knowledge and other related sciences.

2 - To provide students with a solid foundation in the fundamental principles of engineering for in the field of design.

3 - Matching Career and Technical Education to meet the needs and expectations of individuals, public, and private institutions and the jobs market.

4 - Graduates students with high quality of understanding and knowledge, skills and personal characteristics necessary for the implementation of a wide range of jobs in all areas of architecture to work as engineer's supervisors' architectural projects and construction in addition to specialized consultants, as well as researchers.

5 - To develop solutions to the problem of theory skills   and enable the student to be able to apply these skills in the areas of work such as the development of real solutions to real problems and the ability to make appropriate decisions.

6 - To enable students to carry out projects in the engineering specialties directly related to the academic specialties program

7 - Ensure that there is awareness of the importance of student safety in the architectural field, and develop methodologies to work out, in addition to the search for legal ways to apply it.

8 - To provide basic knowledge in the field of environmental influences on the architectural field, and find the means to speculate these effects.

9 - To provide a learning environment that meets the academic requirements to enable the engineer to join the scientific, practical, and research institutions   for the architecture.

10 - Enable students to complete the study within a reasonable period in accordance with the international standards, and to facilitate enroll in graduate studies.

It should be mention that the system used in the study plans in the department is the annual system, in addition to the technique used to measure the skills acquired by the student is done by projects with continuous evaluation and conducting

several of theoretical and practical tests throughout the school year and follow-up the reports prepared by the student, with respect to laboratories and follow-up activities within the individual or the group work addition to monitoring student attendance for lectures and held accountable for absences for up to termination if absences exceeded the percentages set forth in the specific students discipline law .

3.2 Educational goals Consistency for undergraduate study in the department with the Department message:

The educational goals of the program of the undergraduate study in the Department of Architecture are consistent with the mission of the department, especially regarding the necessity to have good understanding, knowledge, skills, personal qualities and by the graduate in addition to the possibility of the application of these capabilities in the field of architecture within the international standards of quality, with the importance of having professional awareness and commitment to all legal regulations that regulate the practice of the profession of architecture.

3.3 Educational goals Consistency for undergraduate study in the department (PEOs Program Educational Objectives) with the standards of learning outcomes (Program Outcomes POs) of the
Accreditation Board for Engineering and Technology (Accreditation Board for Engineering and Technology ABET) (ak), which are summarized as basic skills espoused by the Department as shown in brackets below:

3.4.1 Criteria for learning outcomes for the Accreditation Board for Engineering and Technology: (ak) (ABET)

(a) An ability to apply knowledge of mathematics, science, and engineering.
(b) An ability to design and conduct experiments, as well as to analyze and interpret data.
(c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
(d) An ability to function on multidisciplinary teams.
(e) An ability to identify, formulate, and solve engineering problems.
(f) An understanding of professional and ethical responsibility.
(g) An ability to communicate effectively.
(h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
(i) Recognition of the need for, and an ability to engage in life-long learning.
(j) Knowledge of contemporary issues.

(k)   An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

3-4 contents of the department's programs for undergraduate study

The program for the undergraduate included the following contents, and indicates symbols and numbers within the following programs:

AR.E.= Architectural Engineering
    01-10 = Subject sequence within the study year.
- Theo. = Theoretical hours, each one theoretical hour = two units (credit hours).
- Prac. = Practical (laboratory) hours, each one practical hour = one unit (credit hour).
    - Tut. = Tutorial hours, all tutorial hours have zero units (credit hours)

Architectural Engineering

First Year

Subject		Program Outcomes POs	Units
AR.E.	Architectural Design	b , c , k	12
AR.E.	Building Construction	b , k	4
AR.E.	Freehand Drawing	j, g	3
AR.E.	Art & Architecture	j, g	4
AR.E.	History of Architecture	j, g	4
AR.E.	Computers	j , k	4
AR.E.	Human Rights	j	_
AR.E.	English Language	j	4
AR.E.	Mathematics	a	4
AR.E.	Workshops	k	4

Second Year

Subject		Program Outcomes POs	Units
AR.E.	Architectural Design	b , c ,e , k	11
AR.E.	Architectural Presentation	j, g , k	4
AR.E.	Descriptive Geometry	a , k	2
AR.E.	Surveying	a	2
AR.E.	Building Construction	b , k	4
AR.E.	Structures	a	4
AR.E.	Computers	j , k	3
AR.E.	History of Architecture	j, g	4
AR.E.	Logic & Design Methodology (1)	e	2
AR.E.	Freedom and Democracy	j	4

Third Year

	Subject	Program Outcomes POs	Units
AR.E.	Architectural Design	b , c , d ,e	11
AR.E.	Building Construction	b , k	6
AR.E.	Structures	a	4
AR.E.	History of Architecture	j, g	4
AR.E.	Logic & Design Methodology (2)	e	2
AR.E.	Architecture & Environment	a , h	4
AR.E.	Computers	j , k	3
AR.E.	Principles of Planning	a, j , h	2
AR.E.	Sanitary Services	a	2
AR.E.	Air Conditioning Services	a , h	2

Fourth Year

	Subject	Program Outcomes POs	Units
AR.E.	Architectural Design	b , c , d ,e , h	12
AR.E.	Interior Design	b , k , g	3
AR.E.	Landscape Design	b , k , g	3
AR.E.	Urban Design Theories	j , h	2
AR.E.	Architectural Design Theories	j , h	2
AR.E.	Vernacular &Arabic Architecture	j , h , f	4
AR.E.	Building Services	a	2
AR.E.	Acoustics Studies	a	2
AR.E.	Architectural Psychology	j , h , f	4
AR.E.	Architectural SpacesProgramming	a , d ,e , f	2
AR.E.	Housing	a, j , h	4

Fifth Year

	Subject	Program Outcomes POs	Units
AR.E.	Design Thesis	b , c , d ,e , h	15
AR.E.	Architecture Details	b , k , g	6
AR.E.	Projects Management	a , d ,e	4
AR.E.	Quantities and Specifications	a	4
AR.E.	Research Methodology	a	2
AR.E.	Building Regulation	a	2
AR.E.	Professional Practice	a , f	2
AR.E.	Philosophy &Architecture	j , h , f	2

3-5 Review the goals of educational programs:

Educational programs Goals are reviewed periodically in the department through the meetings with the administration section with faculty members where they are on a direct contact with the curriculum developments, such as the theories change or formulas or tables, ... and also be poll of the opinions of the field work, new, and old graduates of the educational program through their teaching staff relations, and are subsequently develop or update the curriculum of study materials through study materials update done at the development percentage of up to 20% by the Professor without the need to review competent Supreme Committees like sectorial approaches committees and others,...

If the change of this ratio exceeded, or there are proposals to abolish study subject and replacing it with other instead so they can be to report to Scientific Committee in the department with such proposals, which in turn will study it and make recommendations thereon to the department board, and then to the Scientific Committee of the of the university presidency to study the proposals and the adoption of whatever appropriate and report the results and the sponsors

Student of the Architectural Department

4 - The students in Department of Architecture:

4-1 Explores the response of the Department to reports from visitors (and external examiners in the future) and the ministry. And how they are implementing the decisions received from the ministry or they might be neglected or ignore them for the benefit of college?

We would like to point out here that the department already follows the method of relying on visitors from foreign universities to evaluate its performance in some of the joints to be found if the educational level of the questions on the test scores and the reactions of students around. The reports received by the Department from the ministry in the form of recommendations be examined thoroughly by the relevant committees in the department and be on their impact taking the necessary action to remove the glitches mentioned in the reports. And the decisions from the ministry be executed strictly in spite of including some inconsistent recommendations from the perspective of Department such as the return of dismissed students from many years ago, or the possibility of enabling whoever failed in all the classes of performance of the exams for a second round, and other decisions that do not serve in the progress of the educational process in higher education in Iraq.

However, the department is usually to address the authorities (in the case that the decision taken in against the department interest) with the status and asked to re-examine the decision or the order, because of its problematic or disadvantages, in the case of the Ministry's insistence of that decision, it is to be done as it's with its disadvantages. Where the department cannot neglect follow these decisions because it will be exposed to accountability by the ministry for not follow their rolls, especially since any legal action undertaken by department does not appeal to a student, will just submit a complaints to the Ministry, that might be taken into considerations by the Ministry, although it's not Legal complaint.

4.2 discuss the use of internal and external standards in the design and implementation of programs (for example, in the framework of qualifications, and the teaching and learning strategy of the university):

The fact that the department is one of the rings in the structure of the university as a government institution; Therefore, the policies of the department and its strategies linked directly and closely to the strategy of the university and the ministry, the department cannot played a major role in determining these strategies

other than modifying the curriculum periodically and in line with the community needs and the development taking place. In addition to the limited possibility of involve the Department in determining the specialties wanted or unwanted and the number of students admitted.

4-3 Accepting students mechanism:

Students are admitted in the department centrally through the distribution of students by the ministry at different colleges and institutes, where the student graduates from high school science section by filling in a admissions form, which include many choices and is determined by the lowest possible grade for the student through admission to the department by counting the number of applicants to the department and the student under the sequence of choices, and generally the lowest rate of acceptance in the department annually ranges from 91-93

4-4 Discussing the links between education and scientific research:

Iraqi educational institutions are missing a clear strategy linking scientific research in the scientific institution with field of work. Most of what is going on of the scientific research previously and currently in Iraqi universities in general ends up in the shelves of university libraries.

The reality of the scientific research in the graduate studies does not rise in any way to what is going on in the international universities and the failure causes are many, cannot be limited in these lines.

The main reason is the absence of clear research policy   which links the vocabulary of education and scientific research on one hand the demands on field of work on the other. Iraq needs a Foundation sponsors , organizes, and coordinates the paths of scientific research with field of work and this is what is the case in overseas In the United States, for example, there is what is called (National Foundation Science). The mission of this organization is to unite paths of scientific research in the United States and to coordinate with universities and research centers to complete the research required by the field of work. Such institutions exist in most developed countries. Thus, there are no such things in our colleges and universities for the lack of a link between the university and the field o work

4-5 to discuss ways and means to provide advice and guidance to the students about their future career:

A special department is available at most developed colleges and universities; provides advice and guidance to students, especially those in their journeys, the

final or immediately after graduation. The areas of service provided to students or recent graduates are several, for example, the best ways to write a resume and how to act when going to job interview appointment. In addition to the relationships with the field work and post Job Vacancies adds. Organize this department invitations between company owners and students cannot be,   at present, create such units at a pace similar to the work of their counterparts in developed countries Universities; fact that the current situation complained of suffering from planning in the field of recruitment and human resource investment.

4-6 Activities of students off campus, such as working in the industry and Summer Training:

There is a committee   in the department organizing the training of students in the summer holidays through forms prepared in advance by the department and to be sent to the training institution by sealed envelopes, and the responses will be received by the Committee   showing of student assessment during the training period. The summer training period is usually on the first three years of study for four weeks after the first year of study, and the second four weeks after the second stage of the study, and the third after the third year standing four weeks also.

4-7 Graduation requirements and graduation certificates:

The student's graduation requirements in the undergraduate study include the following:

- continue to attend the lectures. Under the ministry regulation, the students will be dismissing for the rest of the school year if they exceed the rate of absences in certain class (10-15%) of school hours for that class.

- continue to follow-up classes with annual evaluation by commitment to submitting dates of each project given on a weekly basis and the resulting duties (classwork's and homework's), the fact that these classes are subject to the assessment of daily and weekly consistent with the goals set for each class in the development of abilities, creativity and talents of students and giving them the skills of the architectural program

- attend and perform daily, monthly, quarterly, and annual examinations succeed in the final grade for each class subject, where student activities form along the academic year of exams, homework and the reports of what is called annual percentage which varies from class to another by being a theoretical subject, or the theory and practical For the first semester is 30% of the final grade, while the second semester makes 40-50% of the final grade.

- Student must complete the undergraduate studies   a total of (4290) hours to obtain a bachelor's distributed on five years, each year (858).

- Complete the summer training period of two phases as described in paragraph (4-7) above.

- Student is awarded a bachelor's degree in architecture after the completion of the above requirements.

Appendix (d) Shows sample of graduation certificates for undergraduate study (BSc) issued by the Department, and in which all the information needed is shows, such as date of student admitting to the department, the date of graduation, years of failure and the postponement - if any - in addition to the standard grades in terms of valuation, as well as units of study that were finished by the student.

4-8 Questions and Answers

Q1: How would we know whether teaching methods used in the school are promoting students' learning process? Is there any evidence?

A1: With regard to theoretical modules. the learning process is mainly based on lecturers and his/her skills of delivering knowledge to students. As for the continuous-feedback modules, the learning process is dynamic and is based on learning rather than teaching. Thus, successful lecturer is the one who has charismatic personality and gain others respect in class, lab or studio which could be observed in students' respect to their lecturers. Lecturers should also have academic personality and willing to work as a lecturer of the new generations.

As for the student, the receiver in class, he/she has to actively and dynamically respond in the class with lecturers through academic arguments and daily communication. If these conditions were valid in the learning environment, the outputs will be excellent. The reality differs from perfection as the school does not have the freedom in choosing its lecturers as the employment orders and choices are made through the Ministry of Higher Education and Scientific Research.

Q2: Is there any evidence that teaching in school is of high standards? What are the processes in which statistical data regarding teaching excellence is gathered? Is there peer-review process of the teaching system?

A2: There is no obvious criteria to measure the true level of the teaching methods used in the school whether it is of high or low standards. As mentioned earlier, the teaching process is affected by a number of variances and factors such as the political and security conditions which directly affects students' and lecturers' psychological comfort. Many questionnaires were handed to students at the end of academic year for the past few years in which students were asked to give their opinions and feedback about the teaching methods used and the knowledge base provided in the school. However, due to the limitations and issues such as lack of student's interest and seriousness as well as the limited number of questionnaires, it was not possible to count heavily on the outcomes of these questionnaires to measure teaching system excellence. As for peer-reviews, this system is still not used in the department.

Q3: What does statistical data, teaching excellence criteria, and students' accomplishments show?

There is no statistical data or criteria accompanied with students' accomplishments. There is, however, statistical data about success and fail percentages of students for each year and each module and stage. These percentages are presented at the end of each academic year along with the overall pass rate. These percentages and rates, nevertheless, does not represent a valid indicator of students' accomplishments.

Q4: How students are marked, Does marking schemes in exams achieve the potential and planned results of the teaching process? Is there any evidence that the process is correct?

There is no other way to mark students in theoretical modules used in the department other than exams. Students are presented to a number of series of short exams which are no less than three in number for each semester. These in-semester exams along with semester final exams are used to indicate students' learning level and result in continuous assessment for each student. The average mark of the in-semester exams along with final exam for each module result in the final mark. As for the practical continuous-assessment modules, final marks are the result of classwork and homework on both daily and weekly bases.

Q5: Is there a mechanism to monitor and track the progress of students?

A5: There is no mechanism to track the progress of students with the exception of short exams which are no less than three in number per semester as mentioned earlier, this in the case of theoretical subjects. As for continuous-assessment modules, the evaluation are made on weekly and daily bases with no final or

quarterly examinations. Student are informed about their ratings daily and weekly to stimulate the development of their capabilities and skills.

Q6: Are the students informed on the requirements of the assessment (exams)?

A6: Students presented with the results and the requirements of the short exams only. As for the examinations carried out by committees, test scores are not presented to the students. However, students have the right to objectify if they feel that they should get better marks. In this case, his/her answers in exam will be reassessed.

Q7: Is there academic support and other assistance to students to overcome their problems?

A7: There are some personal initiatives by some of the faculty members to guide students to the attention of some of the scientific trends that students can utilize the in his specialty, for example, students are directed toward useful scientific websites and books, also they are sometimes provided with some specialized scientific research and electronic magazines.

Q8: What are the procedures if things go wrong in the department?

A8: This is out of the question as the question is open and may refer to multiple causes of abuse. For example, in case of fire hazards teaching may be stopped for a certain period depending on the size of the hazard. This kind of decisions is made by the department and the university. Each type of hazards or abuse is dealt with directly and quickly and according to the nature of the abuse.

Q9: What are the good practices in the department? How it is delivered? What evidence is there? Is there evidence that the promotion of programs is through the exchange of good practices?

A9: The development of a scientific program beside the university curriculum is considered good practice. A good example for that is scientific conferences as it include specialists from communities other than university community especially from the different Iraqi ministries. Also scientific discussions and scientific workshops which enhance the relationship between the teaching staff and researchers from universities and people in the field work. The Department of Architecture held conferences and also participated in a number of conferences with (45) scholar and researcher and (67) research were accepted for publication. (38) of them were discussed. Other good practices include the contributing in international scientific conferences.

Q 10: Is the basic statistical data include the following:

- Percentages of teaching staff according to their qualifications and the number of students.

Academic Title	Number	Qualification	
		PhD	Masters
Proffessor	3	3	-
Assis. Prof	10	9	1
Lecturer	29	16	13
Assis. Lecturer	22	-	22
Total	64	28	36

The total number of lecturers during the academic year 2010/2011 is (64), while the number of students in the department for the same academic year is (310). This means that the ratio of students to faculty members is approximately (1:5).

- Entry qualifications and the male to female ratio.

The Department of Architecture is a governmental institution and a part of the University of Technology. The number of students accepted in the department each year is set by the ministry according to the central point-based scheme based on grades obtained by each student in the high-school baccalaureate exam. There are no limitations regarding female to male ratio as the only criterion for acceptance is the average of the student in the baccalaureate exam as mentioned. The number of students accepted (both male and female) are shown in the Appendix (b).

- The number of accepted admission applications compared to the actual number of admissions.

The acceptance of students happens centrally and one of ministry of higher education liabilities thus such statistical data is not available for the department.

- The annual number of students for each department along with pass rates are shown in appendix (b)

- For the number of students in each stage. See appendix (b).

4-9 SWOT analysis with respect to the axis of the students:

4.9.1 Strengths

- Student successful admission rates are relatively high, ranging between (91-93%) in the department and this usually indicates high level of scientific excellence for the students enrolled.

- Students are provided with educational guidance by the staff in each class.

- Special units to promote and encourage art and sports for students, such as art galleries as well as sports competitions, most notably the Department's Football League which participates in competitions on the university level.

- The provision of department's study guide containing some guidance and general information for students especially new students. The guide explains the system of the department and its studios, laboratories and other facilities.

- There is an annual questionnaire concerning the views of students about different aspects such as teaching material, access to literature, lecturers, test scores and its compatibility with the curriculum, notes about lectures, and any obstacles encountered in the process of teaching and learning.

- Students can always take advantage of the university health center and the services it provides.

- Students are provided with Internet services within the university campus through a number of internet centers.

4.9.2 Weaknesses

- The admission of students is central through the Iraqi ministry of Higher Education and Scientific Research. Students list the specific field of study within Iraqi universities and institutes they are interested in, and then the ministry will centrally associate each student with a specific field and university from the list he/she submitted based on the grades acquired in high school. Because of that mechanism, students have limited freedom when it comes to choosing the exact

field of study or university they want. This normally attributed to changing averages required by different schools and universities yearly and the low average some of them acquire accompanied with mis-listing fields of study and universities in the specific form.

- There is no annual guide issued for students. This annual guide should contain information to students at all stages about modules schedules, topics and subjects, and exact dates of exams including daily, monthly, and quarterly exams. This data is gathered annually by asking the teaching staff to provide information about the modules they teach throughout a special form, after approval, the data gathered is published to students through the school website.

- There is no specific division within the school concerned with students Alumni Affairs specially those who already graduated from the school. The Registration Unit in the department handles the issuing of transcripts.

The lack of an electronic link within the school's site for graduates. The existence of such section could help to communicate with them and benefit of the views of their ideas and feedback to help in the improvement and development of teaching and learning processes in the school.

- Lack of regular meetings for students with architects and engineers in the work field that not only weakens the correlation between students and fieldwork but also lower their ambitions and chances to be successful one day. This because it well-known such encounters significantly helps in the improvement of the teaching programs in addition to the possibility of marketing graduates through the establishment of relations with the architecture market.

- The weakness in the application of summer training program for students in spite of its importance, and it goes back to the most important causes of the short duration of training and the lack of seriousness in the workplace-training students.

- Non-existence of the foreign students segment in the department. This is due to a number of reasons such as the current security and political situation in the country, in addition, the department failed to announce programs and courses for students on the regional and international levels. It should be noted here that the department used to attract about 10% of its students from foreign countries in the past few years.

- The absence or inactivation of the regional and international relations and agreements with other departments and schools around the world. The existence of such agreements offers great opportunities for students from both sides to

exchange experiences and increase students' efficiency through fellowships and exchange programs.

- Issues with the evaluation phase in the teaching process such as the absence of other evaluation methods aside from exams for the non-theoretical subjects. In addition, there are some issues regarding mechanisms used to follow up on students' progress in the department. This could be achieved through developing a clear strategy for teaching and learning.

- The absence of a pre-enrollment special exam to determine whether applicants have the necessary skills to study in the department.

4-9-3 Opportunities:

- Identifying training programs announced by Arab and international universities, direct students to take advantage of these programs and participate in them in order to develop their personalities, abilities and other skills.

- Promotion of the department's programs and attract foreign students:

Lay down and implement development mechanisms to ensure that students choose appropriate specialty within the his/her interest and capabilities. This could be achieved through putting a specific weight for the pre-enrollment exam, as well as guiding students in the process of filling out the ministerial list form to remedy/limit mistakes.

4-9-4 threats

- Increased competition from private colleges and universities in the Arab and international programs subspecialties.

- Lack of jobs for new graduates, whether governmental or non-governmental, because most of these organizations unaware of the high skills possessed by graduates of the department and do not have mechanisms to be aware.

Curriculum

5 - Curriculum:

5-1 The suitability of the program with the curriculum and learning outcomes:

The curriculum in the Department of Architecture is in constant development. It has been designed based on a set of objectives and the scientific information and practices graduates should receive. The department did not receive any observations from beneficiaries to show their views on the level of graduates in order for correction or modification to be applied. This is why the department is seeking for continuous relations between the department and the fieldwork in order to achieve continuous development of the curriculum to better serve the work field and serve the different governmental and non-governmental institutions.

5-2 The quality of learning and degree requirements:

The completion of the requirements of the curriculum over five years of study in addition to successfully completing the summer training are the only criterion for granting the degree of (bachelor's in architecture).

5-3 The uniformity and consistency of academic programs:

Committees of specialists who have long experience in teaching and high educational qualifications develop the curriculum constantly. In order to guarantee best flow and cohesion of the curriculum, not only should the modules in single-stage interact with other modules in the same stage, but also with modules in other stages. Therefore, compulsory modules continue with students on multi-stage level and they are shaped as a series of episodes from the first to the fifth stage. The architecture study is a cumulative process of learning the skills in terms of difficulty and importance. First students are prepared through theoretical and practical modules on the basics of architecture and the simple forms. The teaching process change gradually into more difficult and complex projects and theories until the fifth stage. During the fifth stage students will encounter an environment similar to the work field with similar responsibilities and practice. This does not only apply in modules such as architectural design but go beyond that to how to benefit from the theoretical and practical material acquired during the years of study and implementing all that in graduation project.

5-4 The process of continuous improvement of the curriculum:

The teaching program and lessons are constantly developed by the faculty and by the Scientific Committee in each branch. There is 10% allowed change in the curriculum annually, and the overall evaluation is every five years i.e. full cycle from start to completion of the study.

5-5 Putting rationalized map of the modules:

Every year, the department announce on its website what is called (Modules Yearly Plan) in the form of questionnaires for each individual subject. Lecturers are asked to fill out these forms and answer the questionnaire and give information about the materials to be taught for academic year along with any extra materials and subjects the dates of exams monthly, quarterly and the contents of the practical lessons of and other experiments.

5-6 Curriculum consistency with the educational objectives of the department:

The curriculum of the Department of Architecture is consistent with the educational goals of the department as will be explained later. The modules of the first stage provides a solid scientific ground for the second stage. The second stage represents the real start to study architecture, thus giving a gradient of architectural knowledge to the thesis project in the fifth stage.

Paragraphs 3.4 and 3.5 show the extent of the consistency of the educational objectives of the initial study in the Department of Architecture with the standards of eleven learning outcomes concerning the Council of Accreditation for Engineering and Technology (ABET). Table 5-1 below shows the consistency of the curriculum of both the undergraduate and postgraduate study with the educational objectives of the department mentioned in paragraph 3.1.2.

5-7 Achieving learning outcomes:

Learning outcomes are verified constantly via the different types of theorical and practical tests and exams to achieve continuous assessment. In addition, students are given tasks such as writing reports about theoretical modules and the subjects included before starting the teaching process. Other types of tasks include laboratory where the learning outcomes are verified by checking students' skills observed in the practical modules and design project in the fifth stage.

5-8 Curriculum contents, number of teaching hours, assistance, and textbooks:

Details about the approved curriculum for the academic year 2012/2013 in the Department of Architecture, as well as, the number of hours and material required for each stage are published on the department's website (link below). As for textbooks and assistance, they are included within the lesson plan forms.

6	5	4	3	2	1	Modules
						Undergraduate study
						First Stage
	O	O		O	O	Architectural Design (1)
		O				Freehand
		O	O			Building Construction (1)
	O		O			History of Architecture (1)
O			O			Computers (1)
	O		O			Art and Architecture
O					O	Workshops
O						Advanced Mathematics
O						English
O						Human Rights
						Second Stage
		O		O	O	Architectural Design (2)
						Architectural Presentation
			O			Descriptive Geometry
O		O	O			Surveying
		O	O	O		Building Construction (2)
O			O			Construction (1)
O						Computers (2)
	O		O			History of Architecture (2)
			O	O		Logic and design Mechanism (1)

	O					Freedom and Democracy
				Third Stage		
		O		O	O	Architectural Design (3)
		O	O	O	O	Building Construction) 3(
O			O			Construction (2)
	O		O			History of Architecture (3)
			O	O		Logic and design Mechanism (2)
	O		O	O		Architecture and Environment
O			O			Computers (3)
			O	O		Planning
O			O	O		Sanitary Services
O			O	O		Conditioning Services
				Fourth Stage		
	O	O		O	O	Architectural Design (4)
		O		O		Interior Design
		O		O		Landscape Design
	O		O			Urban design theories
	O		O			Architectural design theories
	O		O			Arabic and Islamic Architecture
			O	O		Building Services
			O	O		Acoustics
	O		O			Architectural Psychology
				O		Space Programming
			O			Housing
				Fifth Stage		
O	O	O	O	O	O	Graduation Project Design
		O			O	Architectural Detailing

			O	O		Project Management
			O	O		Quantities and Qualities
			O			Research Methods
			O	O		Building Laws
			O	O	O	Architectural Practice
	O		O			Architecture and Philosophy
Postgraduate study						
MSc in Architectural Design (Semester 1)						
			O	O	O	Design Strategies
O				O	O	Environment design
	O		O			Architectural Theory
			O			Research Theory
O	O		O			Architectural Systems
O						English
MSc in Architectural Design (Semester 2)						
				O	O	Building systems and technologies
O				O	O	Project Management
	O		O			Architectural Theory
				O	O	Internal Environment Analysis
						Option Module
O						English
MSc in Urban Design (Semester 1)						
	O		O			Housing Theory
				O	O	Urban Environment Analysis
		O		O	O	Landscape design
			O			Research Theory
	O		O			Urban Design Theory

O						English
MSc in Urban Design (Semester 2)						
O	O	O	O	O	O	Advanced Architectural Design
				O	O	Urban Services
	O			O	O	Visual Environment Analysis
						Option Module (1)
						Option Module (2)
O						English

5-9 Questions and Answers:

Q 1: Does the curriculum enhance the progress and development of the students? Does the curriculum facilitate the achievement of the intended learning outcomes?

A 1: From the points mentioned earlier, the curriculum of the Department of Architecture has developed by a scientific committee which has a good experience in academic work. The committee designed each part of the curriculum so that to achieve the desired goals in department's graduates via the provision of scientific and practical experience. Graduate should be able to practice the profession of architecture in the work field with high standards and skills. It has been mentioned previously that the scientific basis in each module is changed and developed annually by up to 10%. This ratio allows lecturers to get away from the monotony of using the same articles and data on an annual basis. Moreover, promote the development of curriculum to serve students. While the overall assessment of the program as a whole are every five years after a full session.

The curriculum was originally set up to achieve the intended learning outcomes. As for the mechanisms exist for verification of the outcomes, such a mechanism is not available so far.

Q 2: What evidence is there to prove that department's program standards are appropriate?

A 2: There are two pieces of evidence available to prove that department's program standards are appropriate:

First: the number of teaching hours. Second: modules/units for the five years of study in the department that fall within the acceptable limits set by UNESCO to grant the bachelor's degree. The overall perception of the program are generally smooth, homogeneous, and student acquire the body of knowledge gradually over five years. The body of knowledge supposed to provide the appropriate scientific knowledge, the ability to qualify for the practice of architecture.

Q 3: Did the department put the curriculum and learning outcomes and assessment side by side for an overall picture?

A 3: Linking curriculum and learning outcomes and assessment with each other gives an integrated and comprehensive picture of the reality of the situation of the educational program. Unfortunately, such plan is neither achieved in the department of architecture alone nor in any other Iraqi university or school. This due to that learning outcomes and assessment are not available and are not supported.

Q 4: Does the department have a formal process to assess and review the curriculum?

A 4: It has been explain previously that the department's system is based on continuous development and modification of the curriculum. This is to ensure a smooth flow of knowledge and to include the latest up to date scientific developments in the field of architecture. Also, there is an annual review that allows the teaching staff to change the modules' curriculum to up to 10% of the vocabulary with updated scientific material. The comprehensive review of the program as a whole is done every five years (complete cycle).

5-10 SWOT analysis of the curriculum:

5-10-1 Strengths:

- The curriculum's vocabulary covers engineering topics within the program.

- The curriculum has been updated during the academic year 2011/2012.

- Textbooks and resources supporting the curriculum could be considered up to date to some extent.

The topics chosen to be part of the academic program in the department are consistent with the educational goals of the department as well with the standards of program outputs (Program Outcomes) for (ABET) as described previously.

- The presence of an accurate description of the items of the curriculum to the extent the distribution of weekly hours on the modules for each subject and is circulating this characterization annually on the teaching staff.

5.10.2 Weaknesses:

- The lack of a written plan to review the updated curriculum every five years. And the absence of mechanisms to take the views of stakeholders in the labor market.

- The methods of measuring learning outcomes and skills acquired by the students is not clear and need to be developed into a better mechanisms in order to fit in with the requirements of (ABET).

5-10-3 opportunities:

- The prevalence of the concepts of quality assurance between academic leaders in the Ministry of Higher Education, universities, and thus obtaining convictions in order to strive for academic accreditation.

- Coordination with the faculties and universities worldwide which have sober academic accreditation for its programs in order to shorten the time and effort to reach an advanced stage in the development of curricula.

5-10-4 threats:

- The gap between the department's curriculum and the curriculum in other schools of Architecture worldwide because of the lack of coordination or weakness.

- Failure to meet the continuously changing market requirements and needs through the curriculum because of the rapid developments in the fields of architecture and its theories.

Teaching Staff

6 - Teaching Staff:

6-1 Teaching Staff and their responsibilities:

The Department of Architecture has a head of the department (dean) and two associates for scientific and administrative decisions. Offices for both undergraduate and postgraduate studies, Examination affairs committee. In addition to other supporting committees. Appendix (g) shows names of teachers and titles of scientific testimony and their teaching and administrative staff.

6-2 Academic Level of lecturers and their degrees and experiences:

Table (6.1) shows the numbers of teaching staff in the Department of Architecture with their scientific titles and degrees.

6-3 Teaching staff capabilities development.

All newly appointed teaching staff members are subject to intensive course in teaching methods held at the Center for Continuing Education in the university. Afterwards they are involved with other more experienced lectures and professors. New teaching staff members are master's degree holders from Iraqi and arab university who show good levels of teaching skills.

Table (6-1) shows the numbers of teaching staff in the Department of Architecture with academic titles and degree

Total			Masters			PhD			Academic Degree
Total	Females	Males	Total	Females	Males	Total	Females	Males	
3	1	2	–	–	–	3	1	2	Professor
9	5	4		–		9	5	4	Ass. Professor
30	16	13	16	12	4	14	4	10	Lecturer
23	12	10	22	13	10	–	–	–	Ass. Lecturer
65	33	31	36	23	13	28	10	18	Total

There are limited inactive exchange programs to send teaching staff to foreign universities for a month to observe different teaching methods used within the ministry's program to train teaching staffs out of Iraq. However, one month is not enough to improve the quality of teaching, thus, a better approach is to start a dialogue between teaching staff from the department and their peers in foreign universities. This dialogue opens the prospects of joint cooperation such as exchanging lectures or joint research projects beneficial to both parties.

6-4 ratio of the number of students to the number of teachers of various degrees in the department:

Table (6-2) shows the ratio of and numbers of students to the number of teachers of various degrees and diplomas in the department.

Ratio	Students number	Teaching staff number	Scientific/Academic title
1:103	300	3	Professor
1:31	300	14	Ass. Professor
1:10	300	29	Lecturer
1:14	300	22	Ass. Lecturer
1:11	300	28	PhD holders
1:9	300	36	Masters holders

6-5 Scientific research and its outputs:

Most of the research production in the Department of Architecture depends mainly on postgraduate students. Most of the research done is theoretical and remain on the shelves of the library without being applied in the fieldwork. This is due to the absence of research policy in Iraq in general, as well as to the lack of clear vision of the relationship between research and public or private sector. Most of the research are published in local magazines issued by the Iraqi universities as well as the Iraqi Journal of Architecture and are researches carried out by teaching staff members. There are a number of contributions in some international scientific conferences, but the financial allocations in the ministry budget impede staff participation in these conferences as it is very low.

the number of planned research	number of ongoing research (publication process)	number of research accepted for publication	Number of published researches
	8	9	19

Table (6-3) Number of research published or accepted for publication in the academic year 2012/2013

6.6 Assessing the adequacy of current human resources (lecturers and their qualifications and numbers):

As shown in the table (6-1) above, which represents the number of teaching staff members in the Department of Architecture. It become clear that there is a significant increase in the number of teachers and especially the numbers of Assistant Lecturers to more than 35% of the total number of teaching staff members amounting to 65. Most universities have a ratio of no more than 15% of assistant lecturers. According to Higher Educations laws assistant lecturers may not teach theoretical modules, thus their responsibilities recede discussion modules and laboratories.

6-7 reviewing the effectiveness of the use of available resources by the department:

Due to the Department of Architecture's policy with the current numbers of teaching staff members especially the numbers of assistant lecturer. They have been assigned to assist lecturers and professors in the theoretical modules.

6-8 Exploring approaches to enhance capacities building of the teaching staff:

The department does not have the freedom to choose the teaching staff (as explained earlier), staff are, nevertheless, appointed centrally via ministerial orders. Therefore, there is no way to know or test the efficiency of teaching staff prior to his/her appointment. In addition, there is no clear means to be applied and adhered to for the development of the capacities of the teaching staff with the exception of what has been explained previously regarding courses for new teaching staff members such as teaching methods course lectures teaching validity check.

6-9 knowledge of the role of teachers in curriculum design

A scientific committee in the department designs the teaching curriculum. Such committees usually consist of eminent professors who have a long history in academic work. First, the committee will take the responsibility of reviewing all elements of the curriculum. Afterwards, a number of workshops with other teaching staff are held in the departments to review the suggested curriculum and allow other teaching staff members to contribute with their ideas and suggestions. All points (Differences and Similarities in opinions) are written along with professors and assistant professors' opinions and suggestions. All these points are returned to the committees for further discussion and so on and so forth until

reaching its final form. After finishing the curriculum, the committee sends the curriculum to deanship of department then to the University Council for approval.

6.10 What is the role of the Dean and University officials in curriculum design?

The Dean is the co-president in the curriculum design process and the president of department's board of teaching staff members. His/her duty changes with each stage of the curriculum design process while at the same time taking the overall supervision and responsibility to stand on the homogeneity of the curriculum in terms of the number of hours and units and the provision of scientific advice. The university officials have no role in the design of the curriculum with the exception of the university scientific committee which limit its responsibilities in the presentation of the curriculum at the University Council.

6-11 Questions and Answers:

Q 1: How are teaching staff capabilities are developed? How can teaching staff keep up to date with the latest ideas in the field of IT education and teaching methods? Does development depend on individual motivation and interest, or is there a plan or strategy for the department.

A 1: It has been explained previously that the department does not have freedom of choosing teaching staff; Therefore, the number of teaching staff currently working in the Department of Architecture is inconstant and the same thing applies to their skills. Most of the staff do not have good information or skills about the use of modern teaching methods, however, all of them have good information about classic teaching methods that depends mainly on memorization. The current situation in Iraq does not allow the development of the education process or method of education or the direct application of new mechanisms. Iraqi education system is built from the elementary stages of the study on rote methods and generally lacks any discussions or group-work with weak interaction between students and teachers. Any development in the education process comes from individual motivation for teaching.

Q 2: What are the activities that provide training for teachers new?

A 2: The all teaching should be in the partition on which to enter a course in teaching methods as well as a course in computer IC3 and then subjected to the practice of teaching under the supervision of Tdrisien two and be a training period

of three months and are tested validity of the teaching during this period, and are evaluating teaching interview appointment by Professors supervisors trained under the form prepared in advance, which are then call this teaching to a meeting of the Scientific Committee in the section in order to throw a topic lecturer him and is asked in order to be knowledge of the level of scientific and ability and strength of character to answer questions and be evaluated by the Scientific Committee Under the form again, is then converting his treatment to the department, and also calls for a lecture that assesses also under a special form council section then if eligible from the viewpoint of the section to enter the educational process is sent to be treated to the Scientific Committee of the university and is assessed there under a special form this Committee, in order to be deciding on the validity of the non-validity of the teaching.

Q 3: What are the activities that provide for the purpose of professional development for employees of non-teaching staff?

C 3: The administrative staff in the section with different levels and can be divided into four levels:

- Holders of a bachelor's degree.

- Obtaining a diploma.

- Holders of a certificate of prep.

- Holders of a certificate of less than junior high.

The department organizes various courses through the Center for Continuing Education and Computer Center in the area of several, including the use of computer systems in the administrative work and organize such courses usually to the first and second categories, there are other courses organized for the integrity of the financial section, as well as courses in Arabic and English.

Q 4: Is that the resources of poor education programs / adequate / good? How can ensure their survival or development of some excellent level.

C 4:

- Human resources are currently sufficient for the number of teaching staff.

- Financial resources are inadequate and are based on what is monitored by the ministry of each university's budget and the budget division of the university colleges which are generally weak and inadequate.

- Equipment: the eternal problem is in college laboratories and all the hardware is very old and did not enter a new one during the last thirty years and the fact that this is a weak point that the section is the practical side of it is very important.

- Classrooms: Classrooms are complaining of a lack of sustainability and ongoing maintenance.

- Infrastructure: The building of the Department of Architecture to accommodate the number of faculty and staff, and that the additional floor has been built to solve the problem of current numbers of teachers

Of spaces and administrative offices and other service facilities.

Q 5: To what extent adhere to teaching, learning and research the availability of resources and support at the university level and ministerial?

A5: It is obvious that adhere to any educational program available to him, including from different resources. If sufficient resources can provide the kinds of learning environment and good research. The current resources by the university and the ministry is not enough, for example there is no clear budget for scientific research and the financial support of the paragraphs of the maintenance and sustainability of the hardware laboratory uttered and obsolescence is not enough; Therefore, the method of teaching, learning and research is closely linked to what is available from the potential when will it provide support material to provide various resources available learning environment and good research.

Q6: Is the infrastructure of computers and other office services and sufficient to support the teaching, research and teaching and learning activities and whether these facilities Mdama enough?

C 6: The number of computers in the labs Calculator for preliminary studies and high enough to support the teaching which is within the acceptable number compared with the number of students. As for the library are in the way of its development, archiving and classification of books in which, as there are few in number and sources of scientific books and periodicals architecture. In addition, it has received every teaching in the Department of Architecture calculator personal free by the university. In spite of the availability of computers, it is used in the process of lecturing the fact that classrooms are not available where the monitors or large screen except halls of Graduate Studies, a limited and available where smart boards and projectors integrated.

6-12 SWOT analysis with regard to the faculty:

6-12-1 Strengths:

- The diversity of subspecialties in the teaching staff. .

- Increase the number of Ph.D. recipients in the previous five years.

- Increase the number of recipients of scientific upgrade various degrees when compared to the last five years.

- The completion of all of the faculty teaching Nsabhm addition to assigning a number of them are quite a few additional hours.

- Increasing friction faculty cadres International Academic compared to previous thirty years through attendance and participation in conferences, seminars and workshops, regional and global, albeit timid ..

6-12-2 Weaknesses:

- The department is still in need of a number of the teaching staff of a campaign of scientific titles (Professor and Associate Professor) for a number of subspecialties.

- The proportion of students to teaching good in the section, and can increase the number of students admitted.

- Despite the increase in the number of teachers who obtained a doctorate degree compared to previous years, but the number of teachers from the campaign a master's degree and the title of a scientific campaign (assistant teacher) is still great.

- The selection and appointment of teaching staff are not through the section, but by the ministry or the university, which does not allow the department to choose efficient elements with terms of reference which is one of the rare in the department.

- Although there are few opportunities for friction institutions, scientific and academic world, but most of the teaching staff of the department is familiar with the modern methods used in the teaching and learning processes, and that the existence of the training program for teaching staffs outside Iraq, which is sponsored by the ministry does not cover a large number of teaching staff is not enabled In our department, in addition to the limited-time program, which must be

no more than a month, according to Ministry's instructions and procedures for complex while getting this opportunity.

6-12-3 opportunities:

- Increased support training programs for teaching staff by the ministry to inform faculty on modern methods used in the higher education systems in the world.

- The conclusion and activating the agreements between our department and the corresponding sections him globally to increase faculty expertise in all areas of higher education.

- Increase the chances of getting a doctorate in certain specialties are not available in the section to support the programs of study and the initial activation of graduate programs.

6-12-4 threats:

- Because of the experience of some modest teaching section of the campaign a master's degree and even a doctorate, the level of application of the curriculum as planned does not reach the limit of ambition.

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- Laboratories and academic facilities

The infrastructure of any educational institution component material have started employed to serve the goals and vision and mission strategy, so it is trying to Section building halls of study and its laboratories and workshop within this space referred to above, but it suffers some of the bottlenecks resulting from centralized decision-making at the university level or ministry that limit control direct the development of this vital hub in the system of education in the department.

7-1 statistics pertaining to laboratories and classrooms:

7.1.1 ratio of the number of computers to students in the section:

The computers in the section for students confined to the laboratories and the use of calculators is through lectures, seminars only.

Type the number of students in the department study the number of computers Percent

Initial 30 068 1:6

High 80 0 1:3

7.1.2 ratio of the number of books in the library to the number of students:

Type the number of students in the department study the number of books in the library section ratio

Initial 300 9737 1:27

Supreme 1:138 809 737

7.1.3 the number of classrooms and the rate of the space allocated for each student:

Total number of rooms the teachers room sizes total spaces halls first stage second stage third stage fourth stage fifth stage Total

Number Alqat tuition rate of absorption rate of the number of students record the number of classrooms absorption rate of the standard rate of the number of students number Alqat tuition rate of absorption rate of the number of students record the number Alqat tuition rate of absorption rate of the number of students record the number Alqat tuition rate of absorption rate of the number of students

record the number Alqat tuition rate of absorption the standard rate of the number of students

30 720 1770 3 30 25 3 30 16 3 30 22 3 30 19 4 30 14 18 162 300

7.1.4 level of furnishing classrooms:

It can be said that the level of furnishing classrooms is modest, with barely contain halls on whiteboards, and air in addition to lighting the modest, and the seats of students that are very poor, and unfit for the most part due to obsolescence and the futility of maintenance, lack of customizations available to replace them. As for the techniques used in modern education as devices offer photovoltaic (Data Show) or smartcard or big screens they only limited to the halls of graduate's four halls, the halls of the initial studies, they do not have many of these facilities and have a number of faculty who use the style of presentation electronic lectures from carrying their own computers to the hall, which contains a projector and booked before the date of the lecture to be able to offer the lecture electronically.

7.2 SWOT analysis with regard to laboratories and classrooms:

7.2.1 Strengths:

- The number of rooms currently available in the section is sufficient to cover the table lectures century if the number of students in the department.

- The space available for each student with respect to laboratories and classrooms are considered acceptable.

7.2.2 Weaknesses:

- The furnishing of classrooms is considered modest.

- Need Labs section to a large number of devices so they can be considered as an integrated laboratory section in terms of laboratory devices.

- Lack of hardware added to the labs section during the year the father of a racy 2011/2012.

7.2.3 Opportunities:

- Increased allocations relating to furnishing classrooms.

- Increased allocations relating to the processing laboratory devices of modern laboratory.

7.2.4 Threats:

- Frequent complaints directed to the ministry by the students regarding the furnishing classrooms and rehabilitation of laboratories.

- The poor performance of students in the implementation of laboratory experiments for experiments in which the use of a laboratory is not available, including only one device or two because of the inability of all the students to carry out experiments on their own, but content themselves with watching their colleagues or laboratory staff only during the procedure, such as Thus experiments, and this result in the lack of knowledge of the student conduct such tests so it will be reflected in the future of the importance of the practical side of engineering disciplines.

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Financial allocations and institutional support:

8.1 Leadership programs:

The leadership cadre of the Department of Architecture consists of:

- Head of Department (Dean degree).

- Associate the administrative head of the department.

- Associate the scientific head of the department.

- Council decision section.

The Council is composed section (total) of all the above-mentioned.

8-2 budget programs and financial support:

8.2.1 budget programs:

The budget section identifies all the doors in the light of the budget of the university and are not independent so that it can control, in addition to the limited income received for the department because of the nature of free state education, which is generally made up of the main doors of the following:

- The general budget.

- Higher Education Fund.

8.2.2 Details exchange budget allocated to the department:

Table shows (7-1) below details the budget allocated for the exchange department for fiscal year 2012

Table (7-1) Details exchange budget for the Department for the fiscal year 2012

T. paragraphs relating to the financial aspect amount of Iraqi Dinar

1. The total budget allocated to the college.

571 569 750 million dinars

2. Financial resources and funding sources that depend on it to cover the total annual expenditure (school year) aff

Self-funding sources:

- Fund and includes

- Rent cafeteria (university president)

- Fees directly

- Wages and graduated documents

60.2235 million

40,500,000

698,000

3.497 million

Sources of donations and grants:

-

- No

Other sources (remember):

-

- No

3. Total salaries of teachers in the college. 1,384,188,444

4. The total salaries of employees in the administrative and auxiliary services. 466 928 004

5. Additional lectures total wages charged by Altdricion. 82.206 million in 2012

6. Additional lectures total wages charged by external lecturers.

1401612

Paragraphs amount allocated amount disbursed

7. Total amounts for the purposes of maintenance of buildings and equipment at the college. 71.2891 million 92.5 million

8. Total amounts for the purposes of equipment, materials and supplies in college. 1,500,000 861 750 000

9. Total amounts for the purchase of books, periodicals, references in college. 22,000,000 20.85875 million

10. The total amounts of conferences and seminars in college. 50,000,000 33.1205 million

11. The total amounts for the purposes of scientific research and graduate studies at the college. 25,000,000 8.09 million

12. The total amounts for the training of teachers and employees in the administrative system in college. 2,000,000 535,000

13. The total amounts for the purposes and other expenses at the college such as:

(Celebrations, science fairs, art, etc. ..). 1000,000 1,000,000

14. The total amounts of the workshops at the college. 4,000,000 4,000,000

15. The total amount of student services at the college. 4,000,000 4,000,000

16. The total amounts for the dispatch of science in college. -

17. The total amounts for the purchase of textbooks in college. -

18, the total amount of incentives and rewards in college. 5,000,000 5,000,000

8.2.3 appropriateness of financial and other sources:

In general that the amounts allocated to the department all paragraphs are insufficient to meet the requirements due to non-allocation of funds for aspects are important, such as buying textbooks and assistance, resources and periodicals, as well as the lack of allocations intended for scientific research and Ivadat faculty to conferences and training courses, etc., as well as the lack of allocations earmarked for the purchase of laboratory devices.

8-3 Cadre College

8.3.1 cadre of non-teaching staff of the college:

Appendix shows (i) a list of the names of the staff section of the non-teaching staff with their certificates and grades careers.

8.3.2 the appointment of professors:

Lecturers are appointed with all levels of academic or transferred from other universities to the Department of Architecture by the ministry and not the opinion of the department in the acceptance or rejection.

Attribution of professional development for teachers and staff:

There is a specialized center at the university to develop the skills of teachers, but there are centers offering services and evaluate courses, a Center for Continuing Education and the Center for English Language and Computer Center and the Information Technology Center.

8.4 SWOT analysis for financial allocations

8.4.1 Strengths

- The existence of a budget or a sum of money dedicated to the department by the university.

- The existence of the Division of Financial Management financial allocations.

8.4.2 Weaknesses

- The limited amounts allocated to the department by the university and not bridged to the aspirations and objectives of the section at the near and long term.

- The lack of independence of the financial section allows him to collect and manage the money received his

- There are no studies or proposals for the construction of a separate budget based on a special program to manage and activate the financial resources of the department because of the nature of the link financial and administrative university and ministry.

8.4.3 Opportunities

- Build an independent financial management and ways to activate the collection of financial resources through donations or acts engineering consulting in the field of specialization, in addition to the building program of the vanes and specialized educational programs for the department.

- Expansion of the financial allocations for the department by the university and the ministry to enable it to support its strategic plans.

8.4.4 Threats

- Limited ability to compete within the Arab world and the world in the field of architectural education due to lack of financial autonomy.

- The limited application of strategies and plans because of the restriction of section assignments University of Finance.

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Research

9 - Scientific Research:

9.1 assess the strategy of scientific research in the section:

The show features a strategic scientific research in the Department of Architecture, like the rest of the colleges discreet not in the University of Technology, but in all Iraqi universities. Said the published research in national magazines began approaching the possibility to take advantage of them in the educational aspects of the department and the development of curricula, where most This research has become a rise to the ranks of scientific research with practical or economic dimension.

 9.2 assess the degree to which it enhances the culture section of scientific research:

Subject research that evaluated annually to assess by scientific committees, and all teaching announce the themes for research or addresses Research (number 2-3) and offers the student binders for any axis of a research or search it wants, seeks Section strives to promote scientific research within the paths clear and Schools research serving the local reality.

9-3 evaluate management research activity by section:

Evaluation of management research activity:

Characterize the academic year 2012-2013 research activity compared to previous years in terms of the number of published research and posts in conferences, seminars, local and regional level and at the level of scientific research and the need to fit the local (scientific and practical).

9-4 discuss the links between research and teaching:

Such links are weak and limited to a certain number of teaching staff.

9-5 subtract the strengths, weaknesses, opportunities and threats facing the scientific research:

9.5.1 Strengths

- Increasing chances of getting a doctorate degree from foreign universities through fellowships and missions.

- Increase the number of research published in foreign magazines in the previous ten years.

- Increase the chances of participation of teachers in regional and international conferences, despite the lack of numbers.

9.5.2 Weaknesses:

- The beginning of a plan for scientific research reflect the requirements of the labor market.

- The lack of adequate financial allocations by the ministry to support the achievement of sound scientific research.

- Poor infrastructure and weak private laboratories allocations earmarked for the purchase of modern laboratory devices.

- Lack of holding joint seminars between the department and public and private institutions which will reflect negatively on research directions.

- The limited number of joint research with professors from foreign universities.

- Spread the misconception that the individual is the best research of joint research, and which shows that the performance of faculty evaluation forms prepared by the ministry for the academic year 2012/2013, which gives weight to the research of the highest individual weight given to the joint research.

9-5-3 opportunities:

- Activating the twinning agreements with foreign universities which ensures discreet exchange of expertise in all fields, including scientific research and joint supervision and mutual graduate students.

- Increasing the allocations intended for laboratories and increase financial support for scientific research discreet with prejudice by local problems.

- Develop a plan or strategy for scientific research by the agencies responsible for coordination with the department.

9-5-4 threats:

- Because of the development of the beginnings of a strategy for scientific research, many problems remain in the labor market but also show new problems without solving because of poor coordination often between academic institutions and the labor market.

- Completion research is oriented correctly so go the efforts being spent on such a research vain while could have been directed properly so that consists of research fruitful and applicable to solve realistic problems, and this is not only the formation of joint committees between the research institution and the beneficiaries of the research to develop the necessary plans to carry out research relevant to the development of solutions to the problems of architecture, and this is what we touch and see it applied to the ground by several world-class research institutions attract researchers and support their studies to benefit from their research they perform in accordance with the plan set by the institutions so.

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Appendixes

Appendix (A) the number of students admitted to the Department of Architectural Engineering in several years (males and females)
Table (1-1- A) the number of students admitted to the Iraqis undergraduate studies distributors in the department for the academic year (2011-2012)
Appendixes

1st year			2nd year			3rd year			4th year			5th year			Sum.		
M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
15	47	62	24	48	72	26	29	55	33	24	57	31	32	63	130	180	310

Appendix (B) study plan for undergraduate students of the Department of Architecture

The study plans 2012-2017   First year

Code	Course	Weekly hours				Credit unites	
		First semester		Second semester			
		Theoretical	**Practical**	**Theoretical**	**Practical**		
BAE 101	**Architectural Design 1**	**1**	**8**	**1**	**8**	**10**	Architecture Department Requirement
BAE 102	**Free Hand Drawing 2D**	**-**	**3**	**-**	**-**	**3**	
	Free Hand Perspective Drawing 3D	**-**	**-**	**-**	**3**		
BAE 103	**Buildings construction 1**	**1**	**1**	**1**	**1**	**3**	
BAE 104	**History of Architecture 1 (Mesopotamia and the Nile valley)**	**2**	**-**	**-**	**-**	**4**	
	History of Architecture (1) (Greek, Roman and the Middle Ages)	**-**	**-**	**2**	**-**		
BAE 105	**Computers 1**	**-**	**2**	**-**	**2**	**2**	
BAE 106	**Art and Architecture (1) (understand the basics of Architecture)**	**2**	**-**	**-**	**-**	**4**	
	Art and Architecture (1) (understand the Aesthetics of Architecture	**-**	**-**	**2**	**-**		
BAE 107	**Workshop and Models Studio**	**-**	**4**	**-**	**4**	**4**	University requirement
BAE 108	**Mathematics**	**2**	**-**	**2**	**-**	**4**	
BAE 109	**English Language**	**1**	**1**	**1**	**1**	**3**	

BAE 110	Human Rights	2	-	2	-	4	
Total		**18**	**11**	**18**	**11**	41	
		31		31			

The study plans 2012-2017   Second year

Code	Course	Weekly hours				Credit unites	
		First semester		Second semester			
		Theoretical	Practical	Theoretical	Practical		
BAE 201	**Architectural Design (2)**	1	9	1	9	11	Architecture Department Requirement
BAE 202	**Architectural Visualization techniques and Freehand drawing**	-	4	-	4	4	
BAE 203	**Descriptive Geometry**	2	-	-	-	2	
BAE 204	**Surveying**	-	-	1	1	2	
BAE 205	**Buildings Construction (2)**	1	2	1	2	4	
BAE 206	**Structure (1)**	2	-	2	-	4	
BAE 207	**Computers (2)**	-	3	-	3	3	
BAE 208	**History of Architecture (2) (Renaissance Architecture)**	2	-	-	-	4	
	History of Architecture (2) (nineteenth century Architecture)	-	-	2	-		
BAE 209	**Architecture and logic**	-	-	2	-	2	

BAE 210	**Freedom and Democracy**	**2**	-	**2**	-	**4**	University Requirement
	Total	**19**	**11**	**18**	**10**	40	
		30		28			

The study plans 2012-2017   Third year

Code	Course	Weekly hours				Credit unites	
		First semester		**Second semester**			
		Theoretical	**Practical**	**Theoretical**	**Practical**		
BAE 301	**Architectural Design (3)**	**1**	**9**	**1**	**9**	**11**	Architecture Department Requirement
BAE 302	**Buildings Construction (3) (Structural Details)**	**1**	**4**	-	-	**6**	
	Buildings Construction (3) (a Contemporary Building Techniques)	-	-	**1**	**4**		
BAE 303	**Structure (2)**	**2**	-	-	-	**4**	
	Structure (2) (Practical / Contemporary Building Techniques)	-	-	**2**	-		
BAE 304	**History of Architecture (3) (Architecture Modernism and Postmodernism)**	**2**	-	-	-	**4**	
	History of Architecture (3) (Contemporary Architecture	-	-	**2**	-		
BAE 305	**Architectural design Methodology and logic-2**	**2**	-	-	-	**2**	
BAE 306	**Architecture and Environment**	**2**	-	**2**	-	**4**	
BAE	**Computers**	**3**	-	**3**	-	**3**	

307						
BAE 308	**Principles of Planning and Urban Design**	-	-	2	-	2
BAE 309	**Pluming Services**	2	-	-	-	2
BAE 310	**Mechanical Services**	-	-	2	-	2
	Total	**12**	**16**	**12**	**16**	40
			28		28	

The study plans 2012-2017   Fourth year

Code	Course	Weekly hours				Credit unites	
		First semester		**Second semester**			
		Theoretical	**Practical**	**Theoretical**	**Practical**		
BAE 401	**Urban and Architectural Design (4)**	1	10	1	10	12	Architecture Department Requirement
BAE 402	**Interior spaces Design**	1	4	-	-	3	
BAE 403	**External spaces Design (Landscape)**	-	-	1	4	3	
BAE 404	**Urban Design Theory**	2	-	-	-	2	
BAE 405	**Architectural Design Theory**	-	-	2	-	2	
BAE 406	**Domestic Iraqi Architecture**	2	-	2	-	4	
BAE 407	**Building Services**	2	-	-	-	2	
BAE 408	**Acoustic Services**	-	-	2	-	2	
BAE 409	**Architectural Psychology**	2	-	-	-	2	
BAE 410	**Spaces Programming**	-	-	1	2	2	
BAE 411	**Housing**	2	-	2	-	4	
	Total	**12**	**14**	**1**	**16**	38	

	27	26	

The study plans 2012-2017   Fifth year

Code	Course	Weekly hours				Credit unites	
		First semester		**Second semester**			
		Theoretical	**Practical**	**Theoretical**	**Practical**		
BAE 501	**Design Thesis**	**1**	**16**	**1**	**16**	**15**	Architecture Department Requirement
BAE 502	**Architectural Details**	**-**	**4**	**-**	**8**	**6**	
BAE 503	**Project Management**	**2**	**-**	**2**	**-**	**4**	
BAE 504	**Quantities and Specifications**	**2**	**-**	**2**	**-**	**4**	
BAE 505	**Design Methodology**	**1**	**2**	**-**	**-**	**2**	
BAE 506	**Construction Regulation**	**2**	**-**	**-**	**-**	**2**	
BAE 507	**Design Research Thesis**	**-**	**-**	**2**	**-**	**2**	
BAE 508	**Philosophy and Architecture**	**-**	**-**	**2**	**-**	**2**	
	Total	**8**	**22**	**9**	**18**	37	
		27		30			

Summary of the study plan in the Architectural department

Year	First semester		Second semester		Total hours		Credit unites
	Theoretical	Practical	Theoretical	Practical	Theoretical	Practical	
1st	165	300	165	300	330	600	41
2nd	150	270	165	285	315	555	40
3rd	180	240	180	240	360	480	40
4th	180	210	165	240	345	450	38
5th	120	330	135	270	255	600	37
Total	795	1350	810	1335	1605	2685	196
Total semester	2145		2145		4090		
Final total	4290						

Appendix (c) Study Plan for Graduate Studies of the Department of Architecture

Study Plan for Master degree / Specialized in Architecture Design 2012-2017

FIRST YEAR

First semester curriculum

Symbol	Subject	First Semester Weekly Hours		Total Credit units
		Theoretical	Practical	
MAE 117	Architecture Design strategies	2	2	3
MAE 104	Building construction Technology I	2	2	3
MAE 105	Theory of Architectural I	2	-	2
MAE 118	Systems and architecture	2	-	2
MAE 106	English language I	1	-	1
MAE ----	Elective course	2	-	2
Total		11	4	13

Second semester curriculum

Symbol	Subject	Second Semester Weekly Hours		Total Credit units
		Theoretical	Practical	
MAE 113	Design climatic environment (Building and Environment)	2	-	2
MAE 126	Architectural environment Psychology	2	-	2
MAE 115	Theory of Architectural II	2	-	2
MAE 102	Research Theory	2	-	2
MAE 119	Islamic architecture	2	-	2
MAE 110	English language II	1	-	1

MAE ----	Elective course	2	-	2
Total		11	-	13

SECOND YEAR

Curriculum

Symbol	Subject	Total Credit units
MAE 200	Thesis	12

ELECTIVE COURSES

Symbol	Subject	Weekly Hours Theoretical	Practical	Total Credit
MAE 111	Theory of Criticism	2	-	2
MAE 112	Philosophy of Aesthetic	2	-	2
MAE 113	Building and Environment (Architecture andClimate)	2	-	2
MAE 114	Psychological language in Architecture	2	-	2
MAE 115	Theory Architecture II	2	-	2

Study Plan for Master degree / Specialized in Urban Design 2012-2017

FIRST YEAR

First semester curriculum

Symbol	Subject	First Semester Weekly Hours		Total Credit units
		Theoretical	Practical	
MAE 120	Theory of Housing	2	2	3
MAE 121	Building external spaces	2	2	3
MAE 103	Analysis of the climatic environment	2	-	2
MAE 122	Theory of Urban design	2	-	2
MAE 106	English language I	1	-	1
MAE ----	Elective course	2	-	2
Total		11	4	13

Second semester curriculum

Symbol	Subject	Second Semester Weekly Hours		Total Credit units
		Theoretical	Practical	
MAE 123	Sustainable Urban Design	2	4	4
MAE 124	Urban Design Strategies	2	-	2
MAE 125	Analysis of Visual Environment	2	-	2
MAE 102	Research Theory	2	-	2
MAE 110	English Language II	1	-	1
MAE ----	Elective course	2	-	2

| Total | | | 9 | 6 | 13 |

SECOND YEAR

Symbol	Subject		Total Credit units
MAE 200	Thesis		12

ELECTIVE COURSES

Symbol	Subject	Weekly Hours Theoretical	Practical	Total Credit units
MAE 111	Theory of Criticism	2	-	2
MAE 112	Philosophy of Aesthetic	2	-	2
MAE 113	Building and Environment (Architecture and Climate)	2	-	2
MAE 114	Psychological language in Architecture	2	-	2
MAE 115	Theory of Architecture II	2	-	2

Appendix (D) sample of transcript in the undergraduate studies (BSc) issued by the Department

Name: Department:
Birth location and date: Graduation date:
Nationality: Degree:
Enrolling date: Grade:

First year grades			Second year grades		
Subject	Grade	Unite	Subject	Grade	Unite
Architectural Design 1		12	Architectural Design (2)		11
Buildings construction 1		4	Architectural Visualization techniques		4
Free Hand Drawing		3	Descriptive Geometry		2
Art and Architecture		4	Surveying		2
History of Architecture		4	Buildings Construction (2)		4
Computers 1		4	Structure (1)		4
Human Rights		–	Computers (2)		3
English Language		4	History of Architecture (2)		4
Mathematics		4	Architecture and logic		2
Workshop and Models Studio		4	Freedom and Democracy		4
Third year grades			Forth year grades		
Architectural Design (3)		11	Urban and Architectural Design (4)		12
Buildings Construction (3) (Structural Details)		6	Interior spaces Design		3
Structure (2)		4	External spaces Design (Landscape)		3
Structure (2)		4	Urban Design Theory		2

Architectural design Methodology and logic-2		2	Architectural Design Theory		2
Architecture and Environment		4	Domestic Iraqi Architecture		4
Computers		3	Building Services		2
Principles of Planning and Urban Design		2	Acoustic Services		2
Pluming Services		2	Architectural Psychology		4
Mechanical Services		2	Spaces Programming		2
			Housing		4
Fifth year grades					
Design Thesis		15	Design Methodology		2
Architectural Details		6	Construction Regulation		2
Project Management		4	Design Research Thesis		2
Quantities and Specifications		4	Philosophy and Architecture		2

Architecture Department Dean: University registers:

University President

Appendix (E) faculty members Department of Architecture 2011-2012

Full name and last name	Gender	Nationality	Miner specialist	Scientific title	Date of title grand	Highest degree	Granted date	Country for highest degree	University of highest degree
Ibrahim Jawad Kadhim Ibrahim Al Yousef	M	Iraqi	Architectural design	AP		PhD		Iraq	U.O.T
Ahmed Taleb Hameed Ali Haddad	M	Iraqi	Architectural design methodology	AL		MSc		Jordan	Jordanian
Loay Ahmed Mohammed Ahmed Albjara	M	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Ahmed Hashim Hamdi Haloub alukabi	M	Iraqi	Old history	L		PhD		Iraq	U.O.T
Azhar Mohsen Shather AlSeriy	F	Iraqi	Architectural technology	AL		MSc		Iraq	Baghdad
Assmaa Mohammad Hossein Abdul Razzaq Almqurm	F	Iraqi	Architectural technology	L		PhD		Iraq	Baghdad
Assmaa Niazi Tahir Alaqidi	F	Iraqi	Architectural design	AP		PhD		Iraq	U.O.T
Aseel Ibrahim Mahmoud Al-Salhi	F	Iraqi	Interior design	AL		MSc		Iraq	Baghdad
Akram Jassim Mohammed Rashid Aekam	M	Iraqi	Urban planning	AP		PhD		Iraq	Baghdad
Anwar Subhi Ramadan Alqrhgouli	F	Iraqi	Architectural technology	L		PhD		Iraq	Baghdad

Enas Salem Abdul-Ahad Jaji	F	Iraqi	Architectural technology	AL		MSc		Iraq	Mousl
Basim Hassan Hashim Sdkan Al-Majidi	M	Iraqi	Architectural technology	L		PhD		Iraq	U.O.T
Ban Jalil Tahir Falaih Al-Kanani	F	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Buriyzat Qasim Hussein Fahmi Al-Salihi	F	Iraqi	Architectural technology	L		MSc		Iraq	U.O.T
Bashar Shamil Khadum Al-Kazem Hamad Alkhafaji	M	Iraqi	Graphic design	AL		MSc		Iraq	Baghdad
Bilal Samir Ali Jawad Al-Howz	M	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Jassim Mohammed Niema Ali Abu Rakif	M	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Haider Jassim Isa Ahmed Al-Saadi	M	Iraqi	Urban design	L		MSc		Iraq	U.O.T
Khalil Ibrahim Ali Abdullah Al-Arab	M	Iraqi	Specialized buildings	P		PhD		UK	Royal Institute of British Architects
Khansa gazi Rhashid Muhammad Al-Nuaimi	F	Iraqi	Urban design	L		PhD		Iraq	U.O.T
Rafid Abdul Latif Abdul Qadir Alnhaonda	M	Iraqi	Architectural design	L		PhD		Iraq	U.O.T
Rasha Subhi Majid Jassim al-Tamimi	F	Iraqi	Architectural design	AL		MSc		Iraq	U.O.T
Rana Mazin Mehdi Hassan Al-Difaei	F	Iraqi	Architectural technology	L		MSc		Iraq	U.O.T
Raowa Fawzi Noam Abawi Abawi	F	Iraqi	Architectural technology	L		PhD		Iraq	U.O.T
Zainab Hussein Raouf Hussein al-Obeidi	F	Iraqi	Architectural design	L		MSc		Iraq	Baghdad
Zainab AbdulHadi Dawood Salman Al-Khudhairi	F	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Sahar Hilal AbdulRida Mahdi Al-Dujaili	F	Iraqi	Urban design	L		MSc		Iraq	U.O.T
Sora Qasim Amin Ahmed al-Obeidi	F	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Suad Ibrahim Khalil Abdalhafez Al-Fadhli	F	Iraqi	Project Management	L		PhD		Iraq	U.O.T
Sana Sati` Abbas Salman al-Haidari	F	Iraqi	Urban design	P		PhD		Iraq	Baghdad
Suha Hassan Abdullah Baki Dahwi	F	Iraqi	Urban design	AP		PhD		Iraq	U.O.T
Shamael Mohammad Wagih Ibrahim Ismail Al-Dabbagh	F	Iraqi	Architectural technology	L		PhD		Iraq	U.O.T
Shaima Abbas Ali Abdulabas Al-Garibawy	F	Iraqi	Architectural technology	L		MSc		Iraq	U.O.T
Safa al-Din Hussein Ali Rasol Al-Samarrai	M	Iraqi	Project Management	L		PhD		Iraq	U.O.T

Name	Sex	Nationality	Specialization			Degree		Country	University
Adel Hamdan Abdullah Freij Al-kinsawi	M	Iraqi	Architectural technology	L		PhD		France	La Vilit
Adel Saeed Hadi Shukur al-Obeidi	M	Iraqi	Urban design	AP		PhD		UK	Liverpool
Abbas Ali Hamza Sabah Al-Ruwaie	M	Iraqi	Architectural technology	L		PhD		Iraq	U.O.T
Abdullah Saadoun Salman E`edanAl- Mamouri	M	Iraqi	Architectural technology	L		PhD		Iraq	U.O.T
Uday Abbas Abboud Hammadi Al-Fatlawi	M	Iraqi	Urban design	AL		MSc		Iraq	U.O.T
Ali Mohsen Jaafar Salum Al-Khafaji	M	Iraqi	Architectural technology	L		PhD		Iraq	U.O.T
Ali Mujbil Salbukh Wadi Al-Ethari	M	Iraqi	Construction	AP		PhD		Germany	Darmshtat
Ali Musa Hussein Mizban Al-Sudanese	M	Iraqi	Arab Scientific Heritage	L		PhD		Iraq	Institute of Arab history and scientific heritage
Imad Abdul Hamid Star Khurshid Al-Jabari	M	Iraqi	Architectural design	L		PhD		Roma	Yon
Venus Suleiman Akef Abdul Qadir Zangana	F	Iraqi	Architectural technology	L		MSc		Iraq	U.O.T
Ata Hassan Aboud Jawad al-Obeidi	F	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Ghada Abdul Wahab Sultan Ghalib al-Naimi	F	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Ghassan Jassim Mohammed Fadel	M	Iraqi	Architectural technology	L		MSc		Iraq	U.O.T
Qais Abdul Hussain Abbas morning Ghraoui	M	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Lahib Abdalhassan Ali Imran Alsig	M	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Lubna Rahim Ali Turki al-Azzawi	F	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Lina Ghanem Jacob Zarzis Jajawi	F	Iraqi	Urban design	AL		MSc		Iraq	U.O.T
Mazin Zafar Musa Kazim Al-Saffar	M	Iraqi	Urban Planning	AL		MSc		Iraq	Baghdad
Mohamed Essam Mahmoud Taha Al-Taha	M	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Mostafa Kamel Hamad Kazem al-Khafaji	M	Iraqi	Architectural technology	L		PhD		Iraq	U.O.T
Miqdad Haider Ahmed Abdulkadir Al-jawadi	M	Iraqi	Environmental design	P		PhD		UK	Strithklied
Mehdi Saleh Faraj Hassan Al-etabi	M	Iraqi	Architectural design	L		PhD		Iraq	U.O.T
Nadine Nidal Amin Hannoush Abdeshua	F	Iraqi	Architectural technology	AL		PhD		Iraq	U.O.T
Nada AbdulMo`en Hassan Mohamed Kamush	F	Iraqi	Urban design	L		MSc		Iraq	U.O.T

Nagham Ahmed Jassim Mohammed al-Qaisi	F	Iraqi	Architectural technology	L		MSc		Iraq	U.O.T
Nagham Faisal Joseph Yosif AllahWerdi AllahWerdi	F	Iraqi	Architectural technology	L		MSc		Iraq	U.O.T
Heba Essam Ali MalAllah Al-Khatib	F	Iraqi	Urban design	AL		MSc		Iraq	U.O.T
Wehda Shokr Mahmoud Mustafa Al-hankkawi	F	Iraqi	Urban design	AP		PhD		Iraq	U.O.T
Yahya Adel Ibrahim Khalifa Al-Zuhairi	M	Iraqi	Architectural technology	AL		MSc		Iraq	U.O.T
Younis Mahmoud Mohammed Salim Mohammed al-Obeidi	M	Iraqi	Architectural design	L		PhD		Iraq	U.O.T

* Assistant Lecturer –AL
*Lecturer-L
*Assistant Professor-AP
*Professor-P
U.O.T: University of Technology

Appendix (F) Department administrative staff stats for the year 2011-2012

Full name and last name	Gender	Nationality	major specialist	employee title	Date of title grand	Highest degree	institution
Ibrahim Abdulabas Thijil Saad	M	Iraqi	-	Service		none	none
Amina Abdul-Jabbar Moses Alskotai	F	Iraqi	Statistic	Statisticians' head assistant			
Asmaa Adnan Tahir Wahab al-Jumaili	F	Iraqi					
Amira Khalaf Lafta Shaheen Al-Lami	F	Iraqi					
Budour Yusuf Abdullah Mehdi Dawalibi	F	Iraqi					
Baraa Salah Mohammed hassan Mohmmed Almnjim	F	Iraqi	Architectural engineering	engineer			
Basma Osama Mohammad Ali Mahdi Sidky	F	Iraqi	Architectural engineering	engineer			
Gamal Abed Jassim Mohammed Al-Sudanese	M	Iraqi					
Jamil Saleh Mahdi Ali Al-Badri	M	Iraqi					
Harith Khalif Abboud Krhot Al-Ahardani	M	Iraqi	Architectural engineering	engineer			
Hussein Ali Musa Hussein Al-Sudanese	M	Iraqi					
Haider Abdul-Kadhim Isa Abdul Al-Rubaie	M	Iraqi					
Khalid Hashim Abdullah Abdalsadh	M	Iraqi					

Bahadli							
Rashid Hamid Hussein Mohammed Khayat	M	Iraqi					
Zahra Ahmed Hussein al-Jubouri	F	Iraqi	**Architectural engineering**	**engineer**			
Zeid Jassim Ahmed Jassim al-Obeidi	M	Iraqi	**Architectural engineering**	**engineer**			
Zainab Amer Khalil Ismail Zinki	F	Iraqi	**Architectural engineering**	**engineer**			
Saja Ibrahim Mohammed Khalaf al-Jubouri	F	Iraqi					
Suad Farhan Ibrahim Zouari al-Abdallah	F	Iraqi					
Saif Jalal Metlif Hussein al-Obeidi	M	Iraqi					
Samar Nazim Hamid Hussein al-Awsi	M	Iraqi					
Shirin Kamel Zidane Hamad Al-Naddawi	F	Iraqi	**Architectural engineering**	**engineer**			
Tiba Abdullah Mohammed Hamad al-Jubouri	F	Iraqi	**Architectural engineering**	**engineer**			
Adel Faleh Khyoun Eklh Al- Zerg	M	Iraqi					
Adel Mnhoush Salman Dahi Al-Sarraji	M	Iraqi					
Abdul Rahman Salumi hindi Murid Al-Difa`e	M	Iraqi					
Alaa Abdel-Hadi Hussein Fez`e Al-ouef	M	Iraqi					
Ali Khalaf Salman Mohammed Al-Djabawi	M	Iraqi					
Uday Ahmed Mohmed Nomas al-Issawi	M	Iraqi					
Amar nasrt Ali Hussein Kheiro	M	Iraqi					
Quson Ahmed Hashim Mohamed Mansour	F	Palestinian					
Faker Jwed Abdullah Hami al-Zaidi	M	Iraqi					
Vian Abdul Basir Mohmed hassan Mohammad Ali	**F**	Iraqi	**Architectural engineering**	**engineer**			
Koutaiba Zahir Hussain al-Bayati	M	Iraqi					
Ksad Nasser Ali Kawaf Al-Zaidi	M	Iraqi					
Lamis Kazem Richen Majeed Al-Sumaidei	**F**	Iraqi					
Mohammed Badr Faleh Racine Al-Dosari	M	Iraqi					
Mohamed Hassan Mohamed Hussein al-Khafaji	M	Iraqi					

Mustafa Ali Musa Hussein Al-Sudanese	M	Iraqi					
Muntasir Ahmed Alwan Sultan al-Jubouri	M	Iraqi					
Nada Khalil Ibrahim Ali Al-Arabs	F	Iraqi	**Architectural engineering**	**engineer**			
Huda Abbas Nasser Hussein Al-Dahan	F	Iraqi					
Hadeel Sami Mohammad Ali Hussein al-Bahrani	F	Iraqi					
Hadeel Mowaffaq Mahmoud Daoud Al-Qaisi	F	Iraqi					
Hind Ahmed Jassim Mohammed al-Qaisi	F	Iraqi					
Wson Dawod Salman Al_Shaykhli	F	Iraqi					
Yusuf Abdullah Mehdi Ahmed Al-Dawalibi	M	Iraqi					