

**Ministry of Higher Education and Scientific Research  
Scientific Supervision and Scientific Evaluation Apparatus  
Directorate of Quality Assurance and Academic Accreditation  
Accreditation Department**



# **Academic Program and Course Description Guide**

**2024**

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## **Introduction:**

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

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## **Concepts and terminology:**

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

## Academic Program Description Form

**University Name:** .....

**Faculty/Institute:** .....

**Scientific Department:** .....

**Academic or Professional Program Name:** .....

**Final Certificate Name:** .....

**Academic System:** .....

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Head of Department Name:**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

<b>1. Program Vision</b>				
Program vision is written here as stated in the university's catalogue and website.				
<b>2. Program Mission</b>				
Program mission is written here as stated in the university's catalogue and website.				
<b>3. Program Objectives</b>				
General statements describing what the program or institution intends to achieve.				
<b>4. Program Accreditation</b>				
Does the program have program accreditation? And from which agency?				
<b>5. Other external influences</b>				
Is there a sponsor for the program?				
<b>6 Program Structure</b>				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

### 8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	Learning Outcomes Statement 1
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Skills

Learning Outcomes 2	Learning Outcomes Statement 2
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Learning Outcomes 3	Learning Outcomes Statement 3
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Ethics

Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes 5	Learning Outcomes Statement 5
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### 9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

### 10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

<b>Professional Development</b>
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

<b>12. Acceptance Criterion</b>
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

<b>13. The most important sources of information about the program</b>
State briefly the sources of information about the program.

<b>14. Program Development Plan</b>



Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name: Computation theory 1					
2. Course Code:					
3. Semester / Year: 2 <sup>nd</sup> / 2023-2024					
4. Description Preparation Date: 20/2/2024					
5. Available Attendance Forms: attendance in class (theoretical)					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30/3					
7. Course administrator's name (mention all, if more than one name)					
Name: Armaneesa naaman hasoon					
Email: <a href="mailto:armaneesa@tu.edu.iq">armaneesa@tu.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>			<ul style="list-style-type: none"> <li>• Introducing the basics of computational theory, the basics of language theory, and general concepts in building programming languages. It also enables the student to know the various operations that take place in the language. It also enables the student to know the basics of FA as well as the rules used in building programming languages.</li> </ul>		
9. Teaching and Learning Strategies					
<b>Strategy</b>		The main strategy to be adopted in education is to encourage students to participate in performing assignments as well as participating in discussion in theoretical and practical lectures for the purpose of improving and expanding their critical thinking skills. This will be achieved through classrooms and interactive educational programs.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	2	Enabling the student to know and understand the principles related to the subject	Set, string, alphabet and language.	Lecture	Exams + homework + reports + discussion
2	2	Enabling the student to know and understand the principles related to the subject	Chomsky hierarchy of languages.	Lecture	Exams + homework + reports + discussion
3	2	Enabling the student to know and understand the principles related to the subject	The regular grammars and regular languages.	Lecture	Exams + homework + reports + discussion
4	2	Enabling the student to know and understand the principles related to the subject	Pumping lemma on regular languages	Lecture	Exams + homework + reports + discussion
5	2	Enabling the student to know and understand the principles related to the subject	Closure properties of regular sets (union, concatenation and kleen closure).	Lecture	Exams + homework + reports + discussion
6	2	Enabling the student to know and understand the principles related to the subject	Finite state automata, deterministic and nondeterministic finite state automata.	Lecture	Exams + homework + reports + discussion
7	2	Enabling the student to know and understand the principles related to the subject	Equivalence between deterministic and nondeterministic finite state automata.	Lecture	Exams + homework + reports + discussion

8	2	Enabling the student to know and understand the principles related to the subject	Finite state automata with empty move.	Lecture	Exams + homework + reports + discussion
9	2	Enabling the student to know and understand the principles related to the subject	Regular expression, closure properties of regular languages (intersection, complementation and substitution)	Lecture	Exams + homework + reports + discussion
10	2	Enabling the student to know and understand the principles related to the subject	Decision procedures for regular sets (emptiness, finiteness, containment and equivalence).	Lecture	Exams + homework + reports + discussion
11	2	Enabling the student to know and understand the principles related to the subject	The equivalence between Moore and Mealy machine.	Lecture	Exams + homework + reports + discussion
12	2	Enabling the student to know and understand the principles related to the subject	Context- free grammars and languages.	Lecture	Exams + homework + reports + discussion
13	2	Enabling the student to know and understand the principles related to the subject	context-free grammar without empty string production ( $\lambda$ -free grammar).	Lecture	Exams + homework + reports + discussion
14	2	Enabling the student to know and understand the principles related to the subject	derivation trees	Lecture	Exams + homework + reports + discussion

15	2	Enabling the student to know and understand the principles related to the subject	Simplification of context free grammars.		
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<b>11. Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .....etc					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)		Introduction to Computer Theory 3 <sup>rd</sup> Edition			
Main references (sources)		Introduction to Automata Theory, Languages,			
Recommended books and references (scientific journals, reports...)		All scientific journals that are related to the concept of computational theory.			
Electronic References, Websites		Other lecture notes on the Internet network			