



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

Academic Program and Course Description for
the Department of History –
Academic Year ۲۰۲۵

Introduction:

The academic program is considered a coordinated and structured package of courses that encompasses procedures and experiences designed as curricular components, with the primary purpose of developing and refining graduates' skills to make them qualified to meet the demands of the labor market. The program is reviewed and evaluated annually through internal or external auditing procedures and mechanisms, such as the External Examiner Program.

The academic program description provides a concise summary of the program's main features and its courses, outlining the skills intended to be imparted to students in alignment with the academic program's objectives. The significance of this description lies in its role as a cornerstone for obtaining program accreditation. It is collaboratively drafted by the teaching staff under the supervision of the scientific committees within the academic departments.

This second edition of the guide includes an updated description of the academic program, reflecting revisions to the content and sections of the previous edition in light of recent developments and changes in Iraq's educational system. It includes both the traditional formats of program description (annual and semester-based systems), as well as the standardized academic program description adopted according to the letter issued by the Directorate of Studies (Ref. No. T M ٣/٢٩٠٦, dated ٣/٥/٢٠٢٣), particularly for programs operating under the Bologna Process framework.

In this context, we would like to emphasize the importance of drafting comprehensive academic program and course descriptions to ensure the proper functioning of the educational process.

Concepts and Terminology

Academic Program Description:

The academic program description provides a concise summary of the program's vision, mission, and objectives. It includes a precise outline of the intended learning outcomes based on clearly defined learning strategies.

Course Description:

The course description offers a brief overview of the course's main characteristics and the expected learning outcomes that the student should achieve, demonstrating whether the student has maximally benefited from the available

learning opportunities. The course description is derived from the overall program description.

Program Vision:

An aspirational image of the future of the academic program—one that is progressive, inspiring, motivating, realistic, and achievable.

Program Mission:

A concise statement that clarifies the objectives and activities required to achieve them, while also defining the developmental paths and directions of the program.

Program Objectives:

Statements that describe what the academic program intends to accomplish within a specific timeframe. These objectives must be measurable and observable.

Curriculum Structure:

All the academic courses/modules included within the academic program according to the adopted learning system (semester-based, annual, or Bologna Process track). This includes requirements set by the Ministry, University, College, and Academic Department, along with the number of credit units.

Learning Outcomes:

A coherent set of knowledge, skills, and values acquired by the student upon the successful completion of the academic program. Learning outcomes must be defined for each course in a manner that supports the achievement of the overall program objectives.

Teaching and Learning Strategies:

The strategies employed by faculty members to enhance student learning and development. These are planned approaches used to achieve learning objectives and encompass all in-class and extracurricular activities designed to fulfill the program's learning outcomes.

**Academic Program and Course Description – Department of History –
Academic Year ٢٠٢٥**

University Name: Al-Mustansiriyah University

College/Institute: College of Arts

Academic Department: Department of History

Name of Academic or Professional Program: Bachelor's Degree

Title of Final Qualification: Bachelor of Arts in History

Study System: First Year + Second Year + Third Year + Fourth Year (Annual System)

Date of Program Description Preparation:

Date of File Completion:

Signature:

Name of the Head of Department:

Date:

Signature:

Name of the Assistant Dean for

Scientific Affairs:

Date:

Reviewed by:

Division of Quality Assurance and University Performance

Name of the Head of the Division of Quality Assurance and University Performance:

Date:

Signature:

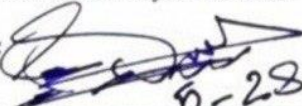
Approval of the Dean

Signatures

- Head of Department:
Name: Asst. Prof. Thamer Makki Ali
Date: 13/03/2025
Signature: 
- Assistant Dean for Scientific Affairs:
Name: Asst. Prof. Haider Nazem Mohammed
Date:
Signature: 

File Reviewed by

Quality Assurance and University Performance Division

- Name of Director of the Quality Assurance and University Performance Division:
Media Officer / Saad Atiyah Hameedi
Date:
Signature: 

Dean's Approval

(Official stamp and signature)



١. Vision of the History Department Program – College of Arts:

To invest in the intellectual heritage by utilizing Iraq's historical legacy and cultural patrimony to highlight the illuminating aspects of the civilizations of Mesopotamia across historical eras. The program seeks to connect the past with the present and anticipate the future through the study and comprehension of past experiences—drawing on their strengths and avoiding their shortcomings. It aims to understand the past in the spirit of the present, recognizing that the study of history is a dynamic and interconnected process that begins in the present to better comprehend the past.

٢. Mission of the Program:

The mission of the Department of History at the College of Arts is to contribute to the scientific, cultural, and social development of students and faculty members, in order to participate in the human development of society and to promote national awareness within a unified social fabric enriched by its diversity. This mission is grounded in the belief that the formation of nations and their civilizational role is fundamentally based on three pillars: history, language, and religion.

٣. Program Objectives:

- Enhance comprehensive understanding of world history:

Provide students with broad knowledge of major events, historical figures, and processes that have shaped global history across various periods and cultures.

- Develop critical and analytical thinking skills:

Encourage students to evaluate historical evidence and interpret past events critically and methodically, enabling them to understand cultural and social complexities and interactions.

- Provide research and writing skills:

Train students in conducting independent historical research using both primary and secondary sources, and strengthen their ability to construct evidence-based arguments in well-crafted written work.

- Promote cultural and global awareness:

Foster appreciation for cultural and historical diversity and deepen students' understanding of how history influences contemporary relationships and global politics.

- Prepare students for diverse career paths:

Equip students for a wide range of professions in academia, public service, archives and museums, education, and other fields that require a deep understanding of history.

- Promote civic engagement and responsibility:

Encourage students to use their historical knowledge to foster civic understanding and actively participate in public discourse and social issues.

٤. Proposed Accreditation Program:

The National Council for Accreditation of Teacher Education (NCATE) is a non-profit organization dedicated to ensuring the quality of teacher preparation programs in the United States. The Council is responsible for evaluating and accrediting academic programs that train teachers, with the aim of improving education by ensuring that such programs provide high-quality academic and pedagogical training.

٥. Other External Influences:

Regulations and instructions issued by the Ministry of Higher Education and Scientific Research and Al-Mustansiriyah University concerning undergraduate students—along with centralized student admissions (such as student GPA and other criteria)—represent key external influences on the program.

As illustrated in the table below:

Program Structure	Number of Courses	Credit Unit	Percentage	Remarks
Institutional Requirements	٥	١٠	١٦%	Elective Course
College Requirements	None	None	None	None
Department Requirements	٢٦	١٣٠	٨٤%	Core Course
Summer Training	None	None	None	None
Others	None	None	None	None

٦. Program Description: As illustrated in the table below.

First Stage

Academic Year	Course Code	Course Title	Credit Hours	
			Theoretical	Practical
First Stage	٥١٣ . ٩ ١١	Ancient Iraqi History	٣	None
First Stage	٥١٣ . ٩ ١٢	Pre-Islamic Arab History	٣	None
First Stage	٥١٣ . ٩ ١٣	History of the Prophetic Biography	٣	None
First Stage	٥١٣ . ٩ ١٤	Sasanian and Byzantine History	٢	None
First Stage	٥١٣ . ٩ ١٥	History of Europe in the Middle Ages	٢	None
First Stage	٥١٣ . ٩ ١٦	Arabic Language	١	None
First Stage	٥١٣ . ٩ ١٧	Computer Skills	١	None
First Stage	٥١٣ . ٩ ١٨	Human Rights and Democracy	١	None
First Stage	٥١٣ . ٩ ١٩	English Language	١	None
Total			١٧	

Second Stage

Academic Year	Course Code	Course Title	Credit Hours	
			Theoretical	Practical
Second Stage	٥١٣ . ٩ ٢١	The Rashidun Caliphate and the Umayyad State	٣	None
Second Stage	٥١٣ . ٩ ٢٢	Ancient Near East History	٣	None
Second Stage	٥١٣ . ٩ ٢٣	History of the Arab Maghreb	٢	None
Second Stage	٥١٣ . ٩ ٢٤	The European Renaissance Era	٢	None
Second Stage	٥١٣ . ٩ ٢٥	Modern Arab Countries	٢	None
Second Stage	٥١٣ . ٩ ٢٦	Greek and Roman History	٢	None

Second Stage	٥١٣ .٩ ٢٧	Crimes of the Ba'ath Regime in Iraq	١	None
Second Stage	٥١٣ .٩ ٢٨	Arabic Language	١	None
Second Stage	٥١٣ .٩ ٢٩	Computer Skills	١	None
Second Stage	٥١٣ .٩ ٢ ١٠	English Language	١	
Total			١٨	

Third Stage

Academic Year	Course Code	Course Title	Credit Hours	
			Theoretical	Practical
Third Stage	٥١٣ .٩ ٣١	Islamic Civilization and Institutions	٢	None
Third Stage	٥١٣ .٩ ٣٢	History of the Abbasid State	٣	None
Third Stage	٥١٣ .٩ ٣٣	Modern European History	٣	None
Third Stage	٥١٣ .٩ ٣٤	The Spread of Islam in Africa and Asia	٢	None
Third Stage	٥١٣ .٩ ٣٥	Philosophy of History	٢	None
Third Stage	٥١٣ .٩ ٣٦	Contemporary History of the Arab Countries	٣	None
Third Stage	٥١٣ .٩ ٣٧	Modern History of Iraq	٣	None
Third Stage	٥١٣ .٩ ٣٨	English Language	٢	None
Total			٢٠	

Fourth Stage

Academic Year	Course Code	Course Title	Credit Hours	
			Theoretical	Practical
Fourth Stage	٥١٣ .٩ ٤١	Contemporary History of Iraq	٣	None
Fourth Stage	٥١٣ .٩ ٤٢	History of Islamic Thought	٢	None
Fourth Stage	٥١٣ .٩ ٤٣	Islamic Modernization Experiences	٢	None
Fourth Stage	٥١٣ .٩ ٤٤	History of Major Powers	٣	None
Fourth Stage	٥١٣ .٩ ٤٥	Modern and Contemporary History of Africa	٢	None
Fourth Stage	٥١٣ .٩ ٤٦	History of the Americas	٢	None
Fourth Stage	٥١٣ .٩ ٤٧	Islamic History of	٢	None

		Egypt		
Fourth Stage	٥١٣ . ٩ ٤٨	Graduation Research Project	٢	None
Fourth Stage	٥١٣ . ٩ ٤٩	English Language	٢	
Total			٢٠	

٧. Expected Learning Outcomes of the Program:

Expected Learning Outcomes of the Program	
A. Knowledge	
١.	acquire broad knowledge of key historical events, developments, and figures across various periods and cultures, and understand the historical and geographical contexts that shaped civilizational and political transformations.
٢.	Develop the ability to critically analyze historical documents and evaluate sources.
٣.	Learn how to conduct independent historical research using a variety of sources, including both primary and secondary materials.
٤.	Acquire skills in writing and effectively presenting historical information to diverse audiences, and demonstrate the ability to discuss and exchange historical ideas clearly and effectively in both academic and non-academic settings.

B. Skills	
١.	Critical and analytical thinking, with the ability to analyze and interpret historical information, assess the credibility of sources, and identify potential biases.
٢.	Research skills, including the ability to conduct independent research, effectively use modern tools and both primary and secondary sources, and systematically organize and document historical information.
٣.	Communication skills, including the ability to write historical reports and essays with clarity and accuracy.
٤.	Systematic thinking and problem-solving skills, including the ability to identify complex historical issues and propose evidence-based solutions.

C. Values	
١.	Academic Integrity: Commitment to honesty and transparency in historical research and writing.
٢.	Respect for Diversity: Appreciation of different cultures and the ability to understand history from multiple perspectives.
٣.	Social Responsibility: Awareness of how the past influences the present and future, and using historical knowledge to contribute positively to society.

ξ.	Intellectual Curiosity and Lifelong Learning: Encouraging continuous inquiry and critical questioning of historical events and their interpretations.
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Λ. Teaching and Learning Strategies:

A variety of teaching and learning strategies are employed in humanities colleges. These strategies are designed to address cognitive, skill-based, affective, and general educational objectives, ensuring a comprehensive and balanced approach to student development.

First: Strategies for Cognitive and Skill-Based Objectives

A range of diverse teaching and learning methods is used to achieve the desired outcomes, including:

- ϭ. Lecture-based instruction
- Ϯ. Seminar discussions
- ϯ. Small group work
- ξ. Questioning and open discussion methods

Second: Strategies for Affective Objectives

To support affective learning outcomes, the following approaches are adopted:

- ϭ. Seminar and discussion-based instruction
- Ϯ. Teamwork and small group collaboration
- ϯ. Questioning and interactive discussions
- ξ. Competitions and extracurricular activities organized by the Department's Student Activities Committee
- ο. Direct and indirect guidance methods, including the promotion of role models and values both inside and outside the classroom, facilitated by the Department's Advisory Committee.

ϡ. Assessment Methods:

First: Assessment Methods for Cognitive and Skill-Based Learning Outcomes

- ϭ. Written examinations conducted on a daily, semester, and annual basis.
- Ϯ. Oral assessments administered regularly and at the end of each semester.
- ϯ. Submission of periodic academic reports.

٤. Completion of a graduation research project.

Second: Assessment Methods for Affective and Value-Based Learning Outcomes

١. Monitoring students' behavioral development throughout the academic year.
٢. Observing the degree of students' responsiveness to the guidance of the department and the advisory committee.
٣. Evaluating students' conduct and ethical behavior as reflected in their interactions with peers and faculty members.

١٠. Teaching Staff:

Academic Rank	Specialization		Specific Requirements/Skills (if any)	Number of Teaching Staff Members	
	General	Specific		On-Staff Lecturer	Adjunct Lecturer
Prof. Dr. Baidaa Mahmoud Ahmed Salman	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Samar Raheem Naeema Jabara	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Israa Hassan Fadel Zaein	History	Islamic History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Osama Adnan Yahya Mohsen	History	Ancient History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Hanan Ridha Abdulrahman	History	Islamic History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Maher Sabri Kadhim Jawad	History	Islamic History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Afaf Abduljabbar Abdulhameed	History	Islamic History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Hussein Ali Qais Mohammed	History	Islamic History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Janan Ali Faleh Muzban	History	Islamic History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Hanaa Kadhim Khalifa Matar	History	Islamic History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Jalal Kadhim Mohsen	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Enas Saadi Abdullah	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	

Prof. Dr. Enas Emad Abdulmuneem	History	Islamic History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Firdous Abdulrahman Kareem	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Bushra Nasser Hashem Abd	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Lama Faeq Ahmed Salman	History	Islamic History	Proficiency in Microsoft Office	Yes	
Prof. Dr. Alaa Fadel Ahmed Khalaf	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Kifah Kareem Salman Ali	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Hiyam Ouda Mohammed Abbas	History	Islamic History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Ghaith Saleem Farhan Tamineh	History	Ancient History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Ghusoon Muzher Hussein Dubeis	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Kifah Jumaa Wijir Rasheed	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Farah Basim Ibrahim Izzat	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Zainab Abdul-Kadhim Salman	English Language	Literature	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Ali Ibrahim Ubaid Ali Al-Mousawi	History	Islamic History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Maysaa Luay Abdullah Hammoud	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Afrah Mohammed Ali Ahmed	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Manar Abdul-Majeed Abdul-Karim	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Haider Atiyah Kadhim Mutlak	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Nahar Mohammed Noori Hadi	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Zainab Hatim Ruzouqi Jassim	History	Islamic History	Proficiency in Microsoft Office	Yes	

Assist. Prof. Dr. Thamer Makki Ali Mustafa	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assist. Prof. Dr. Hameed Hassoun Nahay	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assistant Lecturer Mundher Muneim Saad Jabir	History	Islamic History	Proficiency in Microsoft Office	Yes	
Lecturer Dr. Dhamyaa Abdul-Razzaq Khudair	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Lecturer Dr. Noor Daa al-Deen Mohammed Abdul-Ghafoor	History	Islamic History	Proficiency in Microsoft Office	Yes	
Assistant Lecturer Khitam Adnan Ali Safar al-Badrawi	History	Ancient History	Proficiency in Microsoft Office	Yes	
Lecturer Dr. Israa Faraj Lafta Ahmed al-Rubaie	History	Ancient History	Proficiency in Microsoft Office	Yes	
Lecturer Dr. Thaer Abdul-Sada Hussein	History	Ancient History	Proficiency in Microsoft Office	Yes	
Lecturer Dr. Ban Subaih Salem	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Lecturer Dr. Ban Sadiq Aidan al-Kharsan	History	Islamic History	Proficiency in Microsoft Office	Yes	
Lecturer Dr. Rifa'a Kadhim Maher al-Hilali	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Lecturer Dr. Mohammed Khalil Ibrahim	Computer Science	Data Security	Proficiency in Microsoft Office	Yes	
Assistant Lecturer Naba Basim Rasheed	Arabic Language	Literature	Proficiency in Microsoft Office	Yes	
Assistant Lecturer Mohammed Adnan Salman	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assistant Lecturer Widad Abdul-Zahra Kadhim	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assistant Lecturer Huda Mohammed Jawad Al-Tamimi	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assistant Lecturer Hassan Abdul-Amir Talal	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assistant Lecturer Jihad Kadhim Abbas	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	
Assistant Lecturer Widad Mohammed Abdullah	History	Modern and Contemporary History	Proficiency in Microsoft Office	Yes	

11. Professional Development:

New Faculty Mentoring and Orientation

Professional development for newly appointed faculty members is a fundamental component in ensuring high-quality education and supporting their academic and professional growth. It comprises a range of programs and activities aimed at enhancing teaching and research skills, as well as deepening their understanding of recent developments in their respective fields of specialization. The following are key components of the professional development program for new faculty members:

- Mentoring Programs:

Assigning an experienced faculty mentor to each new member to provide guidance at the start of their academic career. This includes advice on research, teaching, and administrative responsibilities.

- Workshops and Seminars:

Organizing instructional workshops and seminars focused on improving teaching practices, integrating educational technology, assessment techniques, and modern research methodologies.

- Training Courses:

Providing training in areas such as grant writing, academic publishing, and academic administration to enhance the professional competencies of new staff members.

- Conference Participation:

Encouraging new faculty members to attend and participate in national and international conferences to expand their professional networks and stay informed of the latest developments in their fields.

- Ongoing Evaluation and Feedback:

Conducting regular evaluations of teaching performance and offering constructive feedback to help new instructors refine their teaching skills and academic practices.

- Research and Collaboration:

Promoting opportunities for collaborative research both within the university and with external institutions to broaden research experience and increase scholarly output.

- Support for Academic Publishing:

Providing necessary resources and support for publishing research in reputable, peer-reviewed journals to enhance the academic standing of new faculty members.

Professional Development for Faculty Members

Professional development for faculty members is a fundamental element in ensuring the continuous enhancement of their skills and keeping them up to date with the latest developments in their academic and research fields. These activities contribute to their ability to deliver high-quality education and conduct impactful research. Below are key aspects of the professional development program for faculty members:

- Advanced Training:

Offering advanced training courses in innovative teaching techniques, educational technologies, and advanced research methodologies to update faculty members' skills.

- Ongoing Specialization Updates:

Organizing workshops and seminars focused on recent advancements in their areas of specialization to ensure they remain informed of academic and scientific developments.

- Fellowships and Academic Residencies:

Encouraging experienced faculty members to undertake fellowships at universities or research institutions to expand their professional networks and gain exposure to new practices and ideas.

- Conference and Seminar Participation:

Supporting faculty attendance and participation in national and international conferences to present research and engage with academic peers.

- Leadership and Management Courses:

Providing leadership development programs for faculty members aspiring to take on administrative or leadership roles within the academic institution.

- Self-Learning and E-Resources:

Facilitating access to self-learning resources, such as open online courses, digital libraries, and academic journals to promote continuous learning.

- **Self-Assessment and Review:**

Promoting self-evaluation and peer review processes to provide constructive feedback and identify areas for personal and professional improvement.

- **Academic Publishing Support:**

Providing assistance and resources to support successful academic publishing, including workshops on academic writing and navigating the peer-review process.

- **Collaborative Research and Joint Projects:**

Encouraging collaborative research with colleagues inside and outside the institution and developing joint research projects that advance scientific knowledge.

- **Evaluation and Follow-up:**

Implementing regular assessments of the effectiveness of development programs to ensure they meet faculty needs and align with institutional goals.

Admission Criteria

The admission criteria are based on the regulations and instructions issued by the Ministry of Higher Education and Scientific Research and Al-Mustansiriyah University for undergraduate students. These include requirements such as written examinations, minimum GPA thresholds, and other academic conditions.

Key Sources of Information about the Program

To obtain reliable and comprehensive information about academic programs, it is essential to consult a variety of sources that provide accurate and detailed data. The following are some of the most important sources for gathering information about the academic program:

- **University or College Website:**

The official website of the university or college is a primary source for information on academic programs, admission requirements, academic events, and recent news.

- University Catalog or Academic Guide:

The university catalog provides detailed information on curricula, course descriptions, graduation requirements, and institutional policies.

- Academic Advising and Advisors:

Academic advisors can offer guidance on course selection, academic planning, and career opportunities after graduation.

- Current Students and Alumni:

Speaking with current students and alumni can offer valuable insights into the student experience and the effectiveness of the program in preparing for future careers.

- Academic Conferences and Seminars:

Attending conferences and seminars organized by the department or university can provide perspectives on the program's research focus and academic areas of interest.

- Academic Ranking Platforms:

Platforms such as QS World University Rankings, U.S. News & World Report, and Times Higher Education can offer evaluations and comparisons of different academic programs.

- Social Media Platforms:

Following the university's and department's pages on social media is helpful for staying updated on the latest news, announcements, and student engagement.

١٢. **Program Development Plan:**

Developing an academic program strategically requires detailed planning that considers academic goals, available resources, and the needs of students and the wider community. The development plan may include several key steps outlined below:

Assessment of the Current State:

- Conduct a comprehensive evaluation of the current program to identify strengths, weaknesses, opportunities, and challenges.

Defining Objectives and Priorities:

- Formulate clear development objectives aligned with the university's vision and mission.
- Set priorities based on available resources and the educational and professional needs of students.

Curriculum Review:

- Update the curriculum to reflect the latest developments in the academic field.
- Introduce new courses and revise or phase out outdated ones that are no longer relevant.

Enhancing Educational Resources:

- Assess and improve existing resources such as laboratories, libraries, educational technologies, and student support services.
- Provide ongoing training for faculty on the latest teaching and assessment techniques.

Strengthening Research and Collaboration:

- Encourage academic research and collaboration with other institutions to enhance the program.
- Support students and faculty in publishing and presenting their research at conferences.

Industry and Community Engagement:

- Strengthen ties with industry to ensure the program meets labor market demands.
- Develop internship and career development programs for students.

Performance Monitoring and Evaluation:

- Develop key performance indicators (KPIs) to assess the effectiveness of program improvements.
- Conduct regular evaluations and gather feedback to revise the plan and implement necessary adjustments.

Quality Assurance and Accreditation:

- Use external reviews and benchmarking to ensure academic excellence.

- Maintain high-quality standards and work towards achieving or retaining academic accreditation.