**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**

# Academic Program Description Form

**University Name: Tikrit University**

**Faculty/Institute: Petroleum Process Engineering**

**Scientific Department: Petroleum and Gas Refining Engineering**

**Academic or Professional Program Name: Undergraduate - Bachelor of Science in Petroleum and Gas Refining Engineering**

**Final Certificate Name: Bachelor of Science in Petroleum and Gas Refining Engineering**

**Academic System: Annual**

**Description Preparation Date: 15/03/2024**

**File Completion Date: 15/ 03 / 2024**

**Signature:**

**Head of Department name:**

**Asst. Prof. Muayad A. Shihab**

**Date: 15/ 03 / 2024**

**Signature:**

**Scientific Associate name:**

**Asst. Prof. Umer Y. Dhayea**

**Date: 15 / 3 / 2024**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

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

**Asst. Lect. Ayoob I. Mohammed**

**Date: 15 / 03 / 2024**

**Signature:**

**Asst. Prof. Ghassan H. Abdullah**

**Date: 5 / 4 / 2024**

**Approval of the Dean**

| |
|---|
| 1. Program Vision |
| Improving the department's educational level using the most recent ways. |
| |
| 2. Program Mission |
| Providing community service by developing the Petroleum sector in the governorate and across the nation. |
| |
| 3. Program Objectives |
| 1- Providing students with the fundamentals of scientific knowledge in the field of Petroleum and gas refining engineering, as well as developing their professional skills in the areas of analytical and creative thinking through the use of information technologies, data analysis, and modern experimental methods in problem formulation and solution.<br>2- Preparing well-qualified engineers to enhance petroleum process engineering operations and handle dealings with them in all aspects of life, particularly in the petroleum industry.<br>3- Conducting academic research to stay up with the world scientific process, as well as applied research to turn engineering knowledge and ideas into practical reality by solving the country's challenges in all domains.<br>4- Contributing to the country's reconstruction in the petroleum and petrochemical industries sectors by providing engineering consultations, preparing economic feasibility studies, project designs, and technical services.<br>5- Implementing scientific sobriety as a characteristic of this department in line with international rules and standards. |
| |
| 4. Program Accreditation |
| N. A. |
| |
| 5. Other external influences |

(Only different state institutions provide summer internship for third-year students.)

## 6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|---|---|---|---|---|
| Institution Requirements | 7 | 18 | 11% | / |
| College Requirements | 9 | 32 | 20% | / |
| College Requirements | 22 | 112 | 69% | / |
| Summer internship | 1 | / | / | / |
| Others | / | / | / | / |

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

## 7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|---|---|---|---|---|
| | | | theoretical | practical |
| Four years | BSc-PGR | Bachelor of Science in Petroleum and Gas Refining Engineering | 176 | 56 |

## 8. Expected learning outcomes of the program

Knowledge

A1- Broad education to understand the impact of engineering solutions globally and economically.

A2: The ability to collaborate in interdisciplinary teams.

A3- The ability of applying cognitive sciences such as mathematics, as well as applied and pure sciences.

A4- The ability to use modern methods, skills, and engineering tools in the petroleum and petrochemical sectors.

A5- The ability to build petroleum and petrochemical facilities that satisfy the necessary requirements while remaining within realistic cost limits.

A6- The ability to develop and perform experiments, analyze data, and translate them practically.

Skills

B1- Developing and enhancing the student's ability to utilize design programs in their area of specialty.

B2- Developing and improving the student's ability to cope with new technology relevant to the course terminology.

B3- Improving the student's ability to face challenges and dilemmas and find acceptable answers to them.

B4- Developing and improving the student's ability to apply academic knowledge in real-world situations.

Ethics

C1- The ability to make decisions.
C2- Student-driven innovation methods.
C3: The student's ability to think.
C4- Collecting the necessary data to complete a certain subject.
C5. Encouraging students' creative thinking and keeping up with the most recent scientific approaches for teaching and learning.

## 9. Teaching and Learning Strategies

1. Introducing course syllabus to students (lectures).

2. Numerous examples are provided to demonstrate the basic principles.

3. A standardized problem-solving approach that can be applied to any problem.

4. Use figures, drawings, and graphs to offer extensive explanations and reinforce what the learner is reading.

5. At the conclusion of each chapter, self-assessment exams with answers are provided to measure learning progress.

6. Discussing and solving many problems in tutorial sessions, which enables collaboration with one or more colleagues to share ideas and debate the content.

7. Assigning activities, such as drafting research papers, to help students develop self-learning and presenting abilities.

8. Conducting quizzes.

9. Taking semester and final examinations on the designated dates.

10. Informing students about how grades are calculated for students during the semester and their exam results, and discussing failures and successes.

11. Informing students of the textbooks and reference books they need in the course and make a questionnaire for previous years in order to improve the curriculum, improve the performance of teaching staff, and raise the scientific level of the student.

12. Training students in various state institutions (third stage).

10. Evaluation methods

1. Monthly and final exams.

2. Short assessment and classroom involvement.

3. Submitting homework, research papers, and scientific reports.

4. Laboratory work.

## 11. Faculty

### Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---|---|---|---|---|---|---|
| | General | Special | | | Staff | **Lecturer** |
| Professor | 1 | 2 | | | 1 | 2 |
| Assistant Professor | 1 | 5 | | | 6 | - |
| Lecturer | - | 10 | | | 8 | 2 |
| Assistant Lecturer | 4 | 4 | | | 8 | - |

### Professional Development

Mentoring new faculty members

Preparation programs in the form of open lectures and seminars with training workshops that include:

1. Introducing new faculty members to the university's vision, mission, organizational structure, policies and procedures.
2. Enabling new faculty members to obtain a better understanding of their rights and obligations in addition to the rights and duties of students.
3. Providing new faculty members with detailed information about the facilities and services of the university, college, and department.
4. Introducing new faculty members to the quality of the academic program and program accreditation.
5. Introducing new faculty members to learning resources and scientific research programs.

Professional development of faculty members

1. Using current teaching methods and techniques.
2. Sharing experiences with academics from various institutions and universities.
3. Help evaluate, construct, and analyze the curriculum.
4. Continuous course assessment based on comments from instructors and students.
5. Be open to new experiences.

| 12. Acceptance Criterion |
| --- |
| 1. High school graduates (applied branch).<br>2. Admission is open to both male and female.<br>3. The Central Admissions Department of the Ministry of Higher Education and Scientific Research determines the minimal acceptance grades.<br>4. The desire of the student or guardian to study in the department. |
| 13. The most important sources of information about the program |
| 1. textbooks.<br>2. The teaching staff.<br>3. Workshops, seminars and conferences.<br>4. Websites and electronic library.<br>5. The local market and its needs. |
| 14. Program Development Plan |
| 1. Continuously updating the curriculum to keep pace with the curricula of international and established universities and the needs of the local market.<br>2. Increase interest in the practical aspect by providing modern educational laboratory equipment and opening new laboratories.<br>3. Providing modern textbooks and reference books from international publisher to the department's library.<br>4. Incorporating scientific and technological developments at the global level into school curricula and practical experiences.<br>5. Design and implement development programs in the form of open lectures and seminars with training workshops for teaching and professional staff.<br>6. Make memorandums of understanding with state institutions in the field of exchanging experiences and conducting scientific research and studies. |

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

# Course Description Form

| 1. Course Name: |
|---|
| English language IV |
| 2. Course Code: |
| PPE 409 |
| 3. Semester / Year: |
| first and second semester |
| 4. Description Preparation Date: |
| 12/3/2024 |
| 5. Available Attendance Forms: |
| In person |
| 6. Number of Credit Hours (TOTAL) / Number of Units (TOTAL) |
| 60 hours – 2 units |
| 7. Course administrator's name (mention all, if more than one name) |
| Name: Ahmed Mahmood Shihab<br>Email: ahmed.m.shihab@tu.edu.iq |
| 8. Course Objectives |

| | |
|---|---|
| **Course Objectives** | •Expand vocabulary knowledge and develop learning strategies. .....<br>• Enhance all four language skills: reading, writing, listening and speaking.<br>• Expose students to different cultures and perspectives |
| 9. Teaching and Learning Strategies | |
| **Strategy** | **Discussion**: students exchange opinions and thoughts about certain subject.<br>**Cooperative learning**: students work in team to complete assignment.<br>**Problem – Solving**: students apply critical thinking skills to solve the problem. |

| 10. Course Structure | | | | | |
|---|---|---|---|---|---|
| **Week** | **Hours** | **Required Learning Outcomes** | **Unit or subject name** | **Learning method** | **Evaluation method** |
| 1 | 2 hours | General tense, compound words, applying for hobs. | No place like home | Theoretical | Class participation |
| 2 | 2 hours | General tense, compound words, applying for hobs | No place like home | Theoretical | Quizzes |
| 3 | 2 hours | Present perfect, hot verbs, exclamations | Been there, done that! | Theoretical | Self-assessment |
| 4 | 2 hours | Present perfect, hot verbs, exclamations | Been there, done that! | Theoretical | Direct questions |
| 5 | 2 hours | Narrative tense, showing interest and surprise. | What a story! | Theoretical | Self-assessment |
| 6 | 2 hours | Narrative tense, showing interest and surprise. | What a story! | Theoretical | Class participation |
| 7 | 2 hours | Question and negative, prefixes, linking ideas | Nothing but the truth | Theoretical | Quizzes |
| 8 | 2 hours | Question and negative, prefixes, linking ideas | Nothing but the truth | Theoretical | Self-assessment |
| 9 | 2 hours | Form future, hot verbs, telephone conversation | An eye to the future | Theoretical | Direct questions |
| 10 | 2 hours | Exam | Exam | Theoretical | Exam |
| 11 | 2 hours | Form future, hot verbs, telephone conversation | An eye to the future | Theoretical | Class participation |
| 12 | 2 hours | Expressions of quantity, business expressions | Making it big | Theoretical | Quizzes |
| 13 | 2 hours | Expressions of quantity, business expressions | Making it big | Theoretical | Self-assessment |
| 14 | 2 hours | Model verbs, hot verbs, exaggeration and understatement | Getting on together | Theoretical | Direct questions |
| 15 | 2 hours | Exam | Exam | Theoretical | Exam |
| 16 | 2 hours | Model verbs, hot verbs, exaggeration and understatement | Getting on together | Theoretical | Class participation |
| 17 | 2 hours | Relative clause, adverbs, describing places | Going to extremes | Theoretical | Quizzes |
| 18 | 2 hours | Relative clause, adverbs, describing places | Going to extremes | Theoretical | Self-assessment |
| 19 | 2 hours | Expressions habit, homonymous, make your point | Things ain't what they used to be! | Theoretical | Direct questions |
| 20 | 2 hours | Expressions habit, homonymous, make your point | Things ain't what | Theoretical | Exam |

| | | | | | |
|---|---|---|---|---|---|
| | | | they used to be! | | |
| 21 | 2 hours | Medal auxiliary, synonyms, | Risking life and limb | Theoretical | Class participation |
| 22 | 2 hours | Medal auxiliary, synonyms, | Risking life and limb | Theoretical | Quizzes |
| 23 | 2 hours | Hypothesizing, word pairs, have you ever wondered | In your dreams | Theoretical | Self-assessment |
| 24 | 2 hours | Hypothesizing, word pairs, have you ever wondered | In your dreams | Theoretical | Direct questions |
| 25 | 2 hours | Articles, hot words | It's never too late | Theoretical | Self-assessment |
| 26 | 2 hours | Articles, hot words | It's never too late | Theoretical | Class participation |
| 27 | 2 hours | Writing skills | Writing skills | Theoretical | Quizzes |
| 28 | 2 hours | General | Grammar | Theoretical | Self-assessment |
| 29 | 2 hours | Pronunciation, vocabulary | Speaking skills | Theoretical | Direct questions |
| 30 | 2 hours | Exam | Exam | Theoretical | Exam |

| 11. Course Evaluation | |
|---|---|
| Distributing the score out of 100 according to the tasks assigned to the student such as daily exams, reports …..... | |
| **12. Learning and Teaching Resources** | |
| Required textbooks (curricular books, if any) | Headway Plus upper intermediate – Student Book and Activity |
| Main references (sources) | Grammar in use |
| Recommended books and references (scientific journals, reports …) | Grammar in use |
| Electronic References, websites | https://www.youtube.com/watch?v=l85akX7Pu60 |