

**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

2025–2026

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 staff 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, quarterly), 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.

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: Madenat Alelem University College

Faculty/Institute:

Scientific Department: Interior Design Techniques Department

Academic or Professional Program Name: Bachelor of Interior Design Techniques

Final Certificate Name: Bachelor of Interior Design Techniques

Academic System: Semester-Based

Description Preparation Date: 9/2025

File Completion Date: 9/2025

Signature:



Head of Department Name:

Dr. Ali Abdalrazzaq Abboud

Date:

Signature:



Scientific Associate Name:

Date:

14/9

7 The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

14/9

Signature:



Approval of the Dean

1. Program Vision

The Interior Design Technology Department aspires to be innovative and environmentally and socially responsible by preparing designers who promote creativity and excellence in all different fields. focusing on local aesthetic values, applied technology, and sustainable environmental design, in order to build a community with a global vision while preserving the heritage of the Iraqi environment by equipping them with an advanced international mindset and standards towards art and design science.

2. Program Mission

First: The department should be a leader at the national and regional levels in providing education, training, and meaningful research in the field of interior design techniques in an intellectually and creatively stimulating environment. and to educate students to become successful designers and artists who work to enhance the human experience, improve Iraqi cultural and social heritage environments, uphold national culture, and raise awareness of Iraqi aesthetic ethics through interior design.

Second: The main mission of the department is to help its students develop lifelong theoretical, practical, and analytical competencies with a focus on independent thinking and judgment and the development of technical computer skills to help them become well-rounded, creative, and competent interior designers and artists.

3. Program Objectives

First: Objectives of preparing students during their studies in the Interior Design Techniques Department

1. Training them to master all technical and practical aspects of interior design in line with the local and regional market.
2. To train them to interact with a variety of work teams and in multiple environments.
3. To train them to solve various interior design problems and their applications through practical and applied lessons.
4. Train them to work with the latest software related to interior design.
5. Train them in freehand drawing, photography, construction, materials, lighting, acoustics, furniture, two-dimensional and three-dimensional design, and green design.
6. Use practical tools and supplies with good proficiency and high craftsmanship.
7. Introduce them to the history of the development of the discipline throughout history, focusing on the intellectual and design theories of interior design after the Industrial Revolution.
8. Enable them to use scientific research methods, critical analysis, and presentation methods for their work throughout their years of study, in order to conduct advanced research in the field of interior design.
9. Develop teamwork skills by involving them in joint projects with students from other similar colleges.
10. Train them in the skills and techniques used to produce practical and beautiful design solutions within the joint collaborative group.

Second: The department's objectives for its graduates:

1. Graduates will be proficient in the profession of interior design techniques.
2. Graduates will apply the ethical standards of the profession.
3. Work in local and global markets after receiving practical training in specialized settings and learning about the requirements of professional work, such as calculating quantities and specifications, technical contracts, and

preparing practical implementation plans, by employing their professional skills in various local job market requirements.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

No it does not

5. Other external influences

Is there a sponsor for the program?

There are non

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	9	18	%12.5	
College Requirements	Non			
Department Requirements	63	150	%87.5	
Summer Training	yes			
Other	Non			

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
	IDT-M1101	Design Element	2	2

Year 1 / Semester 1	IDT-M1102	Drawing principles	–	4
	IDT-M1103	Colors	2	2
	IDT-M1104	Raw Material Technology	2	–
	IDT-M1105	Tow Dimension Engineering Drawing	–	4
	IDT-M1106	Carpentry Work Shop	–	6
		English Language	2	–
		Computer Principles	1	2
		Human Right and Democracy	2	–
Year 1 / Semester 2	IDT-M1201	Building Material Technology	2	–
	IDT-M1202	Design Fundamentals	2	2
	IDT-M1203	Drawing and Shading	–	4
	IDT-M1204	Colors theories	2	2
	IDT-M1205	Three Dimension Engineering Drawing	–	4
	IDT-M1206	Work Shop	–	6
	IDT-M1207	Ancient Architecture History	2	–
		Computer applications	1	2
		Arabic Language	2	–
Year 2 / Semester 1	IDT-M2101	Specifications Material	2	–
	IDT-M2102	Architectural drawing	–	4
	IDT-M2103	Primary Interior Design	–	4
	IDT-M2104	Primary Interior Design Techniques	2	2
	IDT-M2105	Presentation	–	4
	IDT-M2106	Tow Vanish Points Perspective	–	4
	IDT-M2107	Islamic Architecture History	2	–
	IDT-M2108	Computer Applications Tow Dimension Auto Cad	2	2
		English Language	2	–
		Albaath party Crimes	2	–
Year 2 / Semester 2	IDT-M2205	Presentation Advance	–	4
	IDT-M2206	One Vanish Point Perspective	–	4
	IDT-M2202	Architectural drawing	–	4
	IDT-M2201	Cost Accounts	2	–
	IDT-M2203	Advance Interior Design	–	4
	IDT-M2204	Advance Interior Design Techniques	2	2
	IDT-M2207	Environment Design	2	–

	IDT-M2208	Computer Applications Three Dimension Auto Cad	2	2
		Arabic Language	2	–
		Computer 2		
Year 3 / Semester 1	IDT-M3101	Primary Furniture Design	2	2
	IDT-M3102	Primary Interior Design	–	4
	IDT-M3103	Architectural Models	–	4
	IDT-M3104	Finishing Processes	–	6
	IDT-M3105	Research method	2	–
	IDT-M3106	Project Management	2	–
	IDT-M3107	Computer applications 3D Max	2	2
	IDT-M3108	Architecture History	2	–
Year 3 / Semester 2	IDT-M3201	Ergonomics	2	–
	IDT-M3202	Advance Furniture Design	2	2
	IDT-M3203	Advance Interior Design	–	4
	IDT-M3204	Interior Design Models	–	4
	IDT-M3205	Advance Finishing Processes	–	6
	IDT-M3206	Research Curricula	2	–
	IDT-M3207	History of Contemporary Architecture	2	–
	IDT-M3208	Advance Project Management	2	–
	IDT-M3209	Computer applications 3D Max Advance	2	2
Year 4 / Semester 1	IDT-M4101	Building Services	2	–
	IDT-M4102	Land Scape	2	2
	IDT-M4103	Architectural Structures	2	2
	IDT-M4104	Project Study	–	6
	IDT-M4105	Theories of Design	2	–
	IDT-M4106	Digital Models	2	2
	IDT-M4107	Presentation Applications Computer Coral	2	2
	IDT-M4108	Professional Ethics	2	–
Year 4 / Semester 2	IDT-M4201	Environment System Control	2	–
	IDT-M4202	Land Scape Design	2	2
	IDT-M4203	Advance Architectural Structures	2	2
	IDT-M4204	Project	–	6
	IDT-M4205	Digital Models Design	2	2
	IDT-M4206	Digital Photography	2	2
	IDT-M4207	Marketing and Promotion	2	–

	IDT-M4208	Professional practicing	2	–
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8. Expected learning outcomes of the program

Knowledge

1. Description of theories: Explanation of basic principles and theories related to interior design, including color theories, principles of artistic composition, and the history of global and local styles in design.
2. Identifying Materials and Techniques: Identify the characteristics of various materials used in interior design (e.g., woods, metals, fabrics, and sustainable materials) and techniques for their implementation and treatment.
3. Understanding structural systems: Understanding the basics of building structural systems, the distribution of major services (electricity, plumbing, air conditioning), and their impact on interior design decisions.
4. Combining theory and practice: Combining theory and practical application with knowledge development in the implementation of technical projects.

Skills

1. Developing innovative design solutions and artistic outputs: Analyzing client needs and space requirements to create and develop integrated functional and aesthetic design solutions for residential and commercial projects, and delivering artistic outputs characterized by creativity, innovation, and skill.
2. Use of specialized software: Mastering the use of 2D and 3D digital design software (such as AutoCAD, 3ds Max) to produce accurate working drawings and realistic perspectives.
3. Preparation of documents and specifications: Preparation of bills of quantities and technical specifications for materials and finishes, estimation of initial project costs to facilitate the implementation process, and efficient use of available materials and resources in various fields of art.
4. Effective communication, presentation, and use of modern technologies: Clearly communicate design ideas to clients and work teams through visual presentations, physical and verbal models, professionally defend design proposals, and employ communication, information, and technological means in the process of artistic skill and creativity.
5. Possessing the ability to critique art: Possessing the ability to critique art, judge things, and accept criticism from others about one's artistic productions, while identifying their strengths and weaknesses and benefiting from them.

Ethics

1. Commitment to professional ethics: Apply professional and ethical practices when dealing with clients, colleagues, and contractors, while maintaining the confidentiality of project information.
2. Embrace sustainability: Integrate environmentally and socially sustainable design principles into projects by choosing eco-friendly materials and energy-efficient solutions.
3. Teamwork: Collaborate effectively with architects, craftsmen, suppliers, and other professionals as part of an integrated team to successfully complete projects.
4. Developing self-learning: Demonstrating awareness of the importance of continuous professional development and lifelong learning to keep pace with rapid developments in interior design techniques, materials, and trends.
5. Fulfilling the artistic role in society: Students fulfill their artistic role in society by producing various types of artwork and preserving the built and natural environment.
6. Keeping up with scientific developments: Keeping up with scientific developments, understanding them, and applying them in their professional field or artistic productions.

9. Teaching and Learning Strategies

Definition of teaching and learning strategies: These are a set of teaching methods and techniques for stimulating the classroom, which vary according to several criteria, the most important of which is perhaps the teaching situation.

It is the teacher's approach to teaching the subject matter and the way in which they achieve the desired educational goals. It is also the means, tools, and procedures they use to assist them in their task. It is also the general atmosphere within the classroom that helps to achieve, in an organized and sequential manner, acceptable educational outcomes in light of the available resources.

Teaching and learning strategies in the implementation of the Interior Design Techniques program in general.

- Structured discussion
- Collaborative learning
- Problem solving
- Lecture
- Brainstorming
- Role playing

- Blended e-learning

10. Evaluation methods

- 1-Formative assessment during lectures, such as discussions and ongoing assessment questions.
- 2-Pre-assessment at the beginning of each lecture.
- 3-Preparation of worksheets and research papers related to the course topics.
- 4-Monthly written exams and end-of-semester exams.
- 5-Practical exams testing manual skills.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof. Abdul Moneim Khairi Hussein	Fine Arts	Art education			Staff	
Prof. Qadouri Arak Sakr	Visual Arts	Sculpture			Staff	
Assoc. Prof. Abdul Jabbar Khazal Hassan	Visual Arts	Painting			Staff	
Assoc. Prof. Khawla Abdul Razzaq Abdul Wahab	Design	Decoration			Staff	
Dr. Ali Abdul Razzaq Abboud	Design	Industrial design			Staff	

Professional Development

Mentoring new faculty members

First: Teaching Methods and Strategies Course

Training courses aimed at training new faculty members on specific teaching skills. Training will be conducted through group interactions and cooperation between individuals, using both group and individual methods.

The course aims to teach new faculty members the following:

A. Provide new faculty members with information on teaching competencies using different teaching strategies

in the classroom.

B. Design teaching plans in accordance with teaching competencies.

C. Formulate behavioral, cognitive, affective, and skill objectives.

* Skill objectives

The training program helps develop the capabilities of new faculty members by:

a. Designing and implementing teaching plans that include teaching competencies.

b. Providing teachers with the necessary competencies (planning, implementation, and evaluation) to perform their required tasks by training them in those competencies.

c. Training on the use of educational techniques and their application in accordance with the subject matter of the lesson.

d. Presenting a model lesson that includes the appropriate teaching competencies for the lesson.

e. Creating a model that illustrates the most appropriate methods and techniques, in accordance with teaching competencies, for one of the subjects studied.

* Emotional goals

A. Reinforce the positive attitude of new faculty members toward enrolling in training courses during their service.

B. Deepen the spirit of teamwork among new faculty members and their students.

c. Appreciating the importance of trainees' commitment to duties and activities and taking responsibility for teaching and training.

e. Boosting trainees' self-confidence by providing opportunities to gain new and varied experiences, leading to increased educational activity.

f. Improving teachers' attitudes towards their profession by equipping them with educational skills and practices.

Expected results: Training improves teaching efficiency and increases the efficiency and output of educational institutions. It is a flexible tool that, if properly sustained, enables us to achieve optimal educational efficiency and put educational theories into proper practice to achieve better performance and refine technical efficiency by developing capabilities.

Teaching aids: Computers, smart boards, projectors, teaching techniques, instructional design.

Teaching methods: The use of modern methods that should be adopted in order to develop the teaching and training process and keep it in line with cultural and technical developments and the knowledge explosion. These methods include: cooperative learning, active learning, e-learning, discussion, and dialogue.

Trainer's instructions: Guide new faculty members and inform them of the importance of the training course and the benefits they will gain from participating in in-service training programs, including:

A. Acquiring new experiences that qualify them to advance and take on greater responsibilities than those assigned to them.

B. Increasing the confidence of new faculty members as a result of acquiring new information, experiences, and abilities, which leads to raising their morale.

C. Improving the performance of new faculty members and achieving self-fulfillment through satisfaction with themselves and their work.

D. Raising the level of educational outcomes after increasing and refining the skills and abilities of trainees and improving performance.

E. Instilling new work ethics, behaviors, and ways of thinking, which leads to a good learning environment.

F. Developing the competencies and expertise of new faculty members and increasing their skills.

G. Addressing changes in educational systems and keeping pace with scientific and technological developments.

Second: Occupational Safety and Health Course

Occupational safety and health are important in all areas of life, including work in educational institutions. Health and safety management in educational institutions is an effective form of management that has a positive impact on the educational field. Their daily, close, and thorough monitoring, Their procedures, precautions, and measures are all necessary and useful for providing a healthy and safe environment in the educational setting. This important department, with its administrative staff, provides a healthy, safe, and secure working environment for

workers in the workplace and educational buildings through a set of measures and procedures taken to anticipate, assess, and control potential risks that could harm workers or the work environment as a result of the coronavirus pandemic, in order to achieve high and optimal productivity and provide a safe and healthy work environment that preserves health and safety. Education services are public services, and employees and other services and matters related to their safety, such as measuring air quality in the workplace and ensuring the health and safety of workers, are also public services. There is growing interest in health and safety priorities at the Ministry of Education, which is keen to provide an ideal working environment that results in greater work efficiency and better institutional productivity. Attention to the health, safety, and well-being of human resources in education is a key requirement for driving progress, development, and advancement. and contributes to raising awareness of occupational health and safety among teaching staff. The implementation of general occupational health and safety measures in education and the provision of a healthy working environment will have significant positive repercussions on education and education workers. Therefore, the administration of educational institutions seeks to follow safety precautions in the university work environment, and their actions demonstrate their good intentions and goals. Therefore, the administration of educational institutions seeks to continue implementing safety precautions in the university environment. Their actions demonstrate their good intentions, desired goals, and noble objectives.

The general objectives that occupational safety and health seeks to achieve:

- 1-Protecting human resources from injuries caused by workplace hazards by preventing their exposure to accidents, injuries, and occupational diseases.
- 2-Preserving physical resources, such as facilities and the equipment and devices they contain, from damage and loss as a result of accidents.
- 3- Providing and implementing all occupational safety and health requirements that ensure a safe environment that prevents risks to both human and material elements.
- 4 -Occupational safety and health as a scientific approach aims to instill security and reassurance in the hearts of workers as they perform their duties and to reduce the anxiety and fear that they experience as they coexist, out of necessity, with tools and materials that pose a threat to their lives and under unsafe conditions that expose their lives to occasional dangers Thus, safety is achieved.

Safety at work includes safety in laboratories and warehouses, so the following elements must be available:

- 1- Sound and purposeful technical planning for prevention measures in educational institutions.
- 2- Legislation stemming from the need to implement this technical planning
- 3- Implementation based on sound scientific principles during construction, with the provision of specialized technical equipment to ensure the continued implementation of occupational safety and health services

Professional development of faculty members

It is a change through which adjustments are made or added to build educational and administrative skills according to well-studied plans in order to improve and raise the efficiency of teachers' performance, as they are the cornerstone of the educational process. It is a planned, collaborative, continuous, participatory process that aims to develop teachers individually or in groups professionally, meet their needs and the current and future needs of the school, and help them improve the quality of their professional practices with a high degree of efficiency and effectiveness.

12. Acceptance Criterion

Decentralized admission

Minimum admission rate for all branches: 50%

Scientific / Biological / Applied / Literary / Industrial / Commercial / Agricultural / Institute of Fine Arts (design, calligraphy, and decoration) / Applied Arts (architectural design and decoration techniques, calligraphy and decoration techniques, ceramics techniques, clothing manufacturing, graphic design, fabric design, home economics, general decoration) / Institute of Crafts and Folk Arts / Preparatory Arts Branch / Police Commissioners

13. The most important sources of information about the program

- Required books.
- Main references and sources (books, magazines, and research papers).
- Scientific magazines, reports, etc. (with a specific, related, and similar focus).
- Electronic references, websites, etc. related to interior design and the indoor environment.
- College library and other public libraries.
- Curricula.
- Electronic information network.
- Academic teaching staff, relevant unions, and civil society organizations.

14. Program Development Plan

Interior Design Technology Program Development Plan

Development During the interior design development phase, we will delve into the details of the plan and work on improving the interior designs and determining the final touches and basic materials for floors, walls, furniture, etc., while we determine the lighting concepts and mechanical and electrical requirements for final approval. Some of the most important points of the interior design techniques program development plan are:

1-Reviewing modern sources in the field of interior design techniques and modern artistic methods in the fine arts.

2-Enrolling in special training courses for computer courses and using modern machinery in interior design techniques.

3-Keeping up with the artistic methods of postmodern art in interior design techniques.

Program Skills Outline

				Required program Learning outcomes														
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills					Ethics					
				1	2	3	4	1	2	3	4	5	1	2	3	4	5	6
Year 1 / Semester 1	IDT-M1101	Design Element	Basic	√			√	√			√	√			√	√	√	
	IDT-M1102	Drawing principles	Basic	√			√	√			√	√			√	√	√	
	IDT-M1103	Colors	Basic	√			√	√			√	√			√	√	√	
	IDT-M1104	Raw Material Technology	Basic		√						√					√		√
	IDT-M1105	Tow Dimension Engineering Drawing	Basic	√			√				√	√						
	IDT-M1106	Carpentry Work Shop	Basic		√		√	√			√	√	√	√			√	
		English Language	Basic	√													√	
		Computer Principles	Basic	√			√											
		Human Right and Democracy	Basic											√				
Year 1 / Semester 2	IDT-M1201	Building Material Technology	Basic		√	√					√			√				√
	IDT-M1202	Design Fundamentals	Basic	√			√	√			√	√			√	√	√	

	IDT-M1203	Drawing and Shading	Basic	√			√	√			√	√			√	√	√	
	IDT-M1204	Colors theories	Basic	√			√	√			√	√			√	√	√	
	IDT-M1205	Three Dimension Engineering Drawing	Basic	√			√				√	√						
	IDT-M1206	Work Shop	Basic		√		√	√			√	√	√	√			√	
	IDT-M1207	Ancient Architecture History	Basic	√								√						
		Computer applications	Basic	√			√											
		Arabic Language	Basic	√												√		
Year 2 / Semester 1	IDT-M2101	Specifications Material	Basic		√					√				√				√
	IDT-M2102	Architectural drawing	Basic	√			√				√							
	IDT-M2103	Primary Interior Design	Basic	√			√	√			√				√			
	IDT-M2104	Primary Interior Design Techniques	Basic	√			√	√			√				√			
	IDT-M2105	Presentation	Basic	√			√	√			√	√			√	√	√	
	IDT-M2106	Tow Vanish Points Perspective	Basic	√			√				√	√						
	IDT-M2107	Islamic Architecture History	Basic	√								√						
	IDT-M2108	Computer Applications Tow Dimension Auto Cad	Basic				√		√		√					√		

		English Language	Basic	√												√		
		Albaath party Crimes	Basic									√						
Year 2 / Semester 2	IDT-M2205	Presentation Advance	Basic	√			√	√			√	√			√	√	√	
	IDT-M2206	One Vanish Point Perspective	Basic	√			√				√	√						
	IDT-M2202	Architectural drawing	Basic	√			√				√							
	IDT-M2201	Cost Accounts	Basic		√					√				√				√
	IDT-M2203	Advance Interior Design	Basic	√			√	√			√				√			
	IDT-M2204	Advance Interior Design Techniques	Basic	√			√	√			√				√			
	IDT-M2207	Environment Design	Basic	√		√								√				
	IDT-M2208	Computer Applications Three Dimension Auto Cad	Basic				√		√		√					√		
		Arabic Language	Basic	√												√		
		Computer 2	Basic	√			√											
Year 3 / Semester 1	IDT-M3101	Primary Furniture Design	Basic	√	√		√	√	√								√	
	IDT-M3102	Primary Interior Design	Basic	√			√	√			√				√			
	IDT-M3103	Architectural Models	Basic		√		√				√				√			

	IDT-M3104	Finishing Processes	Basic		√		√								√			
	IDT-M3105	Research method	Basic	√														
	IDT-M3106	Project Management	Basic	√						√								
	IDT-M3107	Computer applications 3D Max	Basic				√		√		√					√		
	IDT-M3108	Architecture History	Basic	√								√						
Year 3 / Semester 2	IDT-M3201	Ergonomics	Basic															
	IDT-M3202	Advance Furniture Design	Basic	√	√		√	√	√								√	
	IDT-M3203	Advance Interior Design	Basic	√			√	√			√				√			
	IDT-M3204	Interior Design Models	Basic		√		√				√				√			
	IDT-M3205	Advance Finishing Processes	Basic		√		√								√			
	IDT-M3206	Research Curricula	Basic	√														
	IDT-M3207	History of Contemporary Architecture	Basic	√								√						
	IDT-M3208	Advance Project Management	Basic	√						√								
	IDT-M3209	Computer applications 3D Max Advance	Basic				√		√		√					√		
	IDT-M4101	Building Services	Basic	√		√		√										√

Year 4 / Semester 1	IDT-M4102	Land Scape	Basic	√			√	√			√				√			
	IDT-M4103	Architectural Structures	Basic		√		√				√				√			
	IDT-M4104	Project Study	Basic	√						√								
	IDT-M4105	Theories of Design	Basic	√			√	√			√	√			√	√	√	
	IDT-M4106	Digital Models	Basic					√	√	√						√		
	IDT-M4107	Presentation Applications Computer Coral	Basic				√		√		√					√		
	IDT-M4108	Professional Ethics	Basic										√					
Year 4 / Semester 2	IDT-M4201	Environment System Control	Basic	√		√		√										√
	IDT-M4202	Land Scape Design	Basic	√			√	√			√				√			
	IDT-M4203	Advance Architectural Structures	Basic		√		√				√				√			
	IDT-M4204	Project	Basic		√	√		√	√	√					√	√	√	√
	IDT-M4205	Digital Models Design	Basic					√	√	√						√		
	IDT-M4206	Digital Photography	Basic	√			√		√		√	√					√	
	IDT-M4207	Marketing and Promotion	Basic	√									√					
	IDT-M4208	Professional practicing	Basic										√					

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

