

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



## **guideDescription of the academic program and course**

**2024**

## **the introduction:**

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work.

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

### **Concepts and terminology:**

**Description of the academic program:**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:**It provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has 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 an advanced, inspiring, motivating, realistic and applicable program.

**Program message:**It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

**Program Goals:**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/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

**Learning Outcomes:**A compatible set of knowledge, skills, and values that the student has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

**Teaching and learning strategies:** They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

## **Academic program description form**

**University name: University Basra**

**College/Institute: College Education for girls**

**Scientific Department: Department Educational and psychological sciences**

**Name of the academic or professional program: Computer basics2**

**Name of final degree: Bachelor's degree Educational and psychological sciences**

**Academic system: annual**

**Description preparation date:12/3/2024**

**File filling date:12/3/2024**

**the signature:**

**nameScientific Assistant:**

**the date:**

**the signature:**

**nameHead of**

**Department:**

**Check the file before**

**Division of Quality Assurance and University Performance**

**Name of the Director of the Quality Assurance and University  
Performance Division:**

**the date**

**the signature**

## **Authentication of the Dean**

### **1. See the program**

Seeking college Education Girls To be one of the leading higher education institutions in university Basra in the field of modern education and scientific research through its scientific, research and administrative activities, it also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of education. Humanities Live and teach it.

### **2. Program message**

Working to prepare and graduate leading scientific and leadership competencies in... Educational field And its sciences and literature, and in developing the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and

refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

### 3. Program Goals

1. Embodying vision, mission and goals university Basra Applying the best educational practices with a focus on ensuring and enhancing quality and performance.
2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.
3. Spreading the culture of human diversity in society and transferring knowledge and skills Educational Writing academic research and creative scientific achievement through student- and teaching-focused activities.
4. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.
5. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.
6. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields Humanities.

Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.

### 4. Program accreditation

nothing

### 5. Other external influences



nothing

<b>6. Program structure</b>				
<b>comments *</b>	<b>percentage</b>	<b>Study unit</b>	<b>Number of courses</b>	<b>Program structure</b>
Basic course		60	60	<b>Enterprise requirements</b>
			Yes	<b>College requirements</b>
			Yes	<b>Department requirements</b>
			nothing	<b>summer training</b>
				<b>Other</b>

\* Notes may include whether the course is core or elective.

<b>7. Program description</b>				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Year/level</b>
<b>2 hours</b>	<b>theoretical</b>	Calculators2		2023-2024 /the second

8. Expected learning outcomes of the programme	
<b>Knowledge</b>	
	<p>1-The program aims to prepare people who have the ability to write course syllabuses for computer systems if they are appointed to institutions of an educational or academic nature. .</p> <p>a-Developing mental skills to diagnose problems and find solutions.</p> <p>3-A scientific description of the modern and correct system that must be followed by the institution in which the graduate works.</p>
<b>Skills</b>	
	<p>1–Skill in using computers and managing well-known programs.</p> <p>2 –Ability to train their business partners to use computer programs.</p> <p>3 -The ability to describe the systems developed by them and give seminars and lectures related to this.</p>

Value	
	Developing female students' mental abilities and developing female students' concepts in the field of computers

9. Teaching and learning strategies
<p>1-Explaining the scientific material through Clarifying concepts and theories related to computers</p> <p>2-Attending practical lectures in the computer laboratory</p> <p>3- Link aTopics raised in the previous lecture and the current lecture</p>

10. Evaluation methods
ExamsDaily and Weekly, monthly and End of year exam.

11. education institution			
Faculty members			
Preparing the teaching staff	Special requirements/skills (if any)	Specialization	Scientific rank

<b>Lecturer</b>	<b>angel</b>		<b>private</b>	<b>genera l</b>		
	angel			Informati on technolo gy	comput er Scienc es	Teacher assistant

<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>12. Acceptance criterion</b>

<b>13. The most important sources of information about the program</b>
Nancy Stern & Robert Stern "Compiling in information age", John Wiley & Sans 1998

The same book is translated into Arabic - translated by (Sorour Muhammad Surour), Qassim University Branch

Introduction to computers and information technology - Tariq Asala - Al-Watan Publishing House, Riyadh - 1430 AH

#### 14. Program development plan

Nothing

**Program skills chart**

**Learning outcomes required from the programme**

Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level
C	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1				
C4	✓	✓	✓		✓	✓	✓		✓	✓	✓	Basic	Computer basics1		first stage

**\*Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

## Course description form

1. Course Name: Computer basics2	
2. Course Code:	
3. the chapter/the year: Annual	
Annual	
4. Date this description was prepared:12/3/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
90hour annually.3An hour a week	
7. Name of the course administrator (if more than one name is mentioned)	
the name: M.M. Ghadeer Raad Abdel Aziz	
8. Course objectives	
	Developing female students' men abilities
	Developing female students' concepts the field of computers

Acquire the technical skills necessary to operate devices and implement programs

**9. Teaching and learning strategies**

1-Explaining the scientific material through computers	Clarifying concepts and theories related to computers	<b>The strategy</b>
2-Attending practical lectures in the computer laboratory		
3- Link aTopics raised in the previous lecture and the current lecture		

**10. Course structure**

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>aFor weekly, monthly, daily, written exams, and the end-of-year exam.</b>	1-Explaining the scientific material throughPresenting ideas and opinions using the method of discussion and questioning  2- Writing The most important anoldeas presented	Computer princ		3hour	1
		Operating syste		3hour	2
		Word processin		3hour	3
		Microsoft PowerPoint		3hour	4
				3hour	5
				3hour	6
				3hour	7
				3hour	8
				3hour	9
				3hour	10
				3hour	11



	during the lectures			3hour	12
				3hour	13
	3-			3hour	14
	ConnectLecture			3hour	15
	with previous lectures through feedback method			3hour	vacation
				3hour	16
				3hour	17
				3hour	18
				3hour	19
				3hour	19
				3hour	20
				3hour	21
				3hour	22
				3hour	23
				3hour	24
				3hour	25
				3hour	26
				3hour	27
				3hour	28
				3hour	29
				3hour	30

11. Course evaluation

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

12. Learning and teaching resources

- Nancy Stern & Robert Stern "Compiling in information age", John Wiley & Sons 1998

- The same book is translated into Arabic - translated by (Sorour Muhammad Surour), Qassim University Branch

Introduction to computers and information technology - Tariq Asala - Watan Publishing House, Riyadh - 1430 AH



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# **Academic Program and Course Description Guide**

**2024**

## **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:** ..... Albasrah university

**Faculty/Institute:** ..... College of Education for Girls.

**Scientific Department:** ..... Psychological and educational sciences

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

**Final Certificate Name:** ..... Psychological and educational sciences

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

**Description Preparation Date:** 3/3/2024

**File Completion Date: 3/3/2024**

**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**



### 1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

### 2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

### 3. Program Objectives

General statements describing what the program or institution intends to achieve.

### 4. Program Accreditation

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

### 5. Other external influences

Is there a sponsor for the program?

### 6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
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<b>Institution Requirements</b>	<b>60</b>	<b>60</b>		<b>Basic course</b>
<b>College Requirements</b>	<b>Yes</b>			
<b>Department Requirements</b>	<b>Yes</b>			
<b>Summer Training</b>	<b>No thing</b>			
<b>Other</b>				

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

<b>7. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023/2024</b>		<b>Educational planning</b>	<b>theoretical</b>	
<b>The second</b>				

<b>8. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students about the importance of educational planning in schools	
<b>Skills</b>	
Skills Expanding the skill: How to successfully plan educational plans and analyze	

the obstacles that may occur during the planning process.	
<b>Understanding</b>	
Values Developing students' abilities to share and discuss ideas, including scientific material in educational planning	

### 9. Teaching and Learning Strategies

–Explaining the scientific material by reading the topic given to the students through discussion and questioning.

2– Writing a report on a psychology topic and discussing the ideas that were presented during the lecture.

3– Linking the students' ideas to the scientific material and making them the focus of the educational process.

### 10. Evaluation methods

Weekly, monthly, daily exams and the end of the year exam.

### 11. Faculty

Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant teacher	<b>Psychological and educational sciences</b>	Educational psychology			Angel	

Professional Development
<b>Mentoring new faculty members</b>
Orienting new faculty members
<b>Professional development of faculty members</b>

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

**13. The most important sources of information about the program**

1- Educational Planning Book / Muhammad Metwally

**14. Program Development Plan**

### 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
2023/2024 the second		Educational planning	Basic	---					----					---	

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

## Course Description Form

1. Course Name: Educational planning

**Educational planning**

2. Course Code:

3. Semester / Year:

Annual

4. Description Preparation Date: 3/3/2024

5. Available Attendance Forms:

My presence only

6. Number of Credit Hours (Total) / Number of Units (Total)

60 hours annually. 2 hours a week

7. Course administrator's name (mention all, if more than one name)

Name: Maysaa Sabry Jassim

Email: [maysaa.gasim@uobasrah.iq](mailto:maysaa.gasim@uobasrah.iq)

8. Course Objectives

1- Providing students with planning skills

• .....

2- Expanding the skill in avoiding obstacles during  
planning process and developing alternative pla

• .....

• .....



3- Explaining the most important modern ideas about educational planning and its relationship to economic planning

### 9. Teaching and Learning Strategies

**Strategy**  
 1-Cooperative learning education strategy.  
 2- Brainstorming education strategy.

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	1- Informing students about the importance of educational planning in schools	Educational planning	1-Explaining the scientific material by reading the topic given to the students through discussion and questioning.  2-Writing a report on a psychology topic and discussing the ideas that were presented during the lecture.  3- Linking the students' ideas to the scientific material and making it the focus of the educational process.	Piuhy ]
2	2 hour	2-Expanding the student's knowledge on how to successfully plan educational plans and analyze the obstacles that may occur during the planning process.			
3	2 hour				
4	2 hour				
5	2 hour				
6	2 hour				
7	2 hour				
8	2 hour				
9	2 hour				
10	2 hour				
11	2 hour				
12	2 hour				
13	2 hour				
14	2 hour				
15	2 hour				

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16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

### 11. C2course Evaluation

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

8

### 12. Learning and Teaching Resources

Educational planning book / author

Muhammad Metwally



**Ministry of Higher Education and Scientific Research**  
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**Accreditation Department**

# **Academic Program and Course Description Guide**

2024

## **Introduction:**

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**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:** ..... **Albasrah university**

**Faculty/Institute:** ..... **College of Education for Girls.**

**Scientific Department:** ..... **Psychological and educational sciences**

**Academic or Professional Program Name:** ..... **Curriculum and textbook**

**Final Certificate Name:** ..... **Psychological and educational sciences**

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

**Description Preparation Date:** **3/3/2024**



**File Completion Date: 3/3/2024**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**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**

**15. Program Vision**

Program vision is written here as stated in the university's catalogue and website.

**16. Program Mission**

Program mission is written here as stated in the university's catalogue and website.

**17. Program Objectives**

General statements describing what the program or institution intends to achieve.

**18. Program Accreditation**

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

**19. Other external influences**

Is there a sponsor for the program?

**20. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
-------------------	-------------------	--------------	------------	----------

<b>Institution Requirements</b>	<b>60</b>	<b>60</b>		<b>Basic course</b>
<b>College Requirements</b>	<b>Yes</b>			
<b>Department Requirements</b>	<b>Yes</b>			
<b>Summer Training</b>	<b>No thing</b>			
<b>Other</b>				

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

<b>21. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023/2024</b>		<b>Curriculum and textbook</b>	<b>theoretical</b>	
<b>The second</b>				

<b>22. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Students learned about the philosophies that covered the curriculum and the types of those curricula	
<b>Skills</b>	
Expanding the skill of learning about modern	

teaching methods in the educational curricula	
<b>Understanding</b>	
Developing students' abilities to share ideas and express their inner thoughts and feelings regarding life matters, including the scientific material in the curriculum and textbook.	

<b>23. Teaching and Learning Strategies</b>
<p>–Explaining the scientific material by reading selected poems and giving the most important critical readings in this regard.</p> <p>2– Writing a review paper for each poet summarizing the most important ideas presented during the lectures.</p> <p>3– Linking well-known critical ideas with the students' critical opinions</p>

<b>24. Evaluation methods</b>
Weekly, monthly, daily exams and the end of the year exam.

<b>25. Faculty</b>
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Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor Dr	<b>Psychological and educational sciences</b>	Psychological counseling and educational guidance			Angel	

Professional Development
<b>Mentoring new faculty members</b>
Orienting new faculty members
<b>Professional development of faculty members</b>

26. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

**27. The most important sources of information about the program**

Curriculum and textbook by Professor Dr. Dawoud Abdel Salam Sabry

**28. Program Development Plan**

Studying the modern curricula for the approved courses in the various stages, and identifying the philosophies that dealt with the curricula and courses of the students of the psychological and educational departments.

### 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
2023/2024 the second		Curriculum and textbook	Basic	---					----					---	

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



## Course Description Form

13.	Course Name: Curriculum and textbook
<b>Curriculum and textbook</b>	
14.	Course Code:
15.	Semester / Year:
Annual	
16.	Description Preparation Date:3/3/2024
17.Available Attendance Forms:	
My presence only	
18.Number of Credit Hours (Total) / Number of Units (Total)	
60 hours annually. 2 hours a week	
19.	Course administrator's name (mention all, if more than one name)
Name: Sinan Saeed Jassim	
Email: <a href="mailto:sinan.saeed@uobasrah.edu.iq">sinan.saeed@uobasrah.edu.iq</a>	
20.	Course Objectives
<p><b>Providing students with the skill of applying the curriculum and the textbook.</b></p> <p><b>2- Expanding the skill of recognizing the curriculum.</b></p> <p><b>3- Explaining the most important modern ideas in curriculum and the textbook.</b></p>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>

## 21. Teaching and Learning Strategies

<b>Strategy</b>	Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series
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## 22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	Providing students with the skill	Curriculum textbook	Explaining the scientific material by reading selected poems and giving the most important critical readings in the regard.  2- Writing a review paper for each poet summarizing the most important ideas presented during the lectures.  3- Linking well-known critical ideas with the students' critical opinions.	Piuhy ]
2	2 hour	analyzing poems			
3	2 hour	applying literary theories.			
4	2 hour	2- Informing students about the importance of critical theories			
5	2 hour	of critical theories			
6	2 hour	the Victorian era, such as the theory			
7	2 hour	tradition and cultural heritage in poetry			
8	2 hour				
9	2 hour				
10	2 hour				
11	2 hour				
12	2 hour				
13	2 hour				
14	2 hour				
15	2 hour				
16	2 hour				
17	2 hour				

18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

### 23. C2course Evaluation

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

8

### 24. Learning and Teaching Resources

Required prescribed books  
 (methodology, if any) Main references  
 (sources) Recommended books and  
 supporting references (scientific  
 journals, reports....)

Modern educational evaluation,  
 curriculum and textbook. The textbook

and educational curriculum between the  
past and the present

**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

## **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.

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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:** ..... **Albasrah university**

**Faculty/Institute:** ..... **College of Education for Girls.**

**Scientific Department:** ..... **Psychological and educational sciences**

**Academic or Professional Program Name:** ..... **Baath Party crimes**

**Final Certificate Name:** ..... **Psychological and educational sciences**

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

**Description Preparation Date:** **3/3/2024**

**File Completion Date: 3/3/2024**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**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**

**29. Program Vision**

Program vision is written here as stated in the university's catalogue and website.

**30. Program Mission**

Program mission is written here as stated in the university's catalogue and website.

**31. Program Objectives**

General statements describing what the program or institution intends to achieve.

**32. Program Accreditation**

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

**33. Other external influences**

Is there a sponsor for the program?

**34. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
-------------------	-------------------	--------------	------------	----------

<b>Institution Requirements</b>	<b>60</b>	<b>60</b>		<b>Basic course</b>
<b>College Requirements</b>	<b>yes</b>			
<b>Department Requirements</b>	<b>yes</b>			
<b>Summer Training</b>	<b>No thing</b>			
<b>Other</b>				

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

<b>35. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023/2024</b> <b>the second</b>		<b>Baath Party crimes</b>	<b>theoretical</b>	

<b>36. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Enabling students to know the subject curriculum Skills	
<b>Skills</b>	
Developing female students' abilities to read and research	

Value	
1- Emphasize the importance of research and investigation	
2-Previous laws, knowledge of the methods used.	

37. Teaching and Learning Strategies
<p>1- Explaining the scientific material in a lecture manner.</p> <p>2- Writing a review paper for each topic that summarizes the most important materials that were presented during the lecture.</p> <p>3-Practice what was presented during the lecture by asking questions to the students.</p>

38. Evaluation methods
Weekly, monthly, daily exams and the end of the year exam.

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

Professor Dr	Islamic history	ancient history			Angel	
--------------	-----------------	-----------------	--	--	-------	--

<b>Professional Development</b>
<b>Mentoring new faculty members</b>
Orienting new faculty members
<b>Professional development of faculty members</b>
Training courses, workshops and scientific lectures

<b>40. Acceptance Criterion</b>
<b>(Setting regulations related to enrollment in the college or institute, whether central admission or others)</b>

<b>41. The most important sources of information about the program</b>
Baath Party crimes curriculum

<b>42. Program Development Plan</b>
1-The necessity of adopting the theoretical aspect in teaching the subject of Baath crimes, and allocating sufficient time for that.

2-Introducing modern methods and means in teaching the subject, such as audio and video techniques, if available, to enhance students' listening skills, or replacing them with conversations between the teacher and the students to implement What they learned.

### 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	
2023/2024 the second		Baath Party crimes	Basic	---					----						---	




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

## Course Description Form

25.	Course Name: Baath Party crimes
<b>Baath Party crimes</b>	
26.	Course Code:
27.	Semester / Year:
Annual	
28.	Description Preparation Date:3/3/2024
29.	Available Attendance Forms:
My presence only	
30.	Number of Credit Hours (Total) / Number of Units (Total)
60 hours annually. 2 hours a week	
31.	Course administrator's name (mention all, if more than one name)
Name: warud Abbas Lafteh	
Email: <a href="mailto:worood.lftah@uobasrah.iq">worood.lftah@uobasrah.iq</a>	
32.	Course Objectives
1- Enabling female students to know the laws regulations used during the period of government.	• ..... • ..... • .....
2- Enabling female students to research and learn about the systems used.	

33. Teaching and Learning Strategies	
<b>Strategy</b>	1 - Teaching strategy using the lecture method 2- Brainstorming education strategy. 3- Education Strategy Observer Series. 4- Standard learning strategy.

34. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	Informing students of the information surrounding the subject.	Baath Party crime	1- Explaining the scientific material in lecture manner  2- Shorten the material during the lecture  3-Practice what was asked during the lecture by asking questions to the students.	Piuhy ]
2	2 hour				
3	2 hour				
4	2 hour				
5	2 hour				
6	2 hour				
7	2 hour				
8	2 hour				
9	2 hour				
10	2 hour				
11	2 hour				
12	2 hour				
13	2 hour				
14	2 hour				
15	2 hour				

16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

### 35. C2course Evaluation

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

8

### 36. Learning and Teaching Resources

Baath Party crimes

**Ministry of Higher Education and Scientific Research  
Scientific Supervision and Scientific Evaluation Apparatus  
Directorate of Quality Assurance and Academic Accreditation  
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# **Academic Program and Course Description Guide**

**2024**

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### **Academic Program Description Form**

**University Name:** ..... Albasrah university

**Faculty/Institute:** ..... College of Education for Girls.

**Scientific Department:** ..... Psychological and educational sciences

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

**Final Certificate Name:** ..... Psychological and educational sciences

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

**Description Preparation Date:** 3/3/2024

**File Completion Date:** 3/3/2024

**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**

**43. Program Vision**

Program vision is written here as stated in the university's catalogue and website.

**44. Program Mission**

Program mission is written here as stated in the university's catalogue and website.

**45. Program Objectives**

General statements describing what the program or institution intends to achieve.

**46. Program Accreditation**

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

**47. Other external influences**

Is there a sponsor for the program?

**48. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
-------------------	-------------------	--------------	------------	----------

<b>Institution Requirements</b>	<b>60</b>	<b>60</b>		<b>Basic course</b>
<b>College Requirements</b>	<b>Yes</b>			
<b>Department Requirements</b>	<b>Yes</b>			
<b>Summer Training</b>	<b>No thing</b>			
<b>Other</b>				

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

<b>49. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023/2024</b>		<b>Social Psychology</b>	<b>theoretical</b>	
<b>The second</b>				

<b>50. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students about the importance of social psychology, its scientific goals, the stages of its development, and the most important fields from which its	

research and theories can be benefited.	
<b>Skills</b>	
Expanding students' awareness of the most important elements and components that represent the social fabric	
<b>Understanding</b>	
Developing students' abilities regarding the most important processes of social interaction and knowing the direction of interaction	

<b>51. Teaching and Learning Strategies</b>
1–Explaining the scientific material by reviewing the subject's vocabulary and the ideas it contains
2–Experimenting at the end of each chapter with a summary of the most important things covered in this chapter, linking the most important information covered in all chapters with the information students have.

<b>52. Evaluation methods</b>
-------------------------------

Weekly, monthly, daily exams and the end of the year exam.

### 53. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
teacher	Psychology	<b>Social Psychology</b>			Angel	

#### Professional Development

##### Mentoring new faculty members

Orienting new faculty members

##### Professional development of faculty members

### 54. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

**55. The most important sources of information about the program**

1–Al–Ajmalī, Hosni (2003) Social psychology between theory and practice. Egyptian Igloo Library. Cairo

2– Al–Anoum, Adnan Youssef (2009) Social Psychology. University Library, Sharjah.

**56. Program Development Plan**

1–A comparative study of applying the ideas of Victorian poetry to Arabic poetry

2–Work on comparing poetic literary movements in English poetry and their impact on Arabic poetry and vice versa.



### 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
2023/2024 the second		Social Psychology	Basic	---					----					---	

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

## Course Description Form

37.	Course Name: Social Psychology
<b>Social Psychology</b>	
38.	Course Code:
39.	Semester / Year:
Annual	
40.	Description Preparation Date:3/3/2024
41.Available Attendance Forms:	
My presence only	
42.Number of Credit Hours (Total) / Number of Units (Total)	
60 hours annually. 2 hours a week	
43. Course administrator's name (mention all, if more than one name)	
Name: Haider Mahdi Ahmed	
Email:	
44. Course Objectives	
<p>1-Providing students with the skill of applying Victorian ideas by writing poems that imitate Victorian poetry.</p> <p>2 - Expanding the skill of critical reading of Victorian poetry.</p>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>

3 – Explaining the most important modern ideas in English poetry, such as aesthetic theory.

#### 45. Teaching and Learning Strategies

**Strategy**  
 Education strategy collaborative concept planning.  
 2- Brainstorming education strategy.  
 3- Education Strategy Notes Series

#### 46. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	Providing students with the skill	Social Psychology	Explaining the scientific material by reading selected poems and giving the most important critical readings in the regard.  2- Writing a review paper for each poet summarizing the most important ideas presented during the lectures.  3- Linking well-known critical ideas with the students' critical opinions.	Piuhy ]
2	2 hour	analyzing poems			
3	2 hour	applying literary theories.			
4	2 hour	2- Informing students about the importance			
5	2 hour	of critical theories			
6	2 hour	of the Victorian era, such			
7	2 hour	as the theory			
8	2 hour	tradition and cultural heritage in poetry			
9	2 hour				
10	2 hour				
11	2 hour				
12	2 hour				
13	2 hour				
14	2 hour				
15	2 hour				

16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

#### 47. C2course Evaluation

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

8

#### 48. Learning and Teaching Resources

English Victorian and Modern Poetry

Armstrong, Isobel. Victorian Poetry: Poetry, poetics and politics. Routledge, 2019

Required prescribed books (methodology any) Main references (sources) Recommended books and supporting references (science journals, reports....)

Bristow, J. (Ed.). (2000). The Cambridge companion to Victorian poetry. Cambridge University Press

Cronin, R. (2012). Reading Victorian Poetry (Vol. 5). John Wiley & Sons..

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**University Name:** ..... Albasrah university

**Faculty/Institute:** ..... College of Education for Girls.

**Scientific Department:** ..... Psychological and educational sciences

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

**Final Certificate Name:** ..... Psychological and educational sciences

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

**Description Preparation Date:** 3/3/2024

**File Completion Date: 3/3/2024**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**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**

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Program vision is written here as stated in the university's catalogue and website.

**58. Program Mission**

Program mission is written here as stated in the university's catalogue and website.

**59. Program Objectives**

General statements describing what the program or institution intends to achieve.

**60. Program Accreditation**

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

**61. Other external influences**

Is there a sponsor for the program?

**62. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
-------------------	-------------------	--------------	------------	----------

<b>Institution Requirements</b>	<b>60</b>	<b>60</b>		<b>Basic course</b>
<b>College Requirements</b>	<b>yes</b>			
<b>Department Requirements</b>	<b>yes</b>			
<b>Summer Training</b>	<b>No thing</b>			
<b>Other</b>				

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

<b>63. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023/2024</b>		<b>Educational psychology</b>	<b>theoretical</b>	

<b>64. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students about the importance of educational psychology and the topics it covers	
<b>Skills</b>	

Expanding the skill of analyzing theories of educational psychology	
<b>Ethics</b>	
Developing students' abilities to share ideas about schools of educational psychology	
Expressing one's thoughts and feelings regarding life matters, including matter Scientific education in educational psychology	

<b>65. Teaching and Learning Strategies</b>
<p>1- Explaining the scientific material by clarifying the concepts and theories related to educational psychology</p> <p>2- Writing the most important ideas and concepts presented during the lectures</p> <p>3- Linking the topics raised in the previous lecture with the current lecture</p>

<b>66. Evaluation methods</b>
Weekly, monthly, daily exams and the end of the year exam.

<b>67. Faculty</b>						
<b>Faculty Members</b>						
<b>Academic Rank</b>	<b>Specialization</b>		<b>Special Requirements/Skills (if applicable)</b>		<b>Number of the teaching staff</b>	
	<b>General</b>	<b>Special</b>			<b>Staff</b>	<b>Lecturer</b>
assistant teacher	Educational and psychological sciences	Educational psychology			Angel	

<b>Professional Development</b>
<b>Mentoring new faculty members</b>
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
<b>Professional development of faculty members</b>
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>68. Acceptance Criterion</b>
<b>(Setting regulations related to enrollment in the college or institute, whether central admission or others)</b>



**69. The most important sources of information about the program**

Al-Atoum Adnan Youssef and others (2005) Educational Psychology Theory and Application, Amman, Dar Al-Masirah Publishing House Distribution and printing.

2- Adas Abdul Rahman and Qatami Youssef (2003) Educational Psychology, Amman, Dar Al Fikr.

**70. Program Development Plan**

1-A comparative study between theories of educational psychology and theories of psychology in general.

2-Work on applying theories of educational psychology in educational situations

### 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	
2024/2023		Educational psychology	Basic	---					----						---	

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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

## Course Description Form

49.	Course Name:		
<b>Educational psychology</b>			
50.	Course Code:		
51.	Semester / Year:	Annual	
52.	Description Preparation Date:	2024/3/3	
53.	Available Attendance Forms:	My presence only	
54.	Number of Credit Hours (Total) / Number of Units (Total)	60 hours annually. 2 hours a week	
55.	Course administrator's name (mention all, if more than one name)	Name: sarah jabbar salman Email: <a href="mailto:sara.jabbar@uobasrah.edu.iq">sara.jabbar@uobasrah.edu.iq</a>	
56.	Course Objectives		
	1- Providing students with the skill of applying theories of Educational psychology.	•	.....
		•	.....
		•	.....
	2- Expanding students' skill in applying Theories of educational psychology in rooms Safiya.		

3 - Clarifying the most important modern ideas and opinions in Educational psychology and its topics

57. Teaching and Learning Strategies

**Strategy**

1-Explaining scientific material by clarifying the concepts and theories related to science Educational psychology

2-Writing the most important ideas and concepts presented during lectures

3- Linking the topics raised in the previous lecture with the current lecture

58. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	1-Acquisition	<b>Educational psychology</b>	1-Explanation of the article Scientific knowledge from the article put forward Ala Thoughts and opinions using road Discussion or else Interrogation	Piuhy ]
2	2 hour	Students are a student analysis Scientific theories			
3	2 hour	Educational A analyze it .			
4	2 hour				
5	2 hour	2-Informing			
6	2 hour	Students about T			
7	2 hour	importance science s			
8	2 hour	Educational A			
9	2 hour	Topics And scho			
10	2 hour	which he address			
11	2 hour				
12	2 hour				
13	2 hour				
14	2 hour				

15	2 hour				
عطلة					
16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

#### 59. C2course Evaluation

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

8

#### 60. Learning and Teaching Resources

1- Al-Atoum Adnan Youssef and others (2005) Educational Psychology Theory and Application, Amman, Dar

Al-Masirah Publishing House

Distribution and printing.

2- Adas Abdul Rahman and Qatami

Youssef (2003) Educational

Psychology, Amman, Dar Al Fikr.



**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

## **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:** ..... Albasrah university

**Faculty/Institute:** ..... College of Education for Girls.

**Scientific Department:** ..... Psychological and educational sciences

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

**Final Certificate Name:** ..... Psychological and educational sciences

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

**Description Preparation Date:** 3/3/2024

**File Completion Date: 3/3/2024**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**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**

**71. Program Vision**

Program vision is written here as stated in the university's catalogue and website.

**72. Program Mission**

Program mission is written here as stated in the university's catalogue and website.

**73. Program Objectives**

General statements describing what the program or institution intends to achieve.

**74. Program Accreditation**

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

**75. Other external influences**

Is there a sponsor for the program?

**76. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
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<b>Institution Requirements</b>	<b>60</b>	<b>60</b>		<b>Basic course</b>
<b>College Requirements</b>	<b>yes</b>			
<b>Department Requirements</b>	<b>yes</b>			
<b>Summer Training</b>	<b>No thing</b>			
<b>Other</b>				

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

<b>77. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023/2024</b>		<b>Developmental psychology</b>	<b>theoretical</b>	

<b>78. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Introducing students to the definitions of developmental psychology, the stages that a person goes through, the laws of growth, and the various topics it covers.	
<b>Skills</b>	



Students gain knowledge of how a person grows at different stages and how to deal with each stage.	
<b>Value</b>	
Developing students' abilities to deal scientifically with each stage of development.	

<b>79. Teaching and Learning Strategies</b>
<p>1–Explaining the scientific material by clarifying the concepts and theories related to developmental psychology</p> <p>2– Writing the most important ideas and concepts presented during the lectures</p> <p>3– Linking the topics raised in the previous lecture with the current lecture.</p>

<b>80. Evaluation methods</b>
Weekly, monthly, daily exams and the end of the year exam.

<b>81. Faculty</b>
<b>Faculty Members</b>

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor Dr	Psychological counseling and educational guidance	psychological guidance			Angel	

Professional Development
<b>Mentoring new faculty members</b>
Orienting new faculty members
<b>Professional development of faculty members</b>
Training courses, workshops and scientific lectures

82. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

83. The most important sources of information about the program

84. Program Development Plan
------------------------------

Providing awareness videos supporting the curriculum
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### 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	
2023/2024		Developmental psychology	Basic	---					----						---	


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

## Course Description Form

61.	Course Name: Developmental psychology
	<b>Developmental psychology</b>
62.	Course Code:
63.	Semester / Year:
	Annual
64.	Description Preparation Date:3/3/2024
65.	Available Attendance Forms:
	My presence only
66.	Number of Credit Hours (Total) / Number of Units (Total)
	60 hours annually. 2 hours a week
67.	Course administrator's name (mention all, if more than one name)
	Name: Hana Abdel Nabi Kibun Email: <a href="mailto:hanaa.kbn@uobasrah.edu.iq">hanaa.kbn@uobasrah.edu.iq</a>
68.	Course Objectives

<p>1- Teaching female students the stages of human development.</p> <p>2 - Clarifying the most important modern ideas and opinions in developmental psychology and its topics.</p>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>
--	---

**69. Teaching and Learning Strategies**

<b>Strategy</b>	<p>1--Explaining the scientific material by clarifying the concepts and theories related to developmental psychology</p> <p>2- Writing the most important ideas and concepts presented during lectures.</p> <p>3- Linking the topics raised in the previous lecture with the next lecture</p>
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**70. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	Introducing students to the importance of developmental psychology and stages	Developmental psychology	<p>1-Explaining scientific material by presenting ideas and opinions using the method of discussion and questioning</p> <p>2-Writing the most important ideas presented during the lectures</p> <p>3- Linking the lecture with previous lecture</p>	Piuhy
2	2 hour				
3	2 hour				
4	2 hour				
5	2 hour				
6	2 hour				
7	2 hour				
8	2 hour				

9	2 hour			through the feedback method.
10	2 hour			
11	2 hour			
12	2 hour			
13	2 hour			
14	2 hour			
15	2 hour			
عظة				
16	2 hour			
17	2 hour			
18	2 hour			
19	2 hour			
20	2 hour			
21	2 hour			
22	2 hour			
23	2 hour			
24	2 hour			
25	2 hour			
26	2 hour			
27	2 hour			
28	2 hour			
29	2 hour			
30	2 hour			



### 71. C2course Evaluation

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

8

### 72. Learning and Teaching Resources

Developmental psychology	
--------------------------	--

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



**Academic program and  
course description guide**

2024

## **the introduction:**

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On

5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work.

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

### **Concepts and terminology:**

**Description of the academic program:**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:**It provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has 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 an advanced, inspiring, motivating, realistic and applicable program.

**Program message:**It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

**Program Goals:** 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/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

**Learning Outcomes:** A compatible set of knowledge, skills, and values that the student has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

**Teaching and learning strategies:** They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

## **Academic program description form**

**University name: University...Basra.....**

**College/Institute: College.....Education for girls.....**

**Scientific Department: Department of .....theEducational and psychological sciences.....**

**Name of the academic or professional program: Bachelor's...**

**Name of final degree: Bachelor of...**

**Academic system: annual**

**Description preparation date:10/5/2023**

**Date of filling the file: 02/14/2024**

**the signature :**

**Name of scientific  
assistant:**

**the signature :**

**Name of department  
head:**

**Check the file before**

**Division of Quality Assurance and University Performance**

**Name of the Director of the Quality Assurance and University  
Performance Division:**

**the date**

**the signature**

## **Authentication of the Dean**

### **1. See the program**

Seekingcollege EducationGirlsTo be one of the leading higher education institutions in university  
Basraln the field of modern education and scientific research through its scientific, research and administrative activities, it also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of teaching and learning the living humanities.

### **2. Program message**

Working to prepare and graduate leading scientific and leadership competencies in...Humanities specializationsAnd its sciences and literature, and in developing the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

### **3. Program Goals**

1. **Embodying vision, mission and goals**university Basra**Applying the best educational practices with a focus on ensuring and enhancing quality and performance.**
2. **Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.**
3. **Spreading the culture of human diversity in society, transferring knowledge and linguistic skills, writing academic research, and creative scientific achievement through student– and teaching–focused activities.**
4. **The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.**
5. **Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.**
6. **Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields**Humanities.

**Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.**

<b>4. Program accreditation</b>
Nothing

<b>5. Other external influences</b>
Nothing

<b>6. Program structure</b>
-----------------------------



comments *	percentage	Study unit	Number of courses	Program structure
Headquarterst is basic				<b>Enterprise requirements</b>
			Yes	<b>College requirements</b>
			Yes	<b>Department requirements</b>
			nothing	<b>summer training</b>
				<b>Other</b>

\* Notes may include whether the course is core or elective.

7. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoreti cal	the languageEnglish		2023–2024 /The first

8. Expected learning outcomes of the programme	
Knowledge	
	Raising the level of female students in English, especially in conversation, by developing the basics

	Language and raising listening skills, listening, reading, speaking and writing  Speak and use the English language with confidence.
<b>Skills</b>	
	Skill expansion Speak and use the English language with confidence.
<b>Value</b>	
	Developing students' abilities to share ideas. Having confidence in speaking English

<b>9. Teaching and learning strategies</b>
-1-Student acquisition Basics of the English language  2-Students acquire the skill of reading and listening to simple English texts. How to introduce oneself, others, and conversation in common social situations.  3-Having confidence in speaking and using the English language

<b>10. Evaluation methods</b>
<b>Weekly, monthly, daily exams and the end of the year exam.</b>

<b>11. education institution</b>						
<b>Faculty members</b>						
<b>Preparing the teaching staff</b>		<b>Special requirements/skills (if any)</b>		<b>Specialization</b>		<b>Scientific rank</b>
<b>lecturer</b>	<b>angel</b>			<b>private</b>	<b>genera l</b>	
	angel				English	

<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>12. Acceptance criterion</b>

### 13. The most important sources of information about the program

**New Headway Plus Beginner by John and Liz Soars**

**Oxford University Press**

### 14. Program development plan

Raising the level of female students in English, especially in conversation, by developing the basics

Language and raising listening skills, listening, reading, speaking and writing

Speak and use the English language with confidence.

### Program skills chart

Learning outcomes required from the programme														Essential or optional?	Course Name	Course Code	Year/level
Value				Skills				Knowledge									
C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2	A1						
														Basic	aEnglish language		2023-2024



## Course description form

1. Course Name:	
English language	
2. Course Code:	
3. Semester/Year: Annual	
Annual	
4. Date this description was prepared: 02/14/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
.2An hour a week	
7. Name of the course administrator (if more than one name is mentioned)	
M. M. Zainab Kazem Abboud	
8. Course objectives	
<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>	1-Student acquisitionBasics of the English language  2-Students acquire the skill of reading and listening to simple English texts.

	3- How to introduce oneself, others, and conversation in common social situations
--	---

9. Teaching and learning strategies

1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series	<b>The strategy</b>
---	---------------------

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<b>aFor weekly, monthly, daily, written exams, and the end-of-year exam.</b>	Explaining the scientific material by reading aFor specified parts. 2- Listening to the audio 3- Solving the exercises in the student book and the activity book.	1-English letters, definite and indefinite articles	1-Student acquisition Basics of	2 hours	1
		2- English prepositions	of	2 hours	2
		3- Acquaintance	the English language	2 hours	3
		4- Greetings and farewells		2 hours	4
		5- Common English phrases	2- Students acquire the skill of reading and listening to simple English texts.	2 hours	5
		6- Basic and ordinal numbers	How to introduce oneself, others, and conversat	2 hours	6
		7- Days of the week and months of the year, and seasons of the year		2 hours	7
		8- Vocabulary of time and how to ask about time.		2 hours	8
		9- Rules for collective nouns		2 hours	9
				2 hours	10
				2 hours	11
				2 hours	12
				2 hours	13
				2 hours	14



		10-Pronunciation rulesPlural	ion in common social situations	2 hours	15
		11- Rules for pronunciationPlural		2 hours	16
		11- Pronunciation rules of the past		2 hours	17
		13- Rules for writing composition		2 hours	18
		14- Standard and irregular English verbs		2 hours	19
		15- Opposites in English language		2 hours	20
		16- Presentation and suggestion		2 hours	21
		17- Request		2 hours	22
				2 hours	23
				2 hours	24
				2 hours	25
				2 hours	26
				2 hours	27
				2 hours	28
				2 hours	29
					30

**11. Course evaluation**

distributionAs follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

**12. Learning and teaching resources**

New Headway plus Beginner	Required textbooks (methodology, if any)
A book on learning the English language a simplified way by Taher Al-Bayati	Main references (sources)

Watch tutorials on YouTube	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites



**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**

## **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.

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3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

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**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: University of Basra**

**Faculty/Institute: College of Education for Girls**

**Scientific Department: Department of Educational and Psychological Sciences**

**Academic or Professional Program Name Bachelor's degree in Educational and Psychological Sciences**

**Final Certificate Name: Bachelor's degree in Educational and Psychological Sciences**

**Academic System: yearly**

**Description Preparation Date: 8/3/2024**

**File Completion Date: 8/3/2024**

**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**

**85. Program Vision**

The College of Education for Girls seeks to be one of the leading higher education institutions at the University of Basra in the field of modern education and scientific research



through its scientific, research and administrative activities. It also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of teaching and teaching living languages.

#### **86. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in languages, sciences and literature, and to develop the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

#### **87. Program Objectives**

1. Embodying the vision, mission and goals of the University of Basra, and applying the best educational practices with a focus on ensuring and enhancing quality and performance.
  2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.
  3. Spreading the culture of human diversity in society, transferring knowledge and linguistic skills, writing academic research, and creative scientific achievement through student- and teaching-focused activities.
  4. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.
  5. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.
  6. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields of languages, literature and translation.
- Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.

<b>88. Program Accreditation</b>
nothing

<b>89. Other external influences</b>
nothing

<b>90. Program Structure</b>				
<b>Program Structure</b>	<b>Number of Courses</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews*</b>
<b>Institution Requirements</b>	<b>90</b>	<b>90</b>		<b>Basic course</b>
<b>College Requirements</b>	<b>Yes</b>			
<b>Department Requirements</b>	<b>Yes</b>			
<b>Summer Training</b>	<b>nothing</b>			
<b>Other</b>				

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

<b>91. Program Description</b>			
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>

2023–2024		<b>Descriptive statistics</b>	<b>theoretical</b>	<b>practical</b>

<b>92. Expected learning outcomes of the program</b>
<b>Knowledge</b>
1– Methods of presenting and collecting data 2– Data analysis methods
<b>Skills</b>
1– The ability to design a statistical form 2– The ability to determine the appropriate sample size for the population under study 3– The ability to analyze and make decisions
<b>Ethics</b>
1– Providing the graduate with the skills of collecting, presenting and analyzing data with the aim of extracting and drawing conclusions about the various phenomena under study 2– Graduating an outstanding student in data analysis

<b>93. Teaching and Learning Strategies</b>
1– Lectures 2– Discussions

3- Exercises and practical cases

#### 94. Evaluation methods

Weekly, monthly, daily exams and the end of the year exam.

#### 95. Faculty

##### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
assistant teacher	Statistics	Mathematical Statistics				lecturer

##### Professional Development

Mentoring new faculty members

**Professional development of faculty members**

**96. Acceptance Criterion**

**97. The most important sources of information about the program**

Mathematical Statistics, Hormuz, Amir Hanna (1990)

Psychological, social and educational statistics, Abu Al- Nil, Mahmoud Al-Sayyid (1987)

Statistics and Measurement in Education and Psychology, Mansi, Mahmoud Abdel Halim (1989)

**98. Program Development Plan**

Accessing the latest modern sources and modern translations, relying on major modern and specialized books / using means of presenting and explaining the vocabulary of the educational material.

### 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

73. Course Name:
Descriptive statistics
74. Course Code:
75. Semester / Year:
yearly
76. Description Preparation Date:
8/3/2024
77. Available Attendance Forms:
78. Number of Credit Hours (Total) / Number of Units (Total)
90 hours annually. 3 hours per week
79. Course administrator's name (mention all, if more than one name)
Name: Assistant teacher: Abdullah Mohammed ohmayed Email: Abdulla.alrekabi@yahoo.com
80. Course Objectives
<ul style="list-style-type: none"><li>- Providing the graduate with the skills of collecting, presenting and analyzing data with the aim of extracting and drawing conclusions about the various phenomena under study</li><li>- Graduating an outstanding student in data analysis</li></ul>

- Using statistical methods in different fields

81. Teaching and Learning Strategies

- 1- Education strategy collaborative concept planning.
- 2- Brainstorming education strategy.
- 3- Education Strategy Notes Series

82. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hours		Statistics in educational and psychological sciences		Weekly, monthly, daily, written exams, at the end-of-year exam
2	3 hours		Frequency distributions		
3	3 hours		Polygon and histogram		
4	3 hours	1- Providing	Measures of central tendency		
5	3 hours	graduate with t	SMA		
6	3 hours	skills	Calculation methods (classified dat		
7	3 hours	collecting,	Calculation methods (not classified		
8	3 hours	presenting a	Mediator		
		analyzing da	Calculation methods (classified dat		
		with the aim			
		extracting a			



9	3 hours	drawing	Calculation methods (not classified
10	3 hours	conclusions	Loom
11	3 hours	about the vari	Calculation methods (classified dat
12	3 hours	phenomena	Calculation methods (not classified
13	3 hours	under study	Measures of dispersion
14	3 hours	2- Graduating	Term
15	3 hours	outstanding stud	Calculation methods (classified dat
16	3 hours	in data analysis	Calculation methods (not classified
17	3 hours	3-Using statisti	Average deviation
18	3 hours	methods in vario	Calculation methods (classified dat
19	3 hours	fields	Calculation methods (not classified
19	3 hours		variance
20	3 hours		Calculation methods (classified dat
21	3 hours		Calculation methods (not classified
22	3 hours		standard deviation
23	3 hours		Calculation methods (classified dat
24	3 hours		Calculation methods (not classified
25	3 hours		Coefficient of variation
26	3 hours		Correlation coefficient
27	3 hours		Simple correlation coefficient
28	3 hours		Pearson correlation coefficient
29	3 hours		Spearman correlation coefficient
30	3 hours		Phi correlation coefficient

### 83. Course Evaluation

Distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

### 84. Learning and Teaching Resources

Mathematical Statistics, Hormuz, Amir Hanna (1990)

Psychological, social and educational statistics, Abu Al-N  
Mahmoud Al-Sayyid (1987)

Statistics and Measurement in Education and Psycholo  
Mansi, Mahmoud Abdel Halim (1989)

Main references (sources)

Statistics (Principles and Methods), Richard A.  
Johnson, University of Wisconsin at Madison (2018)

<https://www.researchgate.net>



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

# **guideDescription of the academic program and course**

**2024**

## **the introduction:**

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On

5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work.

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

**Concepts and terminology:**

**Description of the academic program:**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:**It provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has 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 an advanced, inspiring, motivating, realistic and applicable program.

**Program message:**It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

**Program Goals:** 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/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

**Learning Outcomes:** A compatible set of knowledge, skills, and values that the student has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

**Teaching and learning strategies:** They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

## **Academic program description form**

**University name: University...Basra.....**

**College/Institute:** College.....Education for girls.....

**Scientific Department:** Department.....Educational and psychological sciences.....

**Name of the academic or professional program:**  
Bachelor's...Educational psychology

**Name of final certificate:**Ph.Din .Educational and psychological sciences.....

**Academic system:** annual

**Description preparation date:**10/3/2024

**File filling date:**10/3/2024

**the signature:**

**nameScientific Assistant:**

**the date:**

**the signature:**

**nameHead of**

**Department:**



**Check the file before**

**Division of Quality Assurance and University Performance**

**Name of the Director of the Quality Assurance and University  
Performance Division:**

**the date**

**the signature**

**Authentication of the Dean**

**1. See the program**

Seekingcollege EducationGirlsTo be one of the leading higher education institutions inuniversity BasraIn the field of modern education and scientific research through its scientific, research and administrative activities, it also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of education.HumanitiesLive and teach it.

**2. Program message**

Working to prepare and graduate leading scientific and leadership competencies in... Educational field And its sciences and literature, and in developing the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

### 3. Program Goals

1. Embodying vision, mission and goals university Kufa Applying the best educational practices with a focus on ensuring and enhancing quality and performance.
2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.
3. Spreading the culture of human diversity in society and transferring knowledge and skills Educational Writing academic research and creative scientific achievement through student- and teaching-focused activities.
4. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.
5. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.
6. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields Humanities.

Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.

### 4. Program accreditation

Nothing

5. Other external influences
Nothing

6. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

\* Notes may include whether the course is core or elective.

7. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
/	theoretical	continuous education		2023-2024 /the second

8. Expected learning outcomes of the programme	
<b>Knowledge</b>	
	Informing students about the importance of continuing education and the topics it covers
<b>Skills</b>	
	Skill expansion Differences between types of education in Iraq
<b>Value</b>	
	Developing students' abilities to share ideas about learning, teaching, and types of education in Iraq

9. Teaching and learning strategies
1- Explaining the scientific material through Clarifying the concepts and theories associated with continuing education
2- Writing the most important ideas And concepts Which was presented during the lectures
3- Linking Topics raised in the previous lecture and the current lecture

10. Evaluation methods
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**Weekly, monthly, daily exams and the end of the year exam And reports.**

**11. education institution**

**Faculty members**

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
	angel			private	genera l	
	angel			Educatio nal psycholo gy	Educati onal and psycho logical scienc es	Teacher doctor

**Professional development**

**Orienting new faculty members**

**Professional development for faculty members**

Training courses, workshops and scientific lectures

**12. Acceptance criterion**

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**13. The most important sources of information about the program**

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**14. Program development plan**

Providing awareness videos supporting the curriculum

Work on Applying continuous learning in classroom situations

**Program skills chart**

**Learning outcomes required from the programme**

Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level
C4	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1				
												Basic	continuous education		2023-2024





## Course description form

1. Course Name:continuous education	
2. Course Code:	
3. the chapter/the year:Annual	
Annual	
4. Date this description was prepared:10/3/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
60hour annually.2An hour a week	
7. Name of the course administrator (if more than one name is mentioned)	
the name: MD Sarah Ibrahim Ahmed	
8. Course objectives	
<ul style="list-style-type: none"><li>• .....</li><li>• .....</li></ul>	1- Student acquisitionKnowing the difference between

<ul style="list-style-type: none"> <li>.....</li> </ul>	<p>learning and teaching, types of learning and teaching, and the most important stages of education</p> <p>2-Clarifying the most important ideas And opinionsModern inContinuing education and its topics</p>
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**9. Teaching and learning strategies**

<p>1--Explaining the scientific material throughClarifying concepts and theories related to educational psychology</p> <p>2- Writing the most important ideasAnd conceptsWhich was presented during the lectures</p> <p>3- Link aTopics raised in the previous lecture and the current lecture</p>	<p><b>The strategy</b></p>
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**10. Course structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<p><b>aFor weekly, monthly, daily,</b></p>	<p>1-Explaining the scientific material throughPresenti</p>	<p>continuous education</p>	<p>Introduci ng students to the</p>	2hour	1
				2hour	2
				2hour	3

<b>written exams, and the end-of-year exam.</b>	ng ideas and opinions using the method of discussion and questioning		importance of learning and teaching, their types, educational levels, and the history of education in Iraq	2hour	4
				2hour	5
				2hour	6
				2hour	7
				2hour	8
	2- Writing The most important ideas presented during the lectures			2hour	9
				2hour	10
				2hour	11
				2hour	12
				2hour	13
	3- ConnectLecture with previous lectures through feedback method			2hour	14
				2hour	15
					vacation
				2hour	16
				2hour	17
				2hour	18
				2hour	19
				2hour	19
				2hour	20
				2hour	21
				2hour	22
				2hour	23
				2hour	24

				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30

**11. Course evaluation**

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

**12. Learning and teaching resources**

	Continuing education book
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