

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



# **Academic Program and Course Description Guide**

**2025**

## **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.

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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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025



**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **Program Vision**

There is a College of Education for Pure Sciences to be one of the major higher education cooperation at the University of Basra in the field of modern scientific education through its scientific and administrative activities. It also works to provide a course of action for its students and professors to make them active and creative in serving the community in the areas of language education to serve it.

### **Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in the life sciences, 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.

### **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. The college seeks to conclude scientific and cultural cooperation agreements with the corresponding colleges and departments in the various colleges.

4. 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.

5. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields of life sciences.

6. Focus on the educational and moral aspect of the student and instill a spirit of dedication, tolerance and commitment.

### Program Accreditation

No

### Other external influences

Is there a sponsor for the program?

No

### Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	9	18	10%	
College Requirements	11	38	21.1%	
Department Requirements	23	124	68.9%	
Summer Training	Not applied			
Other				

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

<b>Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
			<b>theoretical</b>	<b>practical</b>
<b>First 2024–2025</b>		<b>General biology</b>	2	2
		<b>Developmental Educational psychology</b>	2	0
		<b>Cell biology</b>	2	2
		<b>Computer 1</b>	1	0
		<b>Plant anatomy</b>	2	2
		<b>Geology</b>	1	0
		<b>General chemistry</b>	1	2
		<b>Fundamentals of Education</b>	1	0
		<b>English language</b>	1	0
		<b>Arabic language</b>	1	0
		<b>Democracy &amp;human rights</b>	1	0
		<b>Biosafety &amp; Security</b>	1	0
<b>Total</b>			<b>16</b>	<b>8</b>
<b>Second 2024–2025</b>		<b>Plant taxonomy</b>	2	2
		<b>English language</b>	1	0
		<b>Histology</b>	2	2
		<b>Leadership &amp; educational administration</b>	2	0
		<b>Embryology</b>	2	2
		<b>Biochemistry</b>	1	2
		<b>Invertebrates</b>	2	2
		<b>Computer 2</b>	1	0
		<b>Arabic language</b>	1	0
		<b>Curriculum &amp; school books</b>	1	2
		<b>Teaching Thinking</b>	1	0
		<b>Baath regime Crimes in Iraq</b>	1	0

<b>Total</b>			<b>17</b>	<b>12</b>
<b>Third 2024-2025</b>		<b>Genetics</b>	2	2
		<b>Comparative anatomy of chordate</b>	2	2
		<b>Entomology</b>	2	2
		<b>Ecology &amp; pollution</b>	2	2
		<b>Teaching methods</b>	1	2
		<b>Algae &amp; archegoniatates</b>	2	2
		<b>Educational technology &amp; its applications</b>	1	2
		<b>Counseling &amp; psychological health</b>	1	2
	<b>Mycology</b>	2	2	
<b>Total</b>			<b>15</b>	<b>18</b>
<b>Fourth 2024-2025</b>		<b>Parasitology</b>	2	2
		<b>Plant physiology</b>	2	2
		<b>Microbiology</b>	2	2
		<b>Animal physiology</b>	2	2
		<b>Elective</b>	2	0
		<b>Immunology</b>	2	2
		<b>Measurement &amp; Evaluation</b>	2	0
		<b>Research project</b>	0	2
		<b>Practical education</b>	1	2
		<b>Action research</b>	1	2
<b>Total</b>			<b>16</b>	<b>16</b>

<b>Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students about the importance of biology and knowledge of its branches and some of its foundations.	
<b>Skills</b>	
Expanding students' information	
<b>Ethics</b>	
Developing students' abilities to understand scientific ideas, use microscopy and draw samples.	

<b>Teaching and Learning Strategies</b>
Teaching and learning strategies and methods adopted in the implementation of the program in general.

<b>10. Evaluation methods</b>
Implemented at all stages of the program in general.

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

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

<b>The most important sources of information about the program</b>
Some scientific books on the basics of biology

<b>Program Development Plan</b>
Study on the importance of biology and its main and secondary branches and a historical introduction to the evolution of biology. Study some of the main fundamentals and concepts in the fields of biology, including classification, evolution and behavior.

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
2025/2024 first		<b>General Biology</b>	Mycology	My colo gy	Myc olog y	My colo gy	M yc olo gy	My colo gy	My colo gy	M yc olo gy	Myc olog y	Mycol ogy	Myc olog y	Myc olog y	Mycol ogy
		<b>Plant Anatomy</b>	Basic Dept.	√	√	√		√	√	√		√	√	√	
		<b>Cell Biology</b>	Basic Dept.	√	√	√		√	√	√		√	√	√	
		<b>General Chemistry</b>	Basic Dept.	√	√	√		√	√	√		√	√	√	
		<b>Geology</b>	Basic Dept.	√	√	√		√	√	√		√	√	√	
		<b>Fundamentals of Education</b>	Basic college	√	√	√		√	√	√		√	√	√	
		<b>Developmenta</b>	Basic	√	√	√		√	√	√		√	√	√	

		<b>l and Educational Psychology</b>	<b>college</b>												
		<b>Biosafety and Security</b>	<b>Basic Uni. Minis.</b>	√	√	√		√	√	√		√	√	√	
		<b>Computer I</b>	<b>Basic Uni. Minis.</b>	√	√	√		√	√	√		√	√	√	
		<b>Arabic Language</b>	<b>Basic Uni. Minis.</b>	√	√	√		√	√	√		√	√	√	
		<b>English Language</b>	<b>Basic Uni. Minis.</b>	√	√	√		√	√	√		√	√	√	
		<b>Democracy and Human Rights</b>	<b>Basic Uni. Minis.</b>	√	√	√		√	√	√		√	√	√	
<b>2024-2025 second</b>		<b>Invertebrates</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Plant Taxonomy</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Histology</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Embryology</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	

	<b>Biochemistry</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
	<b>Leadership and Educational Administration</b>	<b>Basic college</b>	√	√	√		√	√	√		√	√	√	
	<b>Curriculum s and School Books</b>	<b>Basic college</b>	√	√	√		√	√	√		√	√	√	
	<b>Teaching Thinking</b>	<b>Basic college</b>	√	√	√		√	√	√		√	√	√	
	<b>Computer II</b>	<b>Basic Uni. Minis.</b>	√	√	√		√	√	√		√	√	√	
	<b>Arabic Language</b>	<b>Basic Uni. Minis.</b>	√	√	√		√	√	√		√	√	√	
	<b>English Language</b>	<b>Basic Uni. Minis.</b>	√	√	√		√	√	√		√	√	√	
	<b>Baath Regime</b>	<b>Basic Uni. Minis.</b>	√	√	√		√	√	√		√	√	√	

		<b>Crimes in Iraq</b>													
<b>2024-2025 Third</b>		<b>Ecology and Pollution</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Entomology</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Comparative anatomy Chordate</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Algae and Archegoniates</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Genetics</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Mycology</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Counseling and Psychological Health</b>	<b>Basic college</b>	√	√	√		√	√	√		√	√	√	
		<b>Teaching Methods</b>	<b>Basic college</b>	√	√	√		√	√	√		√	√	√	
		<b>Educational</b>	<b>Basic</b>	√	√	√		√	√	√		√	√	√	

		<b>Technology and its Applications</b>	<b>College</b>												
<b>2024-2025 fourth</b>		<b>Parasitology</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Animal Physiology</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Plant Physiology</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Microbiology</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Immunology</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Elective</b>	<b>Basic Dept.</b>												
		<b>Research Project</b>	<b>Basic Dept.</b>	√	√	√		√	√	√		√	√	√	
		<b>Measurement and Evaluation</b>	<b>Basic college</b>	√	√	√		√	√	√		√	√	√	
		<b>Practical Education</b>	<b>Basic college</b>	√	√	√		√	√	√		√	√	√	

		<b>Action Research</b>	<b>Basic college</b>	√	√	√		√	√	√		√	√	√	
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- **Please tick the boxes corresponding to the individual program learning outcomes under evaluation.**

**First  
year**

## Course Description Form

Course Name: Biology	
Course Code:	
Semester / Year: year	
Description Preparation Date: 2024	
Available Attendance Forms: attending	
Number of Credit Hours (Total) / Number of Units (Total)	
90 hours per year. 4 hours per week	
Course administrator's name (mention all, if more than one name)	
Name: Emad Hadi Mohsen Alaa Nadhim Hatem Mohammed Shakir Saleh Email:	
Course Objectives	
<b>Course Objectives</b> 1. Provide students with important information on the basics of biology. Teaching students to use a microscope and some laboratory supplies.	..... ..... .....
Teaching and Learning Strategies	

<b>Strategy</b>	Education Strategy Planning Collaborative Concept. Education Strategy "Brainstorming". The education strategy is a series of observations.				
<b>Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	2	Introduction to Biology	biology	Explain the scientific material through lectures and give appropriate examples.  2. Assign students certain duties.	Daily and monthly exams and year-end exams.
2	2	Kinds of Biology			
2	2	Taxonomy of Organisms			
3	2	Evolution1			
4	2	Evolution of Animals			
5	2	Reproduction of plants			
6	2	Growth of plants			
7	2	Reproduction of Animals			
8	2	Reproduction of Humans			
9	2	Behavior of plants			
10	2	Behavior of Animals			
11	2	Hormones of plants			
11	2	Hormones of Animals			
12	2	Ecology			
13	2	Environments			
14	2	Relationships among Organisms			
15	2				

<b>Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc					
<b>Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)			Biology, Dr. Hussein Al-Saadi, 2010		
Main references (sources)			No		
Recommended books and references (scientific journals, reports...)			No		
Electronic References, Websites			No		

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**2025**

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## Academic Program Description Form

University Name: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**  
Head of Department

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**  
Scientific Associate

**Date:** 11/3/2025



The file is checked by: **Prof. Dr. Hussein Ali Badran**  
Department of Quality Assurance and University Performance  
Director of the Quality Assurance and University Performance Department:

**Date:** 11/3/2025



Approval of the Dean:  
**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **15. Program Vision**

The College of Education for Pure Sciences 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 the community in the areas of preparing teachers to teach biology in schools. High school.

### **16. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in teaching biology in secondary schools 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.

### **17. 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 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 education and learning.

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 science.

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

**18. Program Accreditation**

No

**19. Other external influences**

No

**20. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements		6		Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	No			

<b>Other</b>				
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\* 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/ fourth class</b>		<b>Cell Biology</b>	<b>Theoretical 2</b>	<b>Practical 2</b>

<b>22. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Familiarizing students with scientific knowledge about cell science, cell theory, and the exact structure of cells of both prokaryotic and eukaryotic types.	
<b>Skills</b>	
Expanding and acquiring the skill of learning about everything related to cell science, its role and its relationship to other sciences.	
<b>Ethics</b>	
Developing students' abilities to participate in discussing the exact structure of cells and cellular organelles accurately and scientifically	

<b>23. Teaching and Learning Strategies</b>
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- 1 – Explaining the scientific material through theoretical interpretation using teaching aids to display the material and detailed explanation of cell science with pictures, diagrams and shapes for the purpose of identifying the exact structure of cells by displaying them on the display screen and using PowerPoint ..
- 2– Discussing scientific ideas within the lecture and linking their axes in an applied manner
- 3– Developing students' abilities to think and conclude by asking questions related to the practical subject.
- 4– Students learn to think about the diversity of the structure of prokaryotic and eukaryotic cells.

#### 24. Evaluation methods

Weekly, monthly, daily, mid-year and end-of-year exams.

#### 25. Faculty

##### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Biology	Biotechnology			1	
Assistant Professor	Biology	Biotechnology			1	

##### Professional Development

###### Mentoring new faculty members

Orienting new faculty members

###### Professional development of faculty members

Professional development for faculty members

**26. Acceptance Criterion**

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

Cell Biology by Al-Rubaie, Abbas Hussein Mughir. 2012 .Publisher Dar Al Safaa.  
ISBN 9957247980, 9789957247980

**28. Program Development Plan**

Studying the theoretical and applied aspects and trying to think and conclude about Cell Biology in order to deepen understanding and increase awareness and enhance memory with all scientific information.

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				X					X					X	

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

## Course Description Form

13. Course Name:	
Cell Biology	
14. Course Code:	
15. Semester / Year:	
Year	
16. Description Preparation Date:19/3/2024	
17. Available Attendance Forms:	
Attendance only	
18. Number of Credit Hours (Total) / Number of Units (Total)	
120 hour in year, 2 hr. theoretical, 2 hr. practical	
19. Course administrator's name (mention all, if more than one name)	
Name: Ali Aboud Shareef Email: <a href="mailto:aliaboud547@gmail.com">aliaboud547@gmail.com</a> Name: Ghazwan Talib Nori AL-Jaber Email: <a href="mailto:ghazwan.nori@uobasrah.edu.iq">ghazwan.nori@uobasrah.edu.iq</a>	
20. Course Objectives	
<b>Course Objective</b>	<ul style="list-style-type: none"> <li>1- Providing students with the skill of learning and interpretation of cell science</li> <li>2- Expanding the skill of deduction, reasoning and scientific discussion of cell science.</li> <li>3- Familiarity with different aspects in terms of precise cellular structure of the cell and its organelle comparing it with prokaryotic cells, and knowing the tenets of cell theory.</li> </ul>
21. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>1- Educational strategy, collaborative concept planning.</li> <li>2- Brainstorming education strategy.</li> <li>3- Education Strategy Notes Series</li> </ul>

22. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hr. in week	1. Providing students with the skill of learning and understanding the different aspects of the concept of cell science 2- Teaching students about the importance of cellular structures 3- Knowing the exact structure of the cell and its organelles and comparing them with prokaryotic cells with examples	* Definition of the cell, the structure of the cell, the form and size of the cell.	1- Explaining the scientific material through theoretical interpretation using teaching aids to display the components of cell science and detailed explanation on the images, charts, shapes and paths related to the scientific material by displaying it on the display screen and using PowerPoint 2- Discussing scientific ideas within the lecture and linking their subjects. 3- Developing students' ability to think and conclude by asking questions related to the practical subject.	Weekly, monthly, and written exams, and mid- and end-year exams
2					
3					
4			* Cell chemistry, organic ingredients, organic ingredients		
5			* Installation of cellular membrane wall and membrane		
6			development of membrane		
7			membrane membrane ,		
8			functional activity ,and transport		
9			and Constituent : Composition and function		
10					
11					
12			* Collegiate body (the entrepreneur and the job), the body of the case (the best and least job), the body of the minimum (the best and the least job)		
13					
14					
15					
16					
17			* The nucleus of the nucleus, the nucleus of the nucleus , the nucleus of the cell cycle.		
18					
19					
20			* Cell division by direct and indirect, division.		
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
23. Course Evaluation					
Evaluation by Distribution is as follows: (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the first semester. (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the second semester. 50 marks for final exams.					
24. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					

Main references (sources)	
Recommended books and references (scientific journals, reports...)	Cell Biology, (2021)  Hussein Alrubaie, Abbas isbn = 978-9957-24-798-0
Electronic References, Websites	

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



# **Academic Program and Course Description Guide**

**2025**

## **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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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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**  
Head of Department

**Date:** 11/3/2025



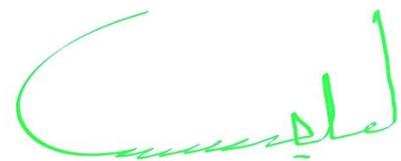
**Assist. prof. Dr. Haider Qasim Fadhil**  
Scientific Associate

**Date:** 11/3/2025



The file is checked by: **Prof. Dr. Hussein Ali Badran**  
Department of Quality Assurance and University Performance  
Director of the Quality Assurance and University Performance Department:

**Date:** 11/3/2025



Approval of the Dean:  
**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

**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**

Not available

**33. Other external influences**

Not available

**34. Program Structure**

<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>College Requirements</b>	<b>Yes</b>			
<b>Department</b>	<b>Yes</b>			

<b>Requirements</b>				
<b>Summer Training</b>	<b>Not available</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 1<sup>st</sup></b>	<b>Plant Anatomy</b>		<b>theoretical</b>	<b>practical</b>

<b>36. Expected learning outcomes of the program</b>	
Knowledge: Students must be familiar with plant external structures and their internal anatomy with the types and tissues.	
Skills: Students must get the experience of diagnosing plant parts practically and using the compound light microscope to diagnose the types of tissues.	
<b>Ethics</b>	
Learning Outcomes 4	Students must have the ability to share their opinions about the benefits of each plant part and to find the relationship between its structure and functions.

<b>37. Teaching and Learning Strategies</b>
1–Explaining the concepts through the reactive lectures and discussion.
2–Feedback methods at the end of each lecture.
3–giving examples of plants living in their environment.

<b>38. Evaluation methods</b>
-------------------------------

Monthly and daily Theoretical and practical examinations, mid term and final examination

### 39. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
1-Prof. doctor	Botany	Plant physiology.			Yes	
2-lecturer	Botany	Plant anatomy.			Yes	
					Yes	

#### Professional Development

##### Mentoring new faculty members

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##### Professional development of faculty members

### 40. Acceptance Criterion

### 41. 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		Plant anatomy	Basic												

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

## Course Description Form

25. Course Name:					
Plant anatomy					
26. Course Code:					
27. Semester / Year:					
Year					
28. Description Preparation Date:					
: 14/ 02/ 2024					
29. Available Attendance Forms:					
Exists only					
30. Number of Credit Hours (Total) / Number of Units (Total)					
90 hours yearly, 3 hours weekly.					
31. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Luma H. AbdulQagir					
Email: Luma.abdulqadir@uobasrah.edu.iq					
32. Course Objectives					
Knowledge: Students must be familiar with p external structures and their internal anatomy with types and tissues.					
33. Teaching and Learning Strategies					
<b>Strategy</b>	<b>Reactive learning</b> <b>Brainstorming</b> <b>. discussion.</b>				
34. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Each week	3	skills: Students must get the experience of	Plant anatomy	Reactive learning Brainstorming .discussion.	

		diagnosing plant ts practically and ng the compound ght microscope to diagnose the types of tissues			
<b>35. Course Evaluation</b>					
35 marks theoretical exam., 15 practical exam. And 50 marks for final exam.					
<b>36. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Plant Anatomy 2nd Edition by <a href="#">K. Esau</a>					
Plant Anatomy: A Concept-Based Approach to the Structure of Seed Plants 1st ed. 2018.					
Electronic References, Websites			HYPERLINK "https://www.researchgate.i <a href="https://www.researchgate.net/">\hhttps://www.researchgate.net/</a>		

**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**

**2025**

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

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**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.

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## Academic Program Description Form

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Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**  
Head of Department

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**  
Scientific Associate

**Date:** 11/3/2025



The file is checked by: **Prof. Dr. Hussein Ali Badran**  
Department of Quality Assurance and University Performance  
Director of the Quality Assurance and University Performance Department:

**Date:** 11/3/2025



Approval of the Dean:  
**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

**42. Program Vision**

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

**43. Program Mission**

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

**44. Program Objectives**

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

**45. Program Accreditation**

Not available

**46. Other external influences**

Not available

**47. Program Structure**

<b>Program Structure</b>	<b>Number of Courses</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews*</b>
<b>Institution Requirements</b>	<b>24</b>	<b>24</b>		
<b>College Requirements</b>	<b>Yes</b>			

<b>Department Requirements</b>	<b>Yes</b>			
<b>Summer Training</b>	<b>Not available</b>			
<b>Other</b>				

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

<b>48. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
2023–2024/1 <sup>st</sup>	English Language		theoretical	

<b>49. Expected learning outcomes of the program</b>	
Knowledge: Students must be mind–refreshed in English language.	
Skills: Students must get the experience of the English tenses and an English biology terminology .	
<b>Ethics</b>	
Learning Outcomes 4	Students must have the ability to share their opinions about the benefits of each tense and to find the relationship between its structure and functions.

<b>50. Teaching and Learning Strategies</b>
1–Explaining the concepts through the reactive lectures and discussion.
2–Feedback methods at the end of each lecture.
3–giving examples of terms and verbs.

<b>51. Evaluation methods</b>
Monthly and daily Theoretical examinations, mid term and final examination

52. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
1-Assist. Prof. doctor	Botany	Plant physiology.			Yes	

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

**53. Acceptance Criterion**

54. 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 1 <sup>st</sup>		English Language	Basic	✓				✓				✓			

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

## Course Description Form

37. Course Name:					
English Language					
38. Course Code:					
39. Semester / Year:					
Year					
40. Description Preparation Date:					
: 14/ 02/ 2024					
41. Available Attendance Forms:					
Exists only					
42. Number of Credit Hours (Total) / Number of Units (Total)					
24 hours yearly, 1 hours weekly.					
43. Course administrator's name (mention all, if more than one name)					
Name: Assist. Prof. Dr. Murtadha H. Fayadh Email: murtadha.fayadh@uobasrah.edu.iq					
44. Course Objectives					
Knowledge: Students must be mind-refreshed in English language.					
45. Teaching and Learning Strategies					
Strategy	Reactive learning Brainstorming . discussion.				
46. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Each week	1	Skills: Students must get the experience of the English tenses and an English biology terminology	English language	Reactive learning Brainstorming .discussion.	Daily ,monthly and final exams
47. Course Evaluation					
50 marks theoretical exam. And 50 marks for final exam.					

48. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Electronic References, Websites	

**Ministry of Higher Education and Scientific Research  
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# **Academic Program and Course Description Guide**

2025

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... and regarding the necessary requirements and responsibilities in running the academic programs and course description to ensure the proper functioning of the educational process.

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Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025



**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025



## 7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
2023-2024/ First st.		Computer	1	2

## 8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	<p>1- <b>Understanding Windows 10 Interface:</b> Participants should become familiar with the overall layout, features, and functionalities of the Windows 10 operating system, including the Start Menu, Taskbar, Action Center, and Settings app.</p> <p>2- <b>Navigating File Explorer:</b> Learners should be able to navigate through the File Explorer efficiently, manage files and folders, understand file organization principles, and perform basic file operations like copying, moving, renaming, and deleting.</p> <p>3- <b>Customizing Settings:</b> Participants should learn how to customize various settings in Windows 10 to suit their preferences and needs, including personalization options, privacy settings, display settings, and system configurations.</p>
Skills	
Learning Outcomes 2	<p>Operating System Navigation, File Management, Application Management, Customization, Productivity Tools Proficiency, Security Awareness and Maintenance, Troubleshooting Skills, Backup and Recovery, Collaboration and Communication</p> <p>By achieving these learning outcome skills, participants would be equipped with the necessary knowledge and abilities to effectively use and manage Windows 10 in various personal and professional contexts.</p>

Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

### 9. Teaching and Learning Strategies

Teaching and learning strategies for a Windows 10 program designed to engage participants effectively and promote active learning. Strategies that can be employed:

Hands-on Practice , Demonstrations, Interactive Workshops, Visual Aids, Real-world Scenarios, Self-paced Learning, Peer Teaching and Problem-based Learning.

### 10. Evaluation methods

Weekly, monthly, daily, mid and final examinations.

### 11. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
	Biology	Immunology		Staff	lecturer

#### Professional Development

Mentoring new faculty members

Professional development of faculty members

**12. Acceptance Criterion**

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

*Windows 10 Step by Step Second Edition. Joan Lambert 2018*

**14. Program Development Plan**

we have created a structured and effective Windows 10 training program that meets the needs of participants and helps them develop the necessary skills and knowledge to effectively use the operating system.



## Course Description Form

<b>1. Course Name:</b>	
Computer	
<b>2. Course Code:</b>	
<b>3. Semester / Year:</b>	
Annual 2023–2024	
<b>4. Description Preparation Date:</b>	
17/03/2024	
<b>5. Available Attendance Forms:</b>	
Face-to- Face only	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
90 hour a year 30 hour	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Dr. Luay Hussein Ali Email: <a href="mailto:luay.alkanan@uobasrah.edu.iq">luay.alkanan@uobasrah.edu.iq</a>	
<b>8. Course Objectives</b>	
Course Objectives	<p>Teaching Windows 10 can have several goals, depending on the context and the needs of the learners. Here are some common goals:</p> <ul style="list-style-type: none"> <li>• <b>Basic Proficiency:</b> The primary goal is often to ensure that learners are comfortable using Windows 10 as their operating system. This includes understanding the interface, navigating the Start menu, using basic applications like File Explorer, and managing files and folders.</li> <li>• <b>Productivity Enhancement:</b> Teaching Windows 10 can aim to improve productivity by introducing learners to time-saving features and shortcuts. This might include techniques for multitasking with virtual desktops, utilizing the taskbar</li> </ul>

effectively, or employing keyboard shortcuts.

- **Customization:** Windows 10 offers a high degree of customization, allowing users to tailor the interface to their preferences. Teaching this aspect involves demonstrating how to personalize settings, customize the Start menu, and configure notifications to suit individual needs.

### 9. Teaching and Learning Strategies

Strategy	<p>1-Cooperative Concept Mapping Teaching Strategy.</p> <p>2-Brainstorming Teaching Strategy.</p> <p>3-Observation Chain Teaching Strategy.</p>
----------	---

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	3	<p><b>Deep understanding of the user interface and operating concept:</b> Students will gain a fundamental understanding of how to navigate and use the interface and basic tools in Windows 10.</p> <p><b>Management and organization skills:</b> Learning Windows 10 will enable students to effectively manage files and folders, organize files, search for</p>	computer	<p>1- Explaining the scientific material by clarifying the different properties, settings, and the importance of each.</p> <p>2- Identifying the forms of elements and the method of accessing them.</p> <p>3- Understanding the appropriate steps to accomplish a task.</p>	Weekly, monthly, daily, mid and final examinations.

		<p>files, and perform copy, paste, and delete operations.</p> <p><b>Knowledge of basic applications and services:</b> Students can learn how to use basic applications such as web browsers, email, and Office applications.</p> <p><b>Security and protection:</b> Students will acquire knowledge of online security basics and personal data protection, and use built-in security tools in Windows 10 such as Windows Defender.</p> <p><b>Productivity improvement:</b> Students will acquire skills to increase productivity using features and tools in Windows 10 such as quick search, task management, and utilizing installed applications.</p> <p><b>Communication and collaboration:</b> Students can</p>			
--	--	---	--	--	--

		<p>learn how to use communication and collaboration features in Windows 10, such as sharing files online and working on documents collaboratively.</p> <p><b>Customization and adaptation:</b> Students will learn how to customize Windows 10 settings to meet their individual needs and preferences, including changing backgrounds, organizing the taskbar, and customizing the "Start" menu.</p> <p>Those are some potential outcomes that individuals can achieve after successfully completing a Windows 10 learning course.</p>			
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### 11. Course Evaluation

The distribution is as follows: 35 (17.5 theoretical + 7.5 practical) marks for monthly and daily theoretical exams for the first semester. 35 marks for monthly and daily exams for the second semester. 50 (35 theoretical + 15 practical) marks for final exams.

### 12. Learning and Teaching Resources

Required textbooks (particular books, if any)	
Main references (sources)	<a href="#">Windows 10 Step by Step Second Edition. Joan Lambert 2018</a>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

# Second year

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



# **Academic Program and Course Description Guide**

**2025**

## **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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025

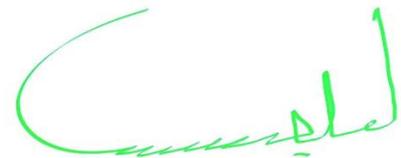


**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **55. Program Vision**

The College of Education for Pure Sciences 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 pure sciences.

### **56. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in the life sciences and sciences 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...

### **57. Program Objectives**

1. Embodying the vision, mission, and goals of the University of Basrah, 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.

#### 58. Program Accreditation

Nothing

#### 59. Other external influences

Nothing

#### 60. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements		6 unit		Basic course
College Requirements	Yes			
Department Requirements	yes			
Summer Training	nothing			

<b>Other</b>				
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\* This can include notes whether the course is basic or optional.

<b>61. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023/2024</b>		<b>Invertebrates</b>	<b>theoretical</b>	<b>practical</b>
			<b>2</b>	<b>2</b>

<b>62. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students of the scientific knowledge of morphology, anatomy, physiology of the invertebrates from protozoa to Echinodermata; phylogenetic relationships; ecology and behavior; demonstrations and practical exercises included.	Learning Outcomes Statement 1
<b>Skills</b>	
Providing the students with skills in classifying invertebrate animals based on their morphological characteristics and evolutionary relationships among them, and the development of useful and avoidance of harmful ones.	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Developing students' abilities to participate in discussing morphology, physiology, taxonomy, ecology, and their	Learning Outcomes Statement 4

relationship with humans and their role in the ecosystem in which they live as well as the parasitic diseases caused by these animals, their effects, and how to prevent them. and harms of invertebrates	
Learning Outcomes 5	Learning Outcomes Statement 5

### 63. Teaching and Learning Strategies

- 1- Lecture by power point presentation
- 2- Discussion in class
- 3- Laboratory with specimens
- 4- Suggested reading.

### 64. Evaluation methods

Student achievement is measured and evaluated by: Daily, weekly, monthly, mid-year and end-of-year exams.

### 65. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof.	Biology	Invertebrates			2	
Lecturer	Biology	Invertebrates			1	

### Professional Development

**Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

**Professional development of faculty members**

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

**66. Acceptance Criterion**

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

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

Kotpal, R.L. (2016) Modern Text Book of Zoology Invertebrates (11<sup>th</sup>ed) New Delhi, India.

**68. Program Development Plan**

Studying the theoretical and applied aspects and trying to think and conclude about the science of parasitology and parasitological diseases to deepen understanding and increase awareness and enhance memory with all scientific information.

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
(2 <sup>nd</sup> ) stage 2023/2024		Invertebrates	Basic	—					—					—	

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

## Course Description Form

49.	Course Name:		
	Invertebrates		
50.	Course Code:		
51.	Semester / Year:		
	Annual		
52.	Description Preparation Date:		
	23/2/2024		
53.	Available Attendance Forms:		
	Attendance		
54.	Number of Credit Hours (Total) / Number of Units (Total)		
	120 hours annually / 2 hr. theoretical / 2hr. practical		
55.	Course administrator's name (mention all, if more than one name)		
	Name: Dr. Sabeeh Helial Jaid Email: sabeeh.jaid@ uobasrah.edu.iq Dr. Murtatha Yousif Mahdi		
56.	Course Objectives		
	<p><b>Course Objectives</b></p> <p><b>After completing this course, the student should be able to</b></p> <p>1-Classify each invertebrates phylum to species level</p> <p>2-Explain the external and internal morphology, the structure and function of various organ systems, and the life cycle and behavior of each invertebrate.</p> <p>3 - He can give examples of evert class, order, family, and genus of every invertebrate phylum.</p> <p>4-Explian phylogenetic relationships of each invertebrate phylum.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	
57.	Teaching and Learning Strategies		
<b>Strategy</b>	<p>1- Educational strategy, collaborative concept planning.</p> <p>2- Brainstorming education strategy.</p> <p>3- Education Strategy Notes Series</p>		

58. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	The student gets to know the relationships between organisms and what is meant by invertebrate, their methods of reproduction.	General introduction to invertebrates; their methods of reproduction, and the association between organisms	lecture	Weekly, monthly, daily, and written exams, and the mid- and end-of-year exams.
2 +3	4 +4	The student gets to know the kingdoms of life, classification systems and learns how to write the scientific name of living organisms.	Kingdoms of life, classification systems, and how to write the scientific name.	Lecture	
4+5+6	4+4+4	The student will learn the characteristics of protozoa and how to classify them, with studying examples of each class.	Phylum: Protozoa	Lecture	
7+8	4+4	The student will be known the characteristics of porifera and how to classify them, with studying examples of each class.	Phylum: Porifera	Lecture	
9+10+11	4+4+4	The student will learn the characteristics of cnidaria and how to classify them, with studying examples of each class.	Phylum: Cnidaria	Lecture	
12+13+14	4+4+4	The student will be known the characteristics of platyhelminths and how to classify them, with studying examples of each class.	Phylum: Platyhelminths	Lecture	
15+16+17	4+4+4	The student gets to know the characteristics of Aschelminths phyla and how to classify them, by studying examples of each phylum.	Phylum: Aschelminths	Lecture	
18+19+20+21	4+4+4+4	The students are introduced to the phenomenon metamerism and the general characteristics of the annelid phylum and how it is classified into its classes by studying examples of each class.	Phylum: Annelida	Lecture	
22	4	Introducing students to the general characteristics of animals in this phylum and explaining their evolutionary importance as a link between annelid worms and arthropods.	Phylum: Onychophora	Lecture	

23+24+2 5+26	4+4+4 +4	Introducing students to the general characteristics of the phylum, their importance, how they are classified into classes, as well as their distribution and diversity, and reasons for their success, with studying examples of each class.	Phylum: Arthropoda	Lecture	
27+28	4+4	The student gets to know the general characteristics of the phylum mollusca and how to classify them with studying examples of each class.	Phylum: Mollusca	Lecture	
29+30	4+4	The student gets to know the general characteristics of the phylum echinodermata and how to classify them with studying examples of each class.	Phylum: Echinodermata	Lecture	

### 59. Course Evaluation

Distribution is as follows: (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the first semester. (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the second semester. 50 marks for final exams.

### 60. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Invertebrate/ Murad, B.Murad,(1986) University of Baghdad.
Main references (sources)	Kotpal, R.L. (2016) Modern Textbook of Zoology Invertebrates (11 <sup>th</sup> ed) New Delhi, India
Recommended books and references (scientific journals, reports...)	Kozloff, Invertebrates.USA.Sauners CollegePublishing,1990
Electronic References, Websites	The student is encouraged to use the internet and scientific websites to obtain information about Invertebrate.

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Description Preparation..... **Date:** 11/3/2025



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**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025

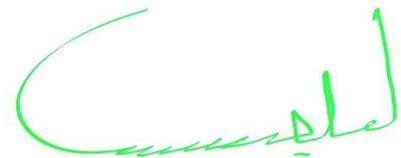


**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

#### **69. Program Vision**

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#### **70. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in the field of biology 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.

#### **71. 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 scientific knowledge and 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 education and learning.

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 scientific construction through openness to the experiences of other countries in the fields of life sciences.

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

#### 72. Program Accreditation

Does the program have program accreditation? And from which agency? nothing

#### 73. Other external influences

Is there a sponsor for the program?nothing

#### 74. Program Structure

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

<b>Other</b>	<b>nothing</b>			
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\* This can include notes whether the course is basic or optional.

<b>75. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>Second year</b> <b>2023/2024</b>		<b>Embryology</b>	<b>theoretical</b>	<b>practical</b>

<b>76. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students about the importance of embryology	Learning Outcomes Statement 1
<b>Skills</b>	
Expanding reading and research skills in the field of embryology	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Linking life matters with scientific material in embryology	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

<b>77. Teaching and Learning Strategies</b>
<p>1–Explaining the scientific material through lectures using PowerPoint, the blackboard, and other educational means.</p> <p>2– Write a review paper for each topic that summarizes the most important ideas presented during the lectures</p> <p>3– Linking ideas with students’ opinions and discussing them</p>

<b>78. Evaluation methods</b>
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Weekly, monthly, daily exams and the end of the year exam.

<b>79. Faculty</b>						
<b>Faculty Members</b>						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor	Biology	Histopathology			Staff	

<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>80. Acceptance Criterion</b>
<b>(Setting regulations related to enrollment in the college or institute, whether central admission or others)</b>

<b>81. The most important sources of information about the program</b>
1- Embryology – Kawakib Al-Mukhtar and others
2-Langman medical embryology-T.W.Sadler
<b>82. Program Development Plan</b>
1- Continuously updating the curriculum through modern embryology sources such

as electronic books

2- Paying attention to the practical aspect by examining and studying microscopic slides

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

<b>61. Course Name:</b>					
Embryology					
<b>62. Course Code:</b>					
<b>63. Semester / Year:</b>					
Yearly					
<b>64. Description Preparation Date:</b>					
2024-4-22					
<b>65. Available Attendance Forms:</b>					
Attendance only					
<b>66. Number of Credit Hours (Total) / Number of Units (Total)</b>					
120hrs. yearly, 2hrs theoretical, 2hrs practical weekly					
<b>67. Course administrator's name (mention all, if more than one name)</b>					
Name: A.P.Dr. Abbas Abdulkareem Abbas Email: <a href="mailto:abbas.abbas@uobasrah.edu.iq">abbas.abbas@uobasrah.edu.iq</a> Name: L. Dr.munera Abdulla Ibrahim Email:munera.ibrahim@uobasrah.edu.iq					
<b>68. Course Objectives</b>					
1-Understand the basics of embryology				•	.....
2- Studying the embryonic development of different animals				•	.....
3- Study of the development of the human embryo and Congenital malformations				•	.....
<b>69. Teaching and Learning Strategies</b>					
<b>Strategy</b>		1- Educational strategy, collaborative conce planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series			
<b>70. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject</b>	<b>Learning method</b>	<b>Evaluation method</b>

			name		
1	4hrs	1- Providing	embryol	Explaining	Weekly,
2	4hrs	students		the scientif	monthly,
3	4hrs	with		material by	daily,
4	4hrs	the skill of		giving	Written
5	4hrs	understandin		theoretical	exams,
6	4hrs	and analyzing		lectures usi	and the
7	4hrs	information		PowerPoin	end-of
8	4hrs	related		and availab	-year
9	4hrs	to embryology		educational	exam.
10	4hrs	2- Informing		tools, and	
11	4hrs	students		giving	
12	4hrs	about the		practical	
13	4hrs	embryonic		lectures	
14	4hrs	formation		by examini	
15	4hrs	of spearfish		microscopi	
Vacatio		, amphibians,		slides unde	
16	4hrs	birds, and		an optical	
17	4hrs	humans		microscope	
18	4hrs			2- Write a	
19	4hrs			review	
19	4hrs			paper	
20	4hrs			for each	
21	4hrs			topic and	
22	4hrs			the ideas	
23	4hrs			presented	
24	4hrs			during	
25	4hrs			the lectures	
26	4hrs			3- Linking	
27	4hrs			ideas with	
28	4hrs			students	
29	4hrs			' opinions	
	4hrs			and discuss	
	4hrs			them	

## 71. 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

## 72. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1- Embryology – Kawakib Al-Mukhtar and others 2-Langman medical embryology-T.W.Sadler
Main references (sources)	1- Embryology – Kawakib Al-Mukhtar and others 2-Langman medical embryology-T.W.Sadler
Recommended books and references (scientific journals, reports...)	1-Comparative descriptive embryology: Saleh Al-Karim and Fatima Al-Qudsi 2-High yield embryology : Ronald W. Duck

	3-The developing human : Moore and Persaud
Electronic References, Websites	Internet sites for embryology lectures at local international universities and electronic embryol books

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Head of Department

**Date:** 11/3/2025



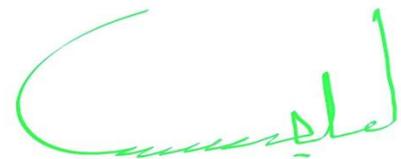
**Assist. prof. Dr. Haider Qasim Fadhil**  
Scientific Associate

**Date:** 11/3/2025



The file is checked by: **Prof. Dr. Hussein Ali Badran**  
Department of Quality Assurance and University Performance  
Director of the Quality Assurance and University Performance Department:

**Date:** 11/3/2025



Approval of the Dean:  
**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **83. Program Vision**

The College of Education for Pure Sciences 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 professional 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.

### **84. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in the professional field is teaching in schools of education and 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.

### **85. 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. 2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.
3. 3. Spreading the culture of human diversity in society, transferring educational knowledge and skills, writing academic research, and creative

scientific achievement through student- and teaching-focused activities.

4. 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 education and learning.
5. 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. 6. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the areas of teaching methods
7. Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.

#### 86. Program Accreditation

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

#### 87. Other external influences

Is there a sponsor for the program?

#### 88. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				

<b>College Requirements</b>				
<b>Department Requirements</b>				
<b>Summer Training</b>				
<b>Other</b>				

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

<b>89. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023–2024</b>		<b>plant taxonomy</b>	<b>theoretical</b>	<b>practical</b>

<b>90. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students about the importance of plants, how to identify them through their morphological characteristics, knowing their taxonomic affiliation, identifying plant structures with high taxonomic value that are superior to them in isolating species, genera and plant families, and emphasizing the Iraqi plant wealth represented by food security plants and aquatic and medicinal plants,	Learning Outcomes Statement 1
<b>Skills</b>	
Training students to identify plants by the type of leaves, stems, flowers, fruits, and seeds	Learning Outcomes Statement 2

Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Developing students' abilities to make practical inferences and discover plants through the botanical encyclopedia, taxonomic keys, and direct comparison with herbarium specimens.	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

### 91. Teaching and Learning Strategies

– Explaining the scientific material and preparing a presentation that includes all the details, scientific terminology, pictures, illustrations, and diagram that summarize the material

2– Write a review paper for each plant family summarizing its most important taxonomic characteristics that were explained during the lectures

3– Asking students questions about the types of plants studied and comparing them to the plant families studied in the previous lecture.

### 92. Evaluation methods

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

### 93. Faculty

#### Faculty Members

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

	Botany	plant taxonomy				
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## **Professional Development**

### **Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

### **Professional development of faculty members**

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

## **94. Acceptance Criterion**

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

## **95. The most important sources of information about the program**

- 1- Book on the taxonomy of seed plants by Youssef Al-Kateb
- 2- Plant taxonomy Book – Ali Hussein Al-Moussawi

## **96. Program Development Plan**

A comparative study between botanical description and botanical terminology with plants in nature

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		plant taxonmy	Basic	A1				B1				C1			

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

## Course Description Form

73. Course Name:					
plant Taxonomy					
74. Course Code:					
75. Semester / Year:					
2023-2024					
76. Description Preparation Date:					
12\3\2024					
77. Available Attendance Forms:					
presence only					
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: Amal Ali Yaseen ALHaseen Email: <a href="mailto:amal.yaseen@uobasrah.edu.iq">amal.yaseen@uobasrah.edu.iq</a>					
80. Course Objectives					
<p><b>Informing students about the importance of plants, how to identify them through their morphological characteristics, knowing their taxonomic affiliation, identifying plant structures with high taxonomic value that are superior to them in isolating species, genera and plant families, and emphasizing Iraqi plant wealth represented by food security plants and aquatic and medicinal plants,</b></p> <ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>					
81. Teaching and Learning Strategies					
<b>Strategy</b>		1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series			
82. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

		Outcomes			
1	2	plant Taxonomy	plant Taxonomy	- Explain the scientific material and preparing presentation that include all the detailed scientific terminology pictures, illustrations and diagrams that summarize the material	A duty collect number plant parts and classify them. Weekly, daily, monthly, daily written examination and the end-of-year examination
2	2	Identification			
3		plant Taxonomy			
4		Taxonomy			
5	4	Systems			
6	4	Botanical nomenclature			
7	4	Roots and their mutations			
8	4	Stems and their mutation			
9	4	Flowers (corolla - calyx - stamens - pistils). The fruits			
10	4	Seeds, methods of transportation and classification			
11	4	Pollen Plant pollination			
12		Primitives and evolved traits in plants			
13		Iraqi plant families, their			
14					
15					
16					
17					
18					

		distribution and importance			
<b>83. Course Evaluation</b>					
Distribution is as follows:: 35 theoretical + 15 practical = 50 Final quest 35 theoretical + 15 practical = 50					
<b>84. Learning and Teaching Resources</b>					
Required textbooks (curricular books any)		Plant taxonomy / Dr. Ali Hussein Al-Moussawi 1987 Download link: <a href="https://goo.gl/L82Cnq">https://goo.gl/L82Cnq</a>			
Main references (sources)		Book of Taxonomy of seed plants, Yusef Manso Al-Kateb			
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites		<a href="https://faculty.uobasrah.edu.iq/faculty/1927/teaching">https://faculty.uobasrah.edu.iq/faculty/1927/teaching</a>			

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



# **Academic Program and Course Description Guide**

**2025**

## **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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025

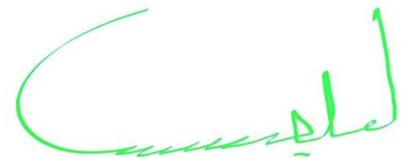


**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

## 97. Program Vision

The College of Education for Pure Science always attempt to be one of the promising Higher Education institutions at the University of Basrah, in the field of future education and the scientific research through its scientific, research and administrative activity. Moreover, working on supplying useful route for the students and teachers to make them useful and inventive in the society in the field of chemistry science.

## 98. Program Mission

Work on manage and graduate the efficient students with highly management and scientific in chemistry, and develop the aptitude in the scientific research that bring benefit to the society and the country.

## 99. 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 students capable of serving the community and organizing for the preparation of future specializations.
- 3- Spreading the culture of scientific and cultural diversity in society, transferring scientific knowledge and 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 departments in different colleges to achieve best practices in the fields of education, learning, and scientific creativity.
- 5- Focusing on the educational and moral aspects of all college 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 science, laboratories and research achievements.  
 7- Focusing on the educational and moral aspect of the student and spreading the spirit of

<b>100. Program Accreditation</b>
-

<b>101. Other external influences</b>
-

<b>102. 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>College Requirements</b>				
<b>Department Requirements</b>				
<b>Summer Training</b>				
<b>Other</b>				

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

<b>103. Program Description</b>			
<b>Year/Level</b>	<b>Course</b>	<b>Course</b>	<b>Credit Hours</b>

	<b>Code</b>	<b>Name</b>		
2023-2024/ 2 <sup>nd</sup> stage		Biochemistry	<b>theoretical</b>	<b>practical</b>

## 104. Expected learning outcomes of the program

<b>Knowledge</b>	
Introducing the students to the chemistry of large molecules in human body (carbohydrates, lipids, proteins, nucleic acid, and enzymes). Study these molecules will raise the knowledge of medicinal importance in how control and use them. Chemical structures, reactions, and classifications are main topics in understand those molecules.	1- The student's knowledge of the biochemistry of (carbohydrates, lipids, proteins, nucleic acid, and enzymes). 2- Knowledge the student to medicinal importance of (carbohydrates, lipids, proteins, nucleic acid, vitamins and enzymes).
<b>Skills</b>	
1- The student must learning the medicinal importance of (carbohydrates, lipids, proteins, nucleic acid, and enzymes) and their roles in human body. 2- Distinguish between (carbohydrates, lipids, proteins, nucleic acid, and enzymes) based on Chemical structures, reactions, and classifications 3- Distinguishing between the types of large molecules in human body 4- The student receives a set of practical experiments in the laboratory to learn methods for detection of presence and absent with identification the quantity of molecules in natural food, fruits, etc..	
<b>Ethics</b>	
Expanding students' awareness of chemistry and the ability to share ideas and present them to middle school students in the	

future	
--------	--

### 105. Teaching and Learning Strategies

- 1- Explaining the scientific material using PowerPoint and the blackboard, and giving information for each group in the periodic table.
- 2- Write a review paper for each element present in the group, including its presence in nature, methods of preparation and interactions.
- 3- Linking theoretical information with practical skills.

### 106. Evaluation methods

- 1- Oral exams
- 2- Monthly exams
- 3- Annual exams

### 107. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Doctor	Chemistry	Biochemistry			Staff	

### Professional Development

#### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

#### Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional

development, etc.

## 108. Acceptance Criterion

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

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

- 1- Lynne B. Jorde, Ph.D. **Biochemistry Notes**. 2002 Kaplan,
- 2- Robert J. Robbins. **Molecular Biology Fundamentals**. 1994, 1995 Robert Robbins, Johns Hopkins University.
- 3- Integrated DNA Technologies. **The Polymerase Chain Reaction**. 2005 and 2011.
- 4- Stephen C. Blacklow, Ronald T. Raines T. Wendell A. Lim, Philip D. Zamore, and Jeremy R. Knowles. **Triosephosphate Isomerase Catalysis Is Diffusion Controlled**. *Biochemistry* 1988, 27, 1158-1167
- 5- Leggio, A.; Gioia, M.L.D.; Perri, F.; Liguori, A. **Tetrahedron**, **2007**, 63, 8164-8173.
- 6- Greene, T.W.; Wuts, P.G.M. **Protecting groups in organic synthesis**, Fourth edition, Wiley-interscience, New York, **2006**.
- 7- Rothman, D.M.; Vazquez, M.E.; Vogel, E.M.; **Imperiali, B.**, *Org. Lett.*, **2002**, 4, 2865-2868
- 8- Chan, W.; White, P. **Fmoc Solid Phase Peptide Synthesis**, Oxford, New York, **2000**.
- 9- Keith ó Proinsias. **Short Peptide Synthesis**. Lecture, 8th February 2010.
10. Kates S. A., AlbericioF. **Solid--Phase Synthesis**. A practical guide, Marcel Dekker, Inc., , 2000(86/VK 5500 K19)

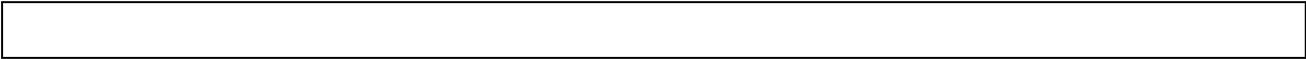
1- خولة احمد ال فليح (مدخل الى الكيمياء الحياتية).

2- عباس دواس المالكي (الكيمياء الحياتية).

3- قيس عطوان الكيلاني (الكيمياء الحيوية).

## 110. Program Development Plan

Studying the modern of large molecules and their roles, biological functions, chemical structures, sources, and classifications. Developing the curriculum according to modern foundations.



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

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

## Course Description Form

85. Course Name:	
Biochemistry	
86. Course Code:	
87. Semester / Year:	
Year/ 2 <sup>rd</sup> stage	
88. Description Preparation Date:	
22/2/2023	
89. Available Attendance Forms:	
Available	
90. Number of Credit Hours (Total) / Number of Units (Total)	
4 hours per week (2 hours theoretical, and 2 hours laboratory)	
91. Course administrator's name (mention all, if more than one name)	
Name: Dr. Ala'a A. Hussein Email: <a href="mailto:alaa.hussain@uobasrah.edu.iq">alaa.hussain@uobasrah.edu.iq</a>	
92. Course Objectives	
<b>Course Objectives</b>	<b>Carbohydrates</b> <b>Lipids</b> <b>Amino acids, peptides, and proteins</b> <b>Enzymes</b> <b>Vitamins</b> <b>Nucleic acids</b>
93. Teaching and Learning Strategies	
<b>Strategy</b>	The teaching and learning strategy based on two tools, Power point presentation and white board. Which can provide a sufficient information and knowledge to postgraduate students, and achieve the target of biochemistry science.

## 94. Course Structure

First semester					
Hours	Week	IOLs	Topic title	egntisa T mestem	Annemess mestem
4	1	Introduction to carbohydrates	Carbohydrates	Theoretical	Quick exams
4	2	Chemical structures, types, functions	Monocarbohydrate	Theoretical	Quick exams
4	3	Chemical reactions	Monocarbohydrates	Theoretical	Quick exams
4	4	Chemical structures, types, functions	Oligocarbohydrates	Theoretical	Quick exams
4		Chemical structures, types, functions	Polycarbohydrates	Theoretical	Quick exams
4	5	Introduction to lipids	Lipids	Theoretical	Quick exams
4	7	Types of lipids and their reactions	Classification of lipids	Theoretical	Quick exams
4	4	Types of lipids and their reactions	Classification of lipids	Theoretical	Quick exams
4	9	Types of lipids and their reactions	Classification of lipids	Theoretical	Quick exams
4	11	Types of lipids and their reactions	Classification of lipids	Theoretical	Quick exams
4	10	Introduction to amino acids and chemical structures, functions, reactions	Amino acids	Theoretical	Quick exams
4		Introduction to peptides ,chemical structures,	Peptides	Theoretical	Quick exams

		functions, synthesis methods			
4		Introduction to proteins, classifications and functions	Proteins	Theoretical	Quick exams
4	17	Types and functions	Structures of protein	Theoretical	Quick exams
<b>Second semester</b>					
4	<b>18</b>	Introduction to vitamins, functions	Vitamins	Theoretical	Quick exams
4		Classification, chemical structures, functions	Soluble vitamins in water	Theoretical	Quick exams
4		Classification, chemical structures, functions	Soluble vitamins in lipids	Theoretical	Quick exams
4	<b>19</b>	Introduction to enzymes, The relation with human health	Enzymes	Theoretical	Quick exams
4		Names and functions	Classification of enzymes	Theoretical	Quick exams
4		The importance of enzyme	Kinetic properties of enzymes	Theoretical	Quick exams

		kinetics			
4		Theoretical used to explain mechanism of enzyme functions	Mechanisms of enzyme functions	Theoretical	Quick exams
4	<b>20</b>	Definition, factors, functions, examples	Inhibitors	Theoretical	Quick exams
4	<b>21</b>	Introduction, function, nitrogen bases	Nucleotides	Theoretical	Quick exams
4		Structure, types, function	Nucleic acids	Theoretical	Quick exams
4	<b>30</b>	Chemical structure, function, properties	DNA	Theoretical	Quick exams

### 95. Course 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

### 96. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Introduction to biochemistry By Dr. Khawla Ahmed, 1980
Main references (sources)	Biochemistry by Dr. Abbas Dawas, 2020

<p>Recommended books and references (scientific journals, reports...)</p>	<p>1- خولة احمد ال فليح (مدخل الى الكيمياء الحياتية).  2- عباس دواس المالكي (الكيمياء الحياتية).  3- قيس عطوان الكيلاني (الكيمياء الحيوية).</p>
<p>Electronic References, Websites</p>	

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



# **Academic Program and Course Description Guide**

**2025**

## **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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**  
Head of Department

**Date:** 11/3/2025



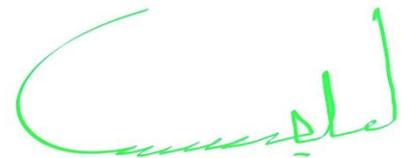
**Assist. prof. Dr. Haider Qasim Fadhil**  
Scientific Associate

**Date:** 11/3/2025



The file is checked by: **Prof. Dr. Hussein Ali Badran**  
Department of Quality Assurance and University Performance  
Director of the Quality Assurance and University Performance Department:

**Date:** 11/3/2025



Approval of the Dean:  
**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **111. Program Vision**

The College of Education for Pure Sciences 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 educational, administrative and scientific 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 computers and their education.

### **112. Program Mission**

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

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

#### 114. Program Accreditation

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

#### 115. Other external influences

Is there a sponsor for the program?

#### 116. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	60	3		
College Requirements	yes			
Department Requirements	yes			
Summer Training	no			

<b>Other</b>				
--------------	--	--	--	--

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

<b>117. Program Description</b>				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
2023–2024–2 <sup>nd</sup> stage		Computer	yes	yes

<b>118. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Learning Outcomes 1	Informing students about the importance of computers in schools and society to create a scientific educational generation capable of keeping pace with scientific development
<b>Skills</b>	
Learning Outcomes 2	Expanding the student’s skill in Computer
<b>Ethics</b>	
Learning Outcomes 4	Developing students’ abilities to share ideas
Learning Outcomes 5	Disclosing one's thoughts and feelings about life matters, including how to reach To the multiple uses of the computer

### **119. Teaching and Learning Strategies**

- 1– Explaining the theoretical and practical material in a scientific, educational manner to make students able to use the correct computer.
- 2– Discussing and expanding discussions on the most important ideas presented during the lectures
- 3– Linking well-known critical ideas with students’ critical opinions

### **120. Evaluation methods**

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

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

Professional Development
<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.

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

123. The most important sources of information about the program
1- Muhammad Debis (2021), The computer and its components, 144 pages 2- Mufid Awad (2023), Introduction to Computer Science, 30 pages 3- Islam Farouk (2015) Computer basics and its uses, 39 pages 4- Al-Hamza Amr (2015), Computer Ethics, 40 pages 5- Al-Baghdadi Rafi' Walid, explanation of Office programs

## 124. Program Development Plan

Educational planning is an organized process of a scientific and educational nature that seeks to bring about a change in human life. By activating the economic and social fields by striving to direct educational institutions to achieve future goals that contribute to providing the needs of

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		Computer	Basic												

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

## Course Description Form

97. Course Name:					
Computer					
98. Course Code:					
99. Semester / Year:					
Annual					
100. Description Preparation Date:					
17-3-2024					
101. Available Attendance Forms:					
My attendance					
102. Number of Credit Hours (Total) / Number of Units (Total)					
90 hours annually. 3 hours per week					
103. Course administrator's name (mention all, if more than one name)					
Name: Abbas Faris Abbas					
Email:					
104. Course Objectives					
<p><b>Course 1- Enabling the student to know how to use the computer.</b></p> <p><b>2- Achieving cooperation between employees of the educational institution</b></p> <p><b>3 - Guidance to achieve the goals of the educational institution.</b></p>			<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>		
105. Teaching and Learning Strategies					
<b>Strategy</b>		<p>1- Educational strategy, collaborative concept planning.</p> <p>2- Brainstorming education strategy.</p> <p>3- Education Strategy Notes Series</p>			
106. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

		Outcomes			
1	3 hours		<b>Computer</b>		Weekly, monthly exams at the end of year exam.
2	3 hours			1- Explaining	
3	3 hours	1- Providing		the theoretical	
4	3 hours	students with the		and scientific	
5	3 hours	skill of learning		material by	
6	3 hours	computers in		discussing how	
7	3 hours	schools and all		to use the	
8	3 hours	areas of life		computer and	
9	3 hours	2- Informing		giving the most	
10	3 hours	students about		important	
11	3 hours	the importance of		critical readings	
12	3 hours	computers in our		in this regard.	
13	3 hours	daily lives		2- Write a	
14	3 hours			review paper	
15	3 hours			for each	
16	3 hours			administrative	
17	3 hours			point	
18	3 hours			summarizing	
19	3 hours			the most	
20	3 hours			important ideas	
21	3 hours			presented	
22	3 hours			during the	
23	3 hours			lectures	
24	3 hours			3- Linking	
25	3 hours			famous critical	
26	3 hours				
27	3 hours				
28	3 hours				
29	3 hours				
30	3 hours				

				ideas with students' critical opinions	
<b>107. Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc					
<b>108. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)			1- Muhammad Debis (2021), The computer and its components, 144 pages		
Main references (sources)			2- Mufid Awad (2023), Introduction to Computer Science, 30 pages		
Recommended books and references (scientific journals, reports...)			3- Islam Farouk (2015) Computer basics and its uses, 39 pages		
Electronic References, Websites			4- Al-Hamza Amr (2015), Computer Ethics, 40 pages 5- Al-Baghdadi Rafi' Walid, explanation of Office programs		

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



# **Academic Program and Course Description Guide**

**2025**

## **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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**  
Head of Department

**Date:** 11/3/2025



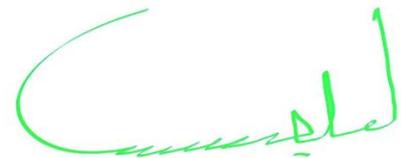
**Assist. prof. Dr. Haider Qasim Fadhil**  
Scientific Associate

**Date:** 11/3/2025



The file is checked by: **Prof. Dr. Hussein Ali Badran**  
Department of Quality Assurance and University Performance  
Director of the Quality Assurance and University Performance Department:

**Date:** 11/3/2025



Approval of the Dean:  
**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **125. Program Vision**

The College of Education for Pure Sciences 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 educational, administrative and scientific 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 computers and their education.

### **126. Program Mission**

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

### **127. 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 educational 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.

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

### 128. Program Accreditation

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

### 129. Other external influences

Is there a sponsor for the program?

### 130. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	60	2		
College Requirements	yes			
Department Requirements	yes			
Summer Training	no			

<b>Other</b>				
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\* This can include notes whether the course is basic or optional.

<b>131. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
			<b>theoretical</b>	<b>practical</b>
<b>2023–2024–2<sup>nd</sup> stage</b>		<b>Educational Administration</b>	<b>yes</b>	

<b>132. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Learning Outcomes 1	Informing students about the importance of educational administration in schools to create an educational generation capable of educational administrative leadership
<b>Skills</b>	
Learning Outcomes 2	Expanding the student’s skill in educational administration
<b>Ethics</b>	
Learning Outcomes 4	Developing students’ abilities to share ideas
Learning Outcomes 5	Disclosing one's thoughts and feelings about life matters, including how to reach administrative leadership

<b>133. Teaching and Learning Strategies</b>
1– Explaining the theoretical material in an educational manner to make students able to lead the school class. 2– Discussing and expanding discussions on the most important ideas presented during the lectures 3– Linking well-known critical ideas with students’ critical opinions

<b>134. Evaluation methods</b>
Weekly, monthly, daily exams and the end of the year exam.

<b>135. Faculty</b>
---------------------

<b>Faculty Members</b>						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Lecturer	Biology				yes	

<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>136. Acceptance Criterion</b>
<b>(Setting regulations related to enrollment in the college or institute, whether central admission or others)</b>

<b>137. The most important sources of information about the program</b>
<p>Marcel Plante – “Managing an Educational Institution” – 1994.</p> <p>The National Charter for Education and Training 1995</p> <p>Leadership and administrative methods in educational institutions 1993</p> <p>School Life Guide – Ministry of National Education and Youth – 2003</p> <p>Muhammad Maksi – “Educational” newspaper – Issue 3 – March 5, 2007</p> <p>Idris Qasimi and Muhammad Al-Mir, Administrative Legislation and Educational Management, 1999</p>

<b>138. Program Development Plan</b>
--------------------------------------

Educational planning is an organized process of a scientific and educational nature that seeks to bring about a change in human life. By activating the economic and social fields by striving to direct educational institutions to achieve future goals that contribute to providing the needs of

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		Educational Administration	Basic												

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

## Course Description Form

109. Course Name:					
Educational Administration					
110. Course Code:					
111. Semester / Year:					
Annual					
112. Description Preparation Date:					
14-3-2024					
113. Available Attendance Forms:					
My attendance					
114. Number of Credit Hours (Total) / Number of Units (Total)					
60 hours annually. 2 hours per week					
115. Course administrator's name (mention all, if more than one name)					
Name: Abbas Faris Abbas Email:					
116. Course Objectives					
<b>Course Objectives</b> 1- Managing the human element in the educational institution  2 - Achieving cooperation between employees of the educational institution  3 - Guidance to achieve the goals of the educational institution.			<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>		
117. Teaching and Learning Strategies					
<b>Strategy</b>		1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series			
118. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required</b>	<b>Unit or subject</b>	<b>Learning</b>	<b>Evaluation</b>

		<b>Learning Outcomes</b>	<b>name</b>	<b>method</b>	<b>method</b>
1	2 hours		<b>Educational Administration</b>	1- Explaining the scientific material by discussing the educational foundations and giving the most important critical readings in this regard. 2- Write a review paper for each administrative point summarizing the most important ideas presented during the	Weekly, monthly exams at the end of year exam.
2	2 hours	1- Providing			
3	2 hours	students with			
4	2 hours	the skill of			
5	2 hours	learning			
6	2 hours	educational			
7	2 hours	administration			
8	2 hours	in schools			
9	2 hours	2- Informing			
10	2 hours	students about			
11	2 hours	the			
12	2 hours	importance of			
13	2 hours	educational			
14	2 hours	administration			
15	2 hours	and leadership			
16	2 hours				
17	2 hours				
18	2 hours				
19	2 hours				
20	2 hours				
21	2 hours				
22	2 hours				
23	2 hours				
24	2 hours				
25	2 hours				
26	2 hours				
27	2 hours				
28	2 hours				
29	2 hours				
30	2 hours				

				lectures 3- Linking famous critical ideas with students' critical opinions	
--	--	--	--	--	--

**119. Course 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

**120. Learning and Teaching Resources**

Required textbooks (curricular books, if any)	Marcel Plante – “Managing an Educational Institution” – 1994. The National Charter for Education and Training 1995 Leadership and administrative methods in educational institutions 1993 School Life Guide – Ministry of National Education and Youth – 2003 Muhammad Maksi – “Educational” newspaper – Issue 3 – March 5, 2007 Idris Qasimi and Muhammad Al–Mir, Administrative Legislation and Education Management, 1999
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

# Third year

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



# **Academic Program and Course Description Guide**

**2025**

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

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**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.

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**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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025



**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

<b>139. Program Vision</b>				
Program vision is written here as stated in the university's catalogue and website.				
<b>140. Program Mission</b>				
Program mission is written here as stated in the university's catalogue and website.				
<b>141. Program Objectives</b>				
General statements describing what the program or institution intends to achieve.				
<b>142. Program Accreditation</b>				
Does the program have program accreditation? And from which agency?				
<b>143. Other external influences</b>				
Is there a sponsor for the program?				
<b>144. 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>99</b>	<b>99</b>		<b>Basic</b>
<b>College Requirements</b>	<b>Yes</b>			
<b>Department Requirements</b>	<b>Yes</b>			
<b>Summer Training</b>	<b>Yes</b>			
<b>Other</b>				
<b>145. Expected learning outcomes of the program</b>				
<b>Knowledge</b>				
Students know how to distinguish between (algae – archegoniate – plants)				
<b>Skills</b>				

Developing students' skills in distinguishing between (algae – archegoniate – plants)	
<b>Ethics</b>	
Developing students' abilities to share ideas	

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

<b>146. Program Description</b>						
Year/Level	Course Code	Course Name	Credit Hours			
			theoretical	Practical		
2023–2024/ 3 <sup>rd</sup> stage		Algae and Archegoniate				
<b>147. Teaching and Learning Strategies</b>						
Explaining the scientific method by describing the living organism and its characteristics						
<b>148. Evaluation methods</b>						
Weekly, monthly, daily exams and the end of the year exam.						
<b>149. Faculty</b>						
<b>Faculty Members</b>						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Biology	Algae			Staff	
<b>Professional Development</b>						
<b>Mentoring new faculty members</b>						

<b>Professional development of faculty members</b>
<b>150. Acceptance Criterion</b>
<b>151. The most important sources of information about the program</b>
<ol style="list-style-type: none"> <li>1. Phycology – Dr. Hussein Al-Saidi, 2006.</li> <li>2. Practical algae – Dr. Ahmed Mohsen Athbi, 2014.</li> <li>3. Practical Archegoniate – Dr. Ahmed Mohsen Athbi, 2021.</li> </ol>
<b>152. Program Development Plan</b>

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024 - 3 <sup>rd</sup> stage		Algae and archegoniate	Basic												

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

## Course Description Form

121. Course Name:	
Algae and Archegoniate	
122. Course Code:	
123. Semester / Year:	
Year	
124. Description Preparation Date:	
125. Available Attendance Forms:	
Attendance	
126. Number of Credit Hours (Total) / Number of Units (Total)	
90 hours annually. 3 hours per week	
127. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Ahmed Muhsin Athbi Email:	
128. Course Objectives	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Education strategy collaborative concept planning.</li> <li>2. Teaching strategy for describing algae</li> <li>3. Teaching strategy for describing archegoniate</li> <li>4. Teaching strategy for describing leafy plants</li> </ol>
129. Teaching and Learning Strategies	
<b>Strategy</b>	

## 130. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	1	Slide show on the topic	Introduction to Algae		
2.	1	Slide show on the topic	Cyanophyta		
3.	1	Slide show on the topic	Cyanophyta		
4.	1	Slide show on the topic	Chlorophyta		
5.	1	Slide show on the topic	Chlorophyta		
6.	1	Slide show on the topic	Euglenophyta		
7.	1	Slide show on the topic	Charophyta		
8.	1	Slide show on the topic	Chrysophyta		
9.	1	Slide show on the topic	Xanthophyta		
10.	1	Slide show on the topic	Bacillatariophyta		
11.	1	Slide show on the topic	Bacillatariophyta		
12.	1	Slide show on the topic	Dinophyta		
13.	1	Slide show on the topic	Dinophyta		
14.	1	Slide show on the topic	Pheophyta		
15.	1	Slide show on the topic	Pheophyta		
vacation					
16.	1	Slide show on the topic	Rhodophyta		
17.	1	Slide show on the topic	Rhodophyta		
18.	1	Slide show on the topic	Introduction to Bryophyta		
19.	1	Slide show on the topic	Hepatocopsida		
20.	1	Slide show on the topic	Hepatocopsida		
21.	1	Slide show on the topic	Anthocerotopsida		
22.	1	Slide show on the topic	Anthocerotopsida		
23.	1	Slide show on the topic	Bryopsida		
24.	1	Slide show on the topic	Bryopsida		
25.	1	Slide show on the topic	Pteridophyte		
26.	1	Slide show on the topic	Pteridophyte		
27.	1	Slide show on the topic	Psilopsida		
28.	1	Slide show on the topic	Lycopsida		
29.	1	Slide show on the topic	Lycopsida		
30.	1	Slide show on the topic	petridopsida		

<b>131. Course Evaluation</b>	
Distribution is as follows: 35 for the theoretical subject and 15 for the practical subject for the first semester. 35 for the theoretical subject and 15 for the practical subject of the second semester. 50 marks for final exams	
<b>132. Learning and Teaching Resources</b>	
Required textbooks (curricular books, if any)	Practical algae + practical archegoniate + theoretical algae
Main references (sources)	Phycology- Dr. Hussein Al-Saidi, 2006. Practical algae - Dr. Ahmed Mohsen Athbi, 2014. Practical archegoniate - Dr. Ahmed Mohsen Athbi, 2021.
Recommended books and references (scientific journals, reports...)	Lee, 2017
Electronic References, Websites	

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



# **Academic Program and Course Description Guide**

**2025**

## **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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**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.

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**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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025

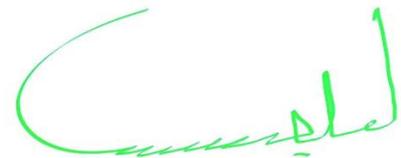


**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

**153. Program Vision**

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

**154. Program Mission**

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

**155. Program Objectives**

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

**156. Program Accreditation**

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

**157. Other external influences**

Is there a sponsor for the program?

**158. Program Structure**

<b>Program Structure</b>	<b>Number of Courses</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews*</b>
<b>Institution Requirements</b>				
<b>College Requirements</b>				
<b>Department</b>				

<b>Requirements</b>				
<b>Summer Training</b>				
<b>Other</b>				

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

<b>159. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
/2024-2023	third	Entomology	theoretical	practical

<b>160. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Learning Outcomes 1	Learning Outcomes Statement 1
<b>Skills</b>	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

<b>161. Teaching and Learning Strategies</b>
Teaching and learning strategies and methods adopted in the implementation of the program in general.

<b>162. Evaluation methods</b>			
Implemented at all stages of the program in general.			
<b>163. Faculty</b>			
<b>Faculty Members</b>			
<b>Academic Rank</b>	<b>Specialization</b>	<b>Special</b>	<b>Number of the teaching staff</b>

			Requirements/Skills (if applicable)			
	General	Special			Staff	Lecturer

### **Professional Development**

#### **Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

#### **Professional development of faculty members**

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

### **164. Acceptance Criterion**

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

### **165. The most important sources of information about the program**

State briefly the sources of information about the program.

### **166. 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
2024-2023		Entomology	Basic												

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

## Course Description Form

133. Course Name:					
Entomology					
134. Course Code:					
135. Semester / Year:					
2023-2024					
136. Description Preparation Date:					
137. Available Attendance Forms:					
138. Number of Credit Hours (Total) / Number of Units (Total)					
90 hours in year 3 hours weekly					
139. Course administrator's name (mention all, if more than one name)					
Name: Dr.Dhia Kalif Karim Dr.Asmaa Abdul-Zahra Sabaa Email: <a href="mailto:asmaa.sabaa@uobasrah.edu.iq">asmaa.sabaa@uobasrah.edu.iq</a>					
140. Course Objectives					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>• Learning the students about ttt</li> <li>• The external morphology of</li> <li>• insects .....</li> <li>• .....</li> </ul>			
141. Teaching and Learning Strategies					
<b>Strategy</b>					
142. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

		External Morphology Of insects			
<b>143. Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc					
<b>144. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)			General Entomology		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

**Ministry of Higher Education and Scientific Research  
Scientific Supervision and Scientific Evaluation Apparatus  
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**2025**

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Scientific Department: .....Biology.

Academic or Professional Program Name:

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Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025



**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **167. Program Vision**

The College of Education for Pure Sciences 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 education..

### **168. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in education, its sciences and arts, 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.

### **169. 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 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.
7. Focus on the educational and moral aspect of the student and instill a spirit of dedication, tolerance and commitment.

<b>170. Program Accreditation</b>
nothing

<b>171. Other external influences</b>
nothing

172. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	420 (2 theoretical sections for each section, two hours per week And 5 practical sections for each section, two hours per week)	420		Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	nothing			
Other				

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

173. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023-2024/third		Environment and pollution	theoretical	practical
			2	2

174. Expected learning outcomes of the program
<b>Knowledge</b>
Informing students about the importance of the environment and pollution subject through the use of all means of knowledge, covering the annual subject and in an accurate scientific manner.
<b>Skills</b>
Developing students' abilities to share ideas
<b>Ethics</b>
Disclosing one's thoughts and feelings regarding life matters, including scientific material on the environment and pollution

### 175. Teaching and Learning Strategies

- 1- Developing students' ability to understand the characteristics of the environment, pollution, types of pollutants, their causes, and treatments within the real environment.
- 2- Providing students with the knowledge and ideas to identify the most important sources for obtaining geographic environmental data, including data available at the Ministry of Health, Environment, Meteorology, and the Central Bureau of Statistics, as well as books and references related to the subject.
- 3- Enabling students to understand the basic rules of the environment and activating its role in its development on the ground.

### 176. Evaluation methods

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

### 177. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
professor	biology	environmental pollution			Staff	

<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>
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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>178. Acceptance Criterion</b>
----------------------------------

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

<b>179. The most important sources of information about the program</b>
---

Ecology book / written by Dr. Hussein Al-Saadi
--

<b>180. Program Development Plan</b>
--------------------------------------

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

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

## Course Description Form

145.	Course Name: Environment and pollution
146.	Course Code:
147.	Semester / Year: Year
148.	Description Preparation Date: 2024 /02 /23
149.	Available Attendance Forms: Attendance
150.	Number of Credit Hours (Total) / Number of Units (Total)
151.	Course administrator's name (mention all, if more than one name)
<p>Name: Pr. Dr. Majida Sabah Abdalsaied  Pr. Dr. Manal Muhammad Akbar  Email: <a href="mailto:majida.abdalsaied@uobasrah.edu.iq">majida.abdalsaied@uobasrah.edu.iq</a></p>	
152.	Course Objectives
<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1- Developing students' ability to understand characteristics of the environment, pollution types of pollutants, their causes, and treatments within the real environment.</li> <li>2- Providing students with the knowledge and ideas to identify the most important sources for obtaining geographic environmental data including data available at the Ministry of Health, Environment, Meteorology, and Central Bureau of Statistics, as well as books and references related to the subject.</li> <li>3- Enabling students to understand the basic rules of the environment and activating</li> </ol>	<ul style="list-style-type: none"> <li>•</li> </ul>

role in its development on the ground.					
153. Teaching and Learning Strategies					
<b>Strategy</b>		<p>1 – Enabling students to become familiar with environmental topics.</p> <p>2 - Trying to link the vocabulary of the academic subject to the reality of the students to consolidate the goals.</p> <p>3 - Preparing students to be researchers in the field of environmental science and pollution.</p>			
154. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Definition of ecology - the relationship of ecology to other sciences - branches of ecology	Environment and pollution	Presentation lecture and discussion	Written and oral test
2	2	Ecosystem installation			
3	2	Ecosystems - ecological balance			
4	2	Cycles (water cycle - gaseous cycles - sedimentary cycle)			
5	2	Learn about geochemical and life cycles			
6	2	Learn about the water cycle in nature			
7	2	Endurance laws - the concept of combining the laws of maximum and minimum limits for limiting factors			
8	2	Bioproductive steps and stages			
9	2	Food chains and webs - trophic structure - environmental pyramids			
10	2	Demographic characteristics of the university			
11	2	Population organization - social behavior in population organization			
12	2	Relationships between organisms and the environment			
13	2	Interaction between organisms and the environment			
14	2	Interaction between organisms and the environment			
15	2	Interaction between organisms and the environment			
16	2	Interaction between organisms and the environment			
17	2	Interaction between organisms and the environment			
18	2	Interaction between organisms and the environment			
19	2	Interaction between organisms and the environment			
20	2	Interaction between organisms and the environment			
21	2	Interaction between organisms and the environment			
22	2	Interaction between organisms and the environment			
23	2	Interaction between organisms and the environment			
24	2	Interaction between organisms and the environment			
25	2	Interaction between organisms and the environment			
26	2	Interaction between organisms and the environment			
27	2	Interaction between organisms and the environment			
28	2	Interaction between organisms and the environment			
29	2	Interaction between organisms and the environment			
30	2	Interaction between organisms and the environment			

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### 155. Course 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

### 156. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Ecology book / written by Dr. Hussein Saadi
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

**Ministry of Higher Education and Scientific Research  
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**2025**

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Description Preparation..... **Date:** 11/3/2025



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The file is checked by: **Prof. Dr. Hussein Ali Badran**  
Department of Quality Assurance and University Performance  
Director of the Quality Assurance and University Performance Department:

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

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

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

**185. Other external influences**

Is there a sponsor for the program?

**186. Program Structure**

<b>Program Structure</b>	<b>Number of Courses</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews*</b>
<b>Institution Requirements</b>		<b>3 unit</b>		<b>Basic course</b>
<b>College Requirements</b>	<b>yes</b>			
<b>Department Requirements</b>	<b>yes</b>			

<b>Summer Training</b>				
<b>Other</b>				

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

<b>187. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023–2024 / third</b>		<b>Genetic</b>	<b>theoretical</b>	<b>practical</b>

<b>188. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Learning Outcomes 1	Learning Outcomes Statement 1
<b>Skills</b>	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

<b>189. Teaching and Learning Strategies</b>
Teaching and learning strategies and methods adopted in the implementation of the program in general.

<b>190. Evaluation methods</b>			
Implemented at all stages of the program in general.			
<b>191. Faculty</b>			
<b>Faculty Members</b>			
<b>Academic Rank</b>	<b>Specialization</b>	<b>Special Requirements/Skills</b>	<b>Number of the teaching staff</b>

			(if applicable)			
	<b>General</b>	<b>Special</b>			<b>Staff</b>	<b>Lecturer</b>
Assist. Prof.	biology	genetics				

<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.
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				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		genetic	Basic												

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

## Course Description Form

157. Course Name:					
genetic					
158. Course Code:					
159. Semester / Year:					
yearly					
160. Description Preparation Date:					
19/3/2024					
161. Available Attendance Forms:					
attendance					
162. Number of Credit Hours (Total) / Number of Units (Total)					
120 hours annually, 2 theoretical , 2 practical , weekly					
163. Course administrator's name (mention all, if more than one name)					
Name: fulla a. ulsatter abed Email: <a href="mailto:fulla.abed@uobasrah.edu.iq">fulla.abed@uobasrah.edu.iq</a>					
164. Course Objectives					
<b>Course Objectives</b>			<ul style="list-style-type: none"> <li>• Concept of genetics</li> <li>• Mendelian inheritance</li> <li>• Mutation, linkage crossing over</li> <li>• Molecular genetics</li> <li>• population genetics.....</li> </ul>		
165. Teaching and Learning Strategies					
<b>Strategy</b>					
166. Course Structure					
<b>Week</b>	<b>Hour</b>	<b>Required Learning</b>	<b>Unit or</b>	<b>Learning method</b>	<b>Evaluation</b>

	s	Outcomes	subject name		method
1	Two hours week	<ul style="list-style-type: none"> <li>• Concept genetics</li> </ul>		Explaining the scientific material through theoretical interpretation, using educational means present to material, genetics, a detailed explanation on picture diagrams, shapes, a paths related to scientific material displaying on a display screen and using PowerPoint	Weekly, daily, and written exams and mid- and end-of-year exams
2		Mendelian genetic			
3					
4		Genetic interaction			
5		Dominance			
6		Epistasis			
7,8		Multiple alleles			
9		Linkage and crossover			
10		Test			
11,12,13		Mutation			
14,15		The genetic of sex			
16-19		Cytoplasmic inheritance			
20-22		Holiday			
		Chemical structure nucleic acids			
		Replication and synthesis of Nucleic acids			

23-25		Protein structure and synthesis		questions related to practical material	
26		Test			
27		The genetic code			
28		Population genetics			

### 167. Course Evaluation

Distribution is as follows: (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the first semester. (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

### 168. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<p>ب علم الوراثة (الجزء الثاني) للمؤلفين الدكتور جابر تاج الدين و الدكتور عبد النبي هادي سي . 1989 . رقم الايداع في المكتبة الوطنية ببغداد 157 لسنة 1989</p>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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



# **Academic Program and Course Description Guide**

**2025**

## **Introduction:**

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## **Concepts and terminology:**

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

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

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

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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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025



**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

**195. Program Vision**

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

**196. Program Mission**

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

**197. Program Objectives**

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

**198. Program Accreditation**

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

**199. Other external influences**

Is there a sponsor for the program?

**200. Program Structure**

<b>Program Structure</b>	<b>Number of Courses</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews*</b>
<b>Institution Requirements</b>	<b>Scientific research methodology</b>			
<b>College Requirements</b>				
<b>Department Requirements</b>				

<b>Summer Training</b>				
<b>Other</b>				

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

<b>201. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023–2024</b>	<b>Scientific research method</b>		<b>theoretical</b>	

<b>202. Expected learning outcomes of the program</b>	
<b>Knowledge: student must be know how to search for sources and write scientific research</b>	
<b>Skills</b>	
Students acquire the skill of searching for approved scientific sources in writing research	
<b>Ethics</b>	
Developing students abilities to search for scientific sources in scientific libraries and enabling them to use the internet and enabling to use the correct methods in writing sources in the research text	

<b>203. Teaching and Learning Strategies</b>
1–explaining scientific material through interactive scientific lectures 2–follow the feedback method at the and of each lecture

<b>204. Evaluation methods</b>
Monthly and daily theoretical and practical examinations, mid term and final

<b>205. Faculty</b>						
<b>Faculty Members</b>						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Lecturer . doctor	Biology Ecology and pollution	Ecology and pollution scientific research method			Yes Yes	

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

<b>206. Acceptance Criterion</b>
<b>207. The most important sources of information about the program</b>

208. 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		Scientific research method	Basic												

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

## Course Description Form

169. Course Name:																				
Scientific research method																				
170. Course Code:																				
171. Semester / Year:																				
Year																				
172. Description Preparation Date:																				
14/2/2024																				
173. Available Attendance Forms:																				
Exists only																				
174. Number of Credit Hours (Total) / Number of Units (Total)																				
60hours yearly ,2hours weekly																				
175. Course administrator's name (mention all, if more than one name)																				
Name: Dr. Anaam Mahdi khadban Email: anaam.khadban@uobasrah.edu.iq																				
176. Course Objectives																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; border-right: 1px solid black;">Students learned the correct ways</td> <td style="width: 5%; text-align: center;">•</td> <td style="width: 30%;"></td> <td style="width: 5%; text-align: center;">.....</td> <td style="width: 25%;"></td> </tr> <tr> <td style="border-right: 1px solid black;">search for a sources and how</td> <td style="text-align: center;">•</td> <td></td> <td style="text-align: center;">.....</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black;">write its in the research</td> <td style="text-align: center;">•</td> <td></td> <td style="text-align: center;">.....</td> <td></td> </tr> </table>						Students learned the correct ways	•		.....		search for a sources and how	•		.....		write its in the research	•		.....	
Students learned the correct ways	•		.....																	
search for a sources and how	•		.....																	
write its in the research	•		.....																	
177. Teaching and Learning Strategies																				
Strategy	Reactive learning,brainstorm,discusstion																			
178. Course Structure																				
<b>Wee k</b>	<b>Hour s</b>	<b>Required Learning Outcome s</b>	<b>Unit or subjec t name</b>	<b>Learnin g method</b>	<b>Evaluation method</b>															

Each week	3	Students learning how to research the scientific sources			Reactive learning, brainstorm, discussions
179. Course Evaluation					
25 marks for monthly and daily exams for the first semester and 25 marks for second semester					
180. Learning and Teaching Resources					
Required textbook scientific research method					
Electronic References, Websites					

# Forth year

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



# **Academic Program and Course Description Guide**

2025

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Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025



**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **209. Program Vision**

The College of Education for Pure Sciences 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 the community in the areas of preparing teachers to teach biology in schools. high school.

### **210. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in teaching biology in secondary schools 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.

### **211. 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 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 education and learning.
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 science.
- Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.

**212. Program Accreditation**

No

**213. Other external influences**

No

**214. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements		6		Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	No			
Other				

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

215. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023–2024/ fourth class		Microbiology	Theoretical 2	Practical 2

216. Expected learning outcomes of the program	
<b>Knowledge</b>	
Informing students of scientific knowledge about germs and pathogens, their benefits to the environment, society, and the individual, and their role in industry.	
<b>Skills</b>	
Expanding and acquiring the skill of identifying everything related to microbiology, its role, and its relationship to other sciences.	
<b>Ethics</b>	
Developing students' abilities to participate in discussing the role of germs and their relationship with humans through their causes of diseases in humans and the benefits of some of them to humans in various fields.	

## 217. Teaching and Learning Strategies

- 1– Explaining the scientific material through theoretical interpretation, using teaching aids to present the science material, and detailed explanation of microbiology with pictures, diagrams, shapes, and paths related to the scientific material by displaying it on a display screen and using PowerPoint..
- 2– Discussing scientific ideas within the lecture and linking its topics in an applied manner
- 3– Developing students’ abilities to think and conclude by asking questions related to the practical material
- 4– Students learned to think about the emergence of diseases and their causes, which are related to the scientific subject

## 218. Evaluation methods

Weekly, monthly, daily, mid–year and end–of–year exams.

## 219. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Biology	Microbiology			1	
Assistant Professor	Biology	Microbiology			2	

### Professional Development

#### Mentoring new faculty members

Orienting new faculty members

#### Professional development of faculty members

Professional development for faculty members

**220. Acceptance Criterion**

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

Guyton, A.C. and Hall, J.E. (2006). Textbook of medical physiology. (11th ed), Philadelphia, USA. PP.1116.

**222. Program Development Plan**

Studying the theoretical and applied aspects and trying to think and conclude about bacteriology in order to deepen understanding and increase awareness and enhance memory with all scientific information.

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				X					X					X	

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

## Course Description Form

181.	Course Name: Microbiology
182.	Course Code:
183.	Semester / Year:Year
184.	Description Preparation Date:23/2/2024
185.	Available Attendance Forms:
Attendance only	
186.	Number of Credit Hours (Total) / Number of Units (Total)
120 hour in year,2 hr. theoretical, 2 hr. practical	
187.	Course administrator's name (mention all, if more than one name)
Name: Ghaida'a Jassim Al-Ghizzawi Email: <a href="mailto:ghaeda.abdulnabi@uobasrah.edu.iq">ghaeda.abdulnabi@uobasrah.edu.iq</a> Name: Maytham Ayoub Abdulkadir Al-Hamdani Email: <a href="mailto:Maythamhamdani@gmail.com">Maythamhamdani@gmail.com</a> Name: Ali Aboud Shareef Email: <a href="mailto:aliaboud547@gmail.com">aliaboud547@gmail.com</a>	
188.	Course Objectives
<b>Course Objectives</b>	1- Providing students with the skill of learning and interpreting bacteriology 2- Expanding the skill of deduction, reasoning, and scientific discussion of the subject of bacteriology 3 - Familiarity with various aspects in terms of cellular structure, classification of bacteria, metabolic mechanisms, growth of bacteria, and relationship of bacteriology to other sciences and their relationship to disease events.

189. Teaching and Learning Strategies					
Strategy		1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series			
190. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hr. in a week	1- Providing students with the skill of learning and understanding the different aspects of the concept of bacteriology	What do we mean by bacteriology?	1- Explaining the scientific material through theoretical interpretation, using educational means to present the bacteriology material, and detailed explanation on pictures, diagrams, shapes, and paths related to the scientific material by displaying on a display screen and using PowerPoint	Weekly, monthly, daily, and written exams and tests
2			Types of microorganisms		
3			A historical overview of the emergence of science		
4			Germ theory of disease		
5			Classification of microorganisms		
6			Composition and function of microorganisms		
7			Role of microorganisms in health and disease		
8			Microbial metabolism and energy production		
9			Control of microbial growth		
10			Microbial ecology		
11			Microbial evolution		
12			2- Informing students about the importance of germs in relation to their role as pathogens, addition to the benefits of the other part of them to humans.	Microbial metabolism and energy production	
13		Microbial ecology			
14		Microbial evolution			
15		Microbial genetics			
16		Microbial immunology			
17		Microbial physiology			
18		Microbial pathogenesis			
19		Microbial epidemiology			
20		Microbial biotechnology			
21		Microbial environmental science			
22		Microbial systematics			
23		Microbial paleontology			
24		3- Avoid and prevent diseases through their cause	Microbial immunology	3-	
25			Microbial epidemiology		
26			Microbial pathogenesis		
27			Microbial epidemiology		
28			Microbial immunology		
29			Microbial epidemiology		
30			Microbial immunology		

			genetics Viruses Pathogenic bacteria Microorganism s in soil Microorganism s in water Microorganism s in food	Developing students' abilities to think and conclude by asking questions related to t practical material 4- Learn think abo the emergence diseases a their caus which a related to t scientific subject
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### 191. Course Evaluation

Evaluation by Distribution is as follows: (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the first semester. (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the second semester. 50 marks for final exams.

### 192. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Microbiology- An introduction Tortora, Funke and Case Tenth Edition, 2010 Pearson international Publication
Electronic References, Websites	

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

**2025**

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Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025



**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **223. Program Vision**

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### **224. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in the life sciences and sciences 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..

### **225. Program Objectives**

1. Embodying the vision, mission and goals of the University of Kufa, 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..

**226. Program Accreditation**

Nothing

**227. Other external influences**

Nothing

**228. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements		<b>6 unit</b>		<b>Basic course</b>
College Requirements	<b>Yes</b>			
Department Requirements	<b>yes</b>			
Summer Training	<b>nothing</b>			

<b>Other</b>				
--------------	--	--	--	--

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

<b>229. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023/2024</b>		<b>Animal physiology</b>	<b>theoretical</b>	<b>practical</b>
			<b>2</b>	<b>2</b>

<b>230. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students of scientific knowledge of the functions of organs in animals and humans and their importance in the survival and survival of the individual	Learning Outcomes Statement 1
<b>Skills</b>	
Expanding and acquiring the skill of functional description of all body parts	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Developing students' abilities to participate in discussing physiological functions and diseases resulting from organ disorders	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

<b>231. Teaching and Learning Strategies</b>
1- Explaining the scientific material through theoretical interpretation, using educational means to present the subject of physiology and detailed explanation

on pictures, diagrams, shapes and paths related to the scientific material by displaying it on a display screen and using PowerPoint..

2– Discussing scientific ideas within the lecture and linking its topics in an applied way to humans or animals

3– Developing students’ abilities to think and conclude by asking questions related to the practical material

4– Students learned to think about the emergence of diseases and their causes, which are related to the scientific subject, such as diabetes, high blood pressure, kidney disease, heart disease, and others..

### 232. Evaluation methods

Weekly, monthly, daily, mid–year and end–of–year exams

### 233. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof.	Biology	Animal physiology			1	
Assist prof.	Biology	Animal physiology			2	

#### Professional Development

##### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full–time, and part–time faculty at the institution and department level.

##### Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

**234. Acceptance Criterion**

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

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

Guyton, A.C. and Hall, J.E. (2006). Textbook of medical physiology.(11th ed), Philadelphia, USA. PP.1116.

**236. Program Development Plan**

Studying the theoretical and applied aspects and trying to think and conclude about the science of physiology and comparing it to physiological diseases in order to deepen understanding and increase awareness and enhance memory with all scientific information.

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		Animal physiology	Basic	—					—						—

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

## Course Description Form

193.	Course Name: Animal Physiology
	Physiology
194.	Course Code:
195.	Semester / Year: Annual
196.	Description Preparation Date: 23/2/2024
197.	Available Attendance Forms: attendancely
198.	Number of Credit Hours (Total) / Number of Units (Total)
	120 hours annually / 2 hr. theoretical / 2hr. practical
199.	Course administrator's name (mention all, if more than one name)
	Name: Dr. Faris Shaker Kata Email: <a href="mailto:faris.kataa@uobasrah.edu.iq">faris.kataa@uobasrah.edu.iq</a> Dr. Heba Thaqeb yesr Dr. Selma Saeed
200.	Course Objectives
<b>Course Objectives</b> 1- Providing students with skill of learning interpreting physiology 2- Expanding the skill of deduction, reasoning, and scientific discussion of the subject of physiology. 3 - Applying the functional concept of organs to the bodies of animals and humans 4-- Knowing the relationship between organ health and	<ul style="list-style-type: none"> <li>•</li> </ul>

functional disorders 5- Learn about functional diseases resulting from organ dysfunction					
201. Teaching and Learning Strategies					
Strate	1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series				
202. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Hollida 16 17 18 19 19 20 21 22 23	2 hr. in week	1- Providing students with the skill of learning the functions of various body systems 2- Informing students about the importance of the job role in relation to animal and human health 3- Avoid and prevent	Nervous system Digestive Reproductive system Musculature Circulatory  Heart and blood Endocrine glands Respiratory system	1- Explaining the scientific material through theoretical interpretation, using educational means to present the subject of physiology and detailed explanation on pictures, diagrams, shapes and paths related to the scientific material by displaying it on a display screen and using PowerPoint. 2- Discussing scientific ideas within the lecture and linking its topics in an applied way to humans or animals 3- Developing	Weekly, monthly, daily, and written exams, and the mid- and end-of-year exams.

24 25 26 27 28 29 30		physiological diseases by understanding the functional role of your organ and not harming it		students' abilities to think and deduce by asking questions related to the practical material 4- Students learned to think about the emergence of diseases and their causes, which are related to the scientific subject, such as diabetes, high blood pressure, kidney disease, heart disease, and others.	
--	--	--	--	--	--

### 203. Course Evaluation

Distribution is as follows: (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the first semester. (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

### 204. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Animal Physiology/ Arabs, Youssef Muhammad and Al-Aluji, Sabah Nahi and others, 1989, University of Baghdad.
Main references (sources)	Physiology / Al-Abdullah, Shteivi, 2012, University of Jordan
Recommended books and references (scientific journals,	<b>Guyton, A.C. and Hall, J.E. (2006).</b> Textbook of medical physiology. (11 <sup>th</sup> ed), Philadelphia, USA. PP.1116.

reports...)	
Electronic References Websites	<a href="chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://dspace.univ-alger3.dz/jspui/bitstream/123456789/6192/1/%D9%85%D8%B7.153.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://dspace.univ-alger3.dz/jspui/bitstream/123456789/6192/1/%D9%85%D8%B7.153.pdf</a>  <a href="chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.uoanbar.edu.iq/AppliedSciencesHeet/catalog/%D8%B9%D9%84%D9%85%20%D9%88%D8%B8%D8%A7%D8%A6%D9%81%20%D8%A7%D9%84%D8%A7%D8%B9%D8%B6%D8%A7%D8%A1.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.uoanbar.edu.iq/AppliedSciencesHeet/catalog/%D8%B9%D9%84%D9%85%20%D9%88%D8%B8%D8%A7%D8%A6%D9%81%20%D8%A7%D9%84%D8%A7%D8%B9%D8%B6%D8%A7%D8%A1.pdf</a>

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



# **Academic Program and Course Description Guide**

**2025**

## **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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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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**  
Head of Department

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**  
Scientific Associate

**Date:** 11/3/2025



The file is checked by: **Prof. Dr. Hussein Ali Badran**  
Department of Quality Assurance and University Performance  
Director of the Quality Assurance and University Performance Department:

**Date:** 11/3/2025



Approval of the Dean:  
**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

**237. Program Vision**

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

**238. Program Mission**

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

**239. Program Objectives**

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

**240. Program Accreditation**

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

**241. Other external influences**

Is there a sponsor for the program?

**242. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department				

<b>Requirements</b>				
<b>Summer Training</b>				
<b>Other</b>				

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

<b>243. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
			<b>theoretical</b>	<b>practical</b>

<b>244. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Learning Outcomes 1	Learning Outcomes Statement 1
<b>Skills</b>	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

<b>245. Teaching and Learning Strategies</b>
Teaching and learning strategies and methods adopted in the implementation of the program in general.

<b>246. Evaluation methods</b>
Weekly, monthly, daily exams and the end of the year exam

<b>247. Faculty</b>			
<b>Faculty Members</b>			
<b>Academic Rank</b>	<b>Specialization</b>	<b>Special</b>	<b>Number of the teaching staff</b>

			Requirements/Skills (if applicable)			
	General	Special			Staff	Lecturer
	biology	immunology			1	Professor

### Professional Development

#### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

#### Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

### 248. Acceptance Criterion

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

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

**Clinical Immunology Overview of the Immune System**

### 250. Program Development Plan

1- Increasing the number of course hours from one theoretical hour to two hours in order to cover and expand on the scientific 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
2023/2024		IMMUNOL OGY	BASIC												

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

## Course Description Form

205. Course Name: immunology					
206. Course Code:					
207. Semester / Year:					
Year					
208. Description Preparation Date:					
14/ 02/ 2024					
209. Available Attendance Forms:					
3 h					
210. Number of Credit Hours (Total) / Number of Units (Total)					
90 hours annually. 3 hours per week					
211. Course administrator's name (mention all, if more than one name)					
Name: shaymaa Jabbar Raisan Email: shaymaa.raisan@uobasrah.edu.iq					
212. Course Objectives					
Course Objectives			Providing students with the skill of applying id for studying the immune system		
213. Teaching and Learning Strategies					
Strategy		1- Educational strategy, collaborative concept planning 2- Brainstorming education strategy. 3- Education Strategy Notes Series			
214. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

<b>215. Teaching and Learning Strategies</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc					
<b>216. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)			<b>Clinical Immunology Overview of the Immune System</b> <b>Essentials of clinical immunology</b>		
Recommended books and references (scientific journals, reports...)			<b>Clinical Immunology Overview of the Immune System</b> <b>Essentials of clinical immunology</b>		
Electronic References, Websites					

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



# **Academic Program and Course Description Guide**

**2025**

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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.

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University Name: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**  
Head of Department

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**  
Scientific Associate

**Date:** 11/3/2025



The file is checked by: **Prof. Dr. Hussein Ali Badran**  
Department of Quality Assurance and University Performance  
Director of the Quality Assurance and University Performance Department:

**Date:** 11/3/2025



Approval of the Dean:  
**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **251. Program Vision**

The College of Education for Pure Sciences 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 the community in the areas of preparing teachers to teach biology in schools. High school.

### **252. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in teaching biology in secondary schools 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.

### **253. 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 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 education and learning.

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 science.

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

**254. Program Accreditation**

No

**255. Other external influences**

No

**256. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements		4		Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	No			

<b>Other</b>				
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\* This can include notes whether the course is basic or optional.

<b>257. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023–2024/ fourth class</b>		<b>Molecular Biology</b>	<b>Theoretical</b>	
			<b>2</b>	

<b>258. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students with scientific knowledge about science Molecular biology is a fascinating and dynamic scientific field that focuses on the molecular structure of biological activity, and plays a role in our understanding of life at the cellular level. This branch of biology delves into the study of the interactions and functions of various molecules within cells, focusing primarily on DNA, RNA, and proteins, which are vital to life processes.	
<b>Skills</b>	
Expanding and acquiring the skill of recognizing everything related to science Molecular biology and understanding how these molecules interact within cells and how they affect the	

biological activities of the organism.	
<b>Ethics</b>	
<p>Developing students' abilities to the sharing in discussion all that related to the fields of molecular biology with mention to a number of topics these include the molecular structure of DNA and how it affects the formation of the organism, and the study of genetic interactions and their functions. And this field of biology also studies the molecular basis of phenotypic characteristics, which is essential for understanding how evolutionary selection pressures affect organisms.</p>	

### 259. Teaching and Learning Strategies

- 1–Explaining the scientific material through theoretical interpretation using teaching aids to present the material and detailed explanation of molecular biology with pictures, diagrams and shapes for the purpose of learning about understand how the nucleic acids and proteins and how they affect the biological activities of the organism by displaying it on a display screen and using power point.
- 2–Discussing scientific ideas within the lecture and linking its topics in an applied manner
- 3–Developing students’ abilities to think and deduce by asking questions related to practical material

4- Students learned to think about the diversity of nucleic acids and proteins and their role in morphology of an organism.

**260. Evaluation methods**

Weekly, monthly, daily, mid-year and end-of-year exams.

**261. Faculty**

**Faculty Members**

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Biology	Biotechnology			1	
Assistant Professor	Biology	Parasitology/molecular Biology			1	

**Professional Development**

**Mentoring new faculty members**

Orienting new faculty members

**Professional development of faculty members**

Professional development for faculty members

**262. Acceptance Criterion**

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

Molecular biology book by author Dr. Nashat Ghaleb Mustafa. (2018). Published

by University Book House.

264. Program Development Plan

Studying the theoretical and applied aspect and the attempt to think and conclude for molecular biology in order to deepen understanding and increase awareness and enhance memory with all scientific information.

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				X					X					X	

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

## Course Description Form

217. Course Name:	
Molecular Biology	
218. Course Code:	
219. Semester / Year:	
Year	
220. Description Preparation Date:	
20/3/2024	
221. Available Attendance Forms:	
Attendance only	
222. Number of Credit Hours (Total) / Number of Units (Total)	
60 hour in year, 2 hr. theoretical.	
223. Course administrator's name (mention all, if more than one name)	
Name: Ali Aboud Shareef Email: <a href="mailto:aliaboud547@gmail.com">aliaboud547@gmail.com</a> Name: Sarmad Awad Mozan AL-Asadi Email: <a href="mailto:sarmad.mozan@uobasrah.edu.iq">sarmad.mozan@uobasrah.edu.iq</a>	
224. Course Objectives	
<b>Course Objective</b>	1- Providing students with skills learning and interpreting science Molecular biology 2- Skill expansion Conclusion, explanation, and scientific discussion of molecular biology . 3- Familiarity with various aspects of the role nucleic acids and proteins in the structure and function the cell.
225. Teaching and Learning Strategies	
<b>Strategy</b>	1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series

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### 226. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hr. in week	1. Providing students with skills to learn and Understanding the different aspects of the concept of molecular biology 2- Informing students about the importance of Nucleic acids and proteins. 3- Know the exact structure proteins and nucleic acids compare them to prokaryotic cells with examples.	* Historical introduction.	1-Explaining the scientific material through theoretical interpretation using teaching aids to present the subject of molecular biology and detailed explanation on pictures, charts, shapes and paths related to the scientific subject by displaying it on a display screen and using PowerPoint. 2-Discussing scientific ideas within the lecture and linking its topics 3-Developing students' ability to think and deduce by asking questions related to practical material.	Weekly, monthly, and weekly exams, and mid- and end-year exams
2			* Chromosomes: structure and function.		
3			* DNA and its replication.		
4			* Mutations and their repair.		
5			* Genes: their structure and function in archaea and eukaryotes		
6			* Regulating gene expression.		
7			*Structure and types of RNA		
8			* RNA processing.		
9			*Regulating gene expression.		
10			*Protein manufacturing.		
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### 227. Course Evaluation

Evaluation by 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.

228. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Molecular biology book by author Nashat Ghaleb Mustafa. (2018). Published by University Book House.
Electronic References, Websites	

**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**

**2025**

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Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025

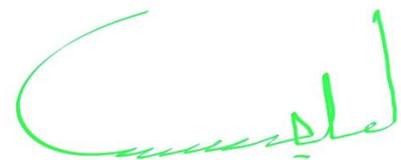


**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **265. Program Vision**

The College of Education for Pure Sciences 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 professional 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..

### **266. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in the professional field is teaching in schools of education and developing the balance of knowledge in the field of scientific research to serve the local, regional and international community

### **267. Program Objectives**

8. . 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 educational knowledge and skills, writing academic research

### **268. Program Accreditation**

Does the program have program accreditation

**269. Other external influences**

Is there a sponsor for the program?

**270. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements				
Summer Training				
Other				

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

**271. Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
2023-2024		Mycology	theoretical	practical
			2	1

**272. Expected learning outcomes of the program**

Knowledge	
Informing students about the importance of fungi, how to identify them through their morphological characteristics, knowing their taxonomic affiliation,	Learning Outcomes Statement 1

<b>Skills</b>	
Training students to identify fungi by the type of life cycle	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Developing students' abilities to make practical inferences and discover fungi	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

### 273. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. – Explaining the scientific material and preparing a presentation that includes all the details, scientific terminology, pictures, illustrations, and diagram that summarize the material

### 274. Evaluation methods

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

### 275. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	Biology	Mycology				

#### Professional Development

**Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

**Professional development of faculty members**

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

**276. Acceptance Criterion**

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

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

Ainsworth GC, Sparrow FK and Sussman AS. 1973. *The Fungi*

Alexopoulos CJ, Mims CW and Blackwell M. 1996. *Introductory Mycology*. John Wiley & Sons

**278. Program Development Plan**

A comparative study between botanical description and botanical terminology with fungi in nature

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		Mycology													

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

## Course Description Form

229. Course Name: Mycology							
Mycology							
230. Course Code:							
231. Semester / Year:							
2023/2024							
232. Description Preparation Date:							
19/3/2024							
233. Available Attendance Forms:							
presence only							
234. Number of Credit Hours (Total) / Number of Units (Total)							
90 hours annually. 3 hours per week							
235. Course administrator's name (mention all, if more than one name)							
Name: Dr. Zainab khalaf Abdulla Email: <a href="mailto:Zainab.abdulla@uobasrah.edu.iq">Zainab.abdulla@uobasrah.edu.iq</a>							
236. Course Objectives							
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">Informing students about the importance of fungi, how to identify them through their morphological characteristics, and knowing their taxonomic affiliation</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul> </td> </tr> </table>						Informing students about the importance of fungi, how to identify them through their morphological characteristics, and knowing their taxonomic affiliation	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>
Informing students about the importance of fungi, how to identify them through their morphological characteristics, and knowing their taxonomic affiliation	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>						
237. Teaching and Learning Strategies							
<b>Strategy</b>		1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy.					
238. Course Structure							
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>		

	2	Introduction of Mycology Fungal characteristic		Explaining the scientific material and preparing presentation that include all the details, scientific terminology, pictures, illustrations and diagrams that summarize the material	duty to collect a number of plant parts and classify them
	2	Nutrition			Weekly
	4	Reproduction			monthly,
	4	Fungal growth			daily, written
	4	Myxomycota			exams, and
	2	Chytridiomycota			the end-of-
	2	Zygomycota			year exam
	4	Ascomycota			
	2	Basidiomycota			
	4	Deuteromycota			
	4	Taxonomy			
	4	Ecology			
	4	Fungal Biotechnology			
	4				
	4				

### 239. Course 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

### 240. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Mycology
Main references (sources)	Alexopoulos CJ, Mims CW and Blackwell M. 1996. Introductory Mycology. John Wiley & Sons
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<a href="https://faculty.uobasrah.edu.iq/faculty">https://faculty.uobasrah.edu.iq/faculty</a>

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



# **Academic Program and Course Description Guide**

**2025**

## **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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025



**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

### **279. Program Vision**

The College of Education for Pure Sciences 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 pure sciences.

### **280. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in the life sciences and sciences 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...

### **281. Program Objectives**

1. Embodying the vision, mission, and goals of the University of Basrah, 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.

#### 282. Program Accreditation

Nothing

#### 283. Other external influences

Nothing

#### 284. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements		6 unit		Basic course
College Requirements	Yes			
Department Requirements	yes			

<b>Summer Training</b>	<b>nothing</b>			
<b>Other</b>				

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

<b>285. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023/2024</b>		<b>Parasitology</b>	<b>theoretical</b>	<b>practical</b>
			<b>2</b>	<b>2</b>

<b>286. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students of scientific knowledge of the morphology, anatomy, physiology of the parasites from protozoa to helminths	Learning Outcomes Statement 1
<b>Skills</b>	
Providing the students with skills in classifying and diagnosing parasites and how to prevent and protect himself and society from infection with these parasites.	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Developing students' abilities to participate in discussing morphology, physiology, taxonomy of parasites and the diseases resulting from it.	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

### 287. Teaching and Learning Strategies

- 1– Lecture by power point presentation
- 2– Discussion in class
- 3– Laboratory with specimens
- 4– Suggested reading.

### 288. Evaluation methods

Student achievement is measured and evaluated by: Daily, weekly, monthly, mid-year and end-of-year exams.

### 289. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
Prof.	Biology	Parasitology		2	1

#### Professional Development

##### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

##### Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

### 290. Acceptance Criterion

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

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

Roberts, S. L.;Janovy,Jr. and Nadler, S. ( 2015)Foundation of Parasitology (9<sup>th</sup>ed)McGraw Hill.

**292. Program Development Plan**

Studying the theoretical and applied aspects and trying to think and conclude about the science of parasitology and parasitological diseases to deepen understanding and increase awareness and enhance memory with all scientific information.

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
(4 <sup>th</sup> ) 2023/2024		Parasitology	Basic	—					—					—	

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

## Course Description Form

241.	Course Name:		
	Parasitology		
242.	Course Code:		
243.	Semester / Year: Annual		
	Annual		
244.	Description Preparation Date:		
	23/2/2024		
245.	Available Attendance Forms:		
	Attendance		
246.	Number of Credit Hours (Total) / Number of Units (Total)		
	96 hours annually / 2 hr. theoretical / 2hr. practical		
247.	Course administrator's name (mention all, if more than one name)		
	Name: Dr. Basim Hashem Abdulla Dr. Sabeeh Helial Jaid Email: sabeeh.jaid@ uobasrah.edu.iq Dr. Abdul Husain Habash Awad		
248.	Course Objectives		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 65%; padding: 5px;"> <p><b>Course Objectives</b></p> <p><b>After completing this course, the student should be able to</b></p> <p>1-Classify each parasite phylum to species level</p> <p>2-Explain the external and internal morphology, the structure and function of various organ systems, and the life cycle and behavior of each parasite.</p> <p>3 - The diseases caused by these parasites and how to diagnose and prevent them and protect himself and society from them.</p> <p>4-Explain phylogenetic relationships of each parasite phylum.</p> </td> <td style="width: 35%; padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> <li>•</li> </ul> </td> </tr> </table>	<p><b>Course Objectives</b></p> <p><b>After completing this course, the student should be able to</b></p> <p>1-Classify each parasite phylum to species level</p> <p>2-Explain the external and internal morphology, the structure and function of various organ systems, and the life cycle and behavior of each parasite.</p> <p>3 - The diseases caused by these parasites and how to diagnose and prevent them and protect himself and society from them.</p> <p>4-Explain phylogenetic relationships of each parasite phylum.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Course Objectives</b></p> <p><b>After completing this course, the student should be able to</b></p> <p>1-Classify each parasite phylum to species level</p> <p>2-Explain the external and internal morphology, the structure and function of various organ systems, and the life cycle and behavior of each parasite.</p> <p>3 - The diseases caused by these parasites and how to diagnose and prevent them and protect himself and society from them.</p> <p>4-Explain phylogenetic relationships of each parasite phylum.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>		
249.	Teaching and Learning Strategies		

<b>Strategy</b>	<p>1- Educational strategy, collaborative concept planning.</p> <p>2- Brainstorming education strategy.</p> <p>3- Education Strategy Notes Series</p>
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### 250. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	The student gets to know the relationships between organisms and what is meant by parasitology	General introduction to parasitology and association between parasites	lecture	Weekly, monthly, daily, and written exams, and the mid- and end-of-year exams.
2	4	The student gets to know the most important terms in parasitology and learns how to write the scientific name of living organisms	The most important terms in parasitology	Lecture	
3	4	The student will learn the parasitic larval stages and how they enter the human body	Mode of parasitic transmission to man and parasitic larval stages	Lecture	
4	4	The student will be known the symptoms and signs of parasitic diseases and how to prevent and control them	Pathology and symptomatology, Prevention, and control of parasites	Lecture	
5,6	4+4	The student will learn about parasitic protozoa and diseases they cause.	Parasitic protozoology	Lecture	
7	4	The student will be known the opportunistic amoebas and the diseases they cause.	Opportunistic Amoeba	Lecture	
8	4	The student gets to know the parasitic intestinal flagellates and the diseases they cause.	Intestinal Flagellates	Lecture	
9	4	The student gets to know the <i>Leishmania</i> species, its reservoir and vector hosts, and the diseases they cause in humans.	<i>Leishmania</i> and Leishmaniasis	Lecture	
10	4	The student gets to know the <i>Trypanosoma</i> species, its reservoir and vector hosts, and the diseases they cause in humans	<i>Trypanosoma</i> and Trypanosomiasis	Lecture	
11	4	The student should know about the nature of Heamasporozoa and the diseases they cause in humans.	Heamasporozoa	Lecture	
12	4	The student gets to know the general characteristics of the phylum platyhelminths and how to	Phylum: Platyhelminths, Class: Trematodes	Lecture	

		classify them.		
13	4	The student should know what is meant by Digenea, how it completes its life cycle, what its intermediate and final hosts are, and what diseases it causes to humans.	Subcl: Digenea	Lecture
14,15	4+4	The student should know the identification of schistosomes, how it completes its life cycle, what its intermediate and final hosts are, and what diseases it causes to humans.	Blood flukes or Schistosomes	Lecture
16	4	The student gets to know the general characteristics of the class Cestoda and how to classify it.	Class: Cestodes	Lecture
17	4	The student gets to know the general characteristics of the Order: Pseudophyllidea and its species, and what diseases it causes to humans.	Order: Pseudophyllidea	Lecture
18,19	4+4	The student gets to know the general characteristics of the Order: Cyclophlloidea and its species, and what diseases it causes to humans.	Ord.: Cyclophlloidea	Lecture
20,21,22	4+4+4	The student gets to know the general characteristics of the phylum Nematoda and how to classify them. The important species and what diseases it causes to humans.	Phylum: Nematodes	Lecture

### 251. Course Evaluation

Distribution is as follows: (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the first semester. (17.5 theoretical + 7.5 practical) 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

### 252. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Parasitology/ Al- Hadethii, I. and Awad A. H.,(2015) University of Basrah.
Main references (sources)	Roberts, S. L.;Janovy,Jr. and Nadler, S. ( 2015)Foundation of Parasitology (9 <sup>th</sup> ed)McGraw Hill.
Recommended books and references (scientific journals, reports...)	International J. of Parasitology, Parasitology, and

	<b>Publication of the WHO.</b>
Electronic References, Websites	The student is encouraged to use the internet and scientific websites to obtain information about parasites.

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



# **Academic Program and Course Description Guide**

**2025**

## **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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**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: .....Basrah.

Faculty/Institute: .....College of Education for pure Science.

Scientific Department: .....Biology.

Academic or Professional Program Name:

Final Certificate Name: .....Bsc. Biology.

Academic System: .....Annual.

Description Preparation..... **Date:** 11/3/2025



**Prof. Dr. Mufeed Qasim Muhammad**

**Head of Department**

**Date:** 11/3/2025



**Assist. prof. Dr. Haider Qasim Fadhil**

**Scientific Associate**

**Date:** 11/3/2025



**The file is checked by: Prof. Dr. Hussein Ali Badran**

**Department of Quality Assurance and University Performance**

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

**Date:** 11/3/2025



**Approval of the Dean:**

**Prof. Dr. Majid Mohammed Jasim**

**Date:** 11/3/2025

**293. Program Vision**

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

**294. Program Mission**

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**295. Program Objectives****296. Program Accreditation****297. Other external influences****298. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	/ 2024-2023 Fourth			نظري
College Requirements				
Department Requirements				
Summer Training				

<b>Other</b>				
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\* This can include notes whether the course is basic or optional.

<b>299. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
/ 2024–2023	Fourth	<b>Plant Physiology</b>	<b>theoretical</b>	<b>practical</b>
<b>2</b>	<b>2</b>			

<b>300. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Learning Outcomes 1	Informing students about the importance of scientific theories in plant physiology
<b>Skills</b>	
Learning Outcomes 2	Expand skill and knowledge in understanding plants
<b>Ethics</b>	
Learning Outcomes 4	Developing students' abilities to share ideas
Learning Outcomes 5	Expressing one's thoughts regarding life matters, including scientific material in plant physiology

<b>301. Teaching and Learning Strategies</b>
<p>Explaining the scientific material through a presentation, explanation of the material, and student participation.</p> <p>2– Write a review paper for each topic</p> <p>3– Linking famous scientific ideas with students' opinions</p>

<b>302. Evaluation methods</b>
Weekly, monthly, daily exams and the end of the year exam.

303. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof. dr.	physiology horticultural crops	Plant physiology			yes	
Assist. Prof. dr.	botany	plant physiology			Yes	

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

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

305. The most important sources of information about the program
Fundamentals of plant physiology

306. Program Development Plan

A comparative study of applying the ideas of ancient scholars with modern science

Work on a comparison between theories to bring a comprehensive view to understanding plant physiology

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
		Plant physiology					—								

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

## Course Description Form

253. Course Name: plant physiology					
254. Course Code:					
255. Semester / Year					
256. Description Preparation Date:2024 /02 /14 :					
257. Available Attendance Forms:					
My presence only					
258. Number of Credit Hours (Total) / Number of Units (Total)					
230 hours annually. 8 hours per week					
259. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Abdul Kareem Abd Email: abdukkareem.abd@uobasrah.edu.iq Name: Assist. Prof. Dr. Murtadha Hussein Fayadh Email: murtadha.fayadh@uobasrah.edu.iq					
260. Course Objectives					
<b>Course Objectives</b>			<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>		
261. Teaching and Learning Strategies					
<b>Strategy</b>					
262. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

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**263. Course 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

**264. Learning and Teaching Resources**
