

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



# **Academic Program and Course Description Guide**

**2024**

## **Introduction:**

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

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

## **Concepts and terminology:**

**Academic Program Description:** The academic program description provides a brief summary of its vision, mission and objectives, including an accurate

description of the targeted learning outcomes according to specific learning strategies.

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

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

**Program Mission:** Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

**Program Objectives:** They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

**Teaching and learning strategies:** They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

### **Academic Program Description Form**

**University Name:** .....

**Faculty/Institute:** .....

**Scientific Department:** .....

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

**Final Certificate Name:** .....

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

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Head of Department Name:**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

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

**Date:**

**Signature:**

**Approval of the Dean**

**1. Program Vision**

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

## 2. Program Mission

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

## 3. Program Objectives

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

## 4. Program Accreditation

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

## 5. Other external influences

Is there a sponsor for the program?

## 6. Program Structure

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

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

## 7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program	
<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

9. Teaching and Learning Strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods
Implemented at all stages of the program in general.

11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	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.

**12. Acceptance Criterion**

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

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

State briefly the sources of information about the program.

**14. Program Development Plan**



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

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

## Course Description Form

<b>1. Course Name:</b>	
Dynamic groups	
<b>2. Course Code:</b>	
GRDY336	
<b>3. Semester / Year:</b>	
First fall semester 2024–2023	
<b>4. Description Preparation Date:</b>	
2023/9/1	
<b>5. Available Attendance Forms:</b>	
attendance	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
2 theoretical 3+practical / 3.5 units	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: M.Hassan Hamed Saqer Name: M.M Amera Younis Hussain Email:	
<b>8. Course Objectives</b>	
<p><b>Course Objectives</b></p> <p>Theory:</p> <ul style="list-style-type: none"> <li>_ Enable the student to understand and absorb everything related to the dynamics</li> <li>Groups and their relationship with agricultural extension</li> <li>_ The student can familiarize himself with the dynamic movement of groups</li> <li>_ The student can identify what groups are</li> <li>Composition and composition</li> <li>_ Enable the student to understand the meaning of cohesion and its relationship with the group</li> <li>The student can understand the concept of social interaction</li> <li>And its relationship to group dynamics</li> </ul>	<p><b>practical:</b></p> <ul style="list-style-type: none"> <li>_ Enable the student to be familiar with the meaning of induction in the group dynamics</li> <li>The student can classify the types of groups</li> <li>_ The student determines the appropriate means for group cohesion</li> </ul>
<b>9. Teaching and Learning Strategies</b>	
<p><b>Strategy</b></p> <p>Theory</p> <ul style="list-style-type: none"> <li>_ Interactive lecture</li> <li>_ Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>_ Instruct the student to prepare a lecture of his choice and deliver it to the students</li> </ul>

_ Dialogue and discussion _ Assignment of tasks and reports	Assign students a task to work as a team _ Instruct students to write a report on a topic and discuss
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 theoretical	2A: the student gets acquainted with the concept of Group dynamics 3A: the student describes relationship Group dynamics in psychology The meeting	Group dynamics	Style of dialogue Brainstorming Interactive lecture, questions and answers	Short exams Assignment of I Discussions
	3 practical	46A: the student knows the details Field study	Methods of research group dynamics	Style of dialogue Brainstorming Interactive lecture, questions and answers	Short exams Assignment of I Discussions
2	2 theoretical	4A the student compares the group dynamics Internal & external 6A the student mentions the benefits Group dynamics	Dynamic group movement	Style of dialogue Brainstorming Interactive lecture, questions and answers	Short exams Assignment of I Discussions
	3 practical	47A describes the student in natural experimentation	methods of research in group dynamics	Style of dialogue Brainstorming Interactive lecture, questions and answers	Short exams Assignment of I Discussions
3	2 theoretical	7A the student knows what group is 8A the student draws up a list of characteristics of the group 9A the student explains the importance of the group	what is the group and its composition	Style of dialogue Brainstorming Interactive lecture, questions and answers	Short exams Assignment of I Discussions
	3 practical	48A gives examples of domain experimentation	methods of research group dynamics	Style of dialogue Brainstorming Interactive lecture, questions and answers	Short exams Assignment of I Discussions
4	2 theoretical	10A the student understands the meaning of motives 11A the student determines the relationship of motivation to the individual and the Group	motives	Style of dialogue Brainstorming Interactive lecture, questions and answers	Short exams Assignment of I Discussions
	3 practical	49A the student learns how to do practical experimentation	methods of research in group dynamics	Style of dialogue Brainstorming Interactive lecture, questions and answers	Short exams Assignment of I Discussions
5	2 theoretical	13A the student comprehends the concept of group cohesion 15A the student draws up a list of factors leading to increased cohesion	group cohesion	Style of dialogue Brainstorming Interactive lecture, questions and answers	Short exams Assignment of I Discussions
	3 practical	50A the student is familiar with the concept of reference groups	reference groups	Style of dialogue Brainstorming Interactive	Short exams Assignment of I

				lecture,questions answers	Discussions
6	2 theoretical	16A the student gets acquainted with the concept 17A the student explains the importance of the need for individual and the group	needs	Style of dialogue· Brainstorming Interactive lecture,questions answers	Short exams Assignment of I Discussions
	3practical	51A the student shows the methods of influencing the reference group in behavior	reference groups	Style of dialogue· Brainstorming Interactive lecture,questions answers	Short exams Assignment of I Discussions
7	2 theoretical	19A the student understands what self-concept is 20A draws up a list of types of self-concept	self-concept	Style of dialogue· Brainstorming Interactive lecture,questions answers	Short exams Assignment of I Discussions
	3practical	52A the student uses the conversations of members measure	measures of group cohesion	Style of dialogue· Brainstorming Interactive lecture,questions answers	Short exams Assignment of I Discussions
8	2 theoretical	22A the student writes a brief summary of the concept of values 23A the student shows the importance of values 24A the student lists the types of values	values	Style of dialogue· Brainstorming Interactive lecture,questions answers	Short exams Assignment of I Discussions
	3practical	53A the student generalizes the measures of friendship	measures of group cohesion	Style of dialogue· Brainstorming Interactive lecture,questions answers	Short exams Assignment of I Discussions
9	2 theoretical	25A: the student understands the meaning of social communication 26A: the student shows the importance of social communication 27A: makes a list of communication patterns	social communication	Style of dialogue· Brainstorming Interactive lecture,questions answers	
	3practical	54A: how to write evaluation questions	assessment of social interaction	Style of dialogue· Brainstorming Interactive lecture,questions answers	
10	2 theoretical	28A: defines social mobility 29A: the student describes construction of social mobility 30A: the student classifies the criteria of social mobility	social mobility	Style of dialogue· Brainstorming Interactive lecture,questions answers	
	3practical	55A: determines the extent of participation in social interaction	assessment of social interaction	Style of dialogue· Brainstorming Interactive lecture,questions answers	

11	2 theoretical	31A: the student gets acquainted with the concept of social interaction 32A: the student shortens social interaction 33A: the student is familiar with the forms of social interaction	social interaction	Style of dialogue Brainstorming Interactive lecture, questions and answers
	3 practical	56A: the student uses motivation for social work	team Successful work	Style of dialogue Brainstorming Interactive lecture, questions and answers
12	2 theoretical	34A: the student understands the behaviorists' interpretation of social interaction 35A: the student shows Newcomb's interpretation of social interaction	explanatory theories of social interaction	Style of dialogue Brainstorming Interactive lecture, questions and answers
	3 practical	57A: the student gives examples of the use of rewards in the team	the successful team	Style of dialogue Brainstorming Interactive lecture, questions and answers
13	2 theoretical	37A: the student explains why social relationships are important 38A: the student identifies cases of social relationships 39A: the student discusses the importance of social relationships	social relationships	Style of dialogue Brainstorming Interactive lecture, questions and answers
	3 practical	58A: the student gives examples of the group in terms of the power of influence	types of outfits	Style of dialogue Brainstorming Interactive lecture, questions and answers
14	2 theoretical	40A: the student is familiar with the concept of decision making 41A: the student discusses how to implement the decision making 42A: the student describes problems facing decision-making	decision making	Style of dialogue Brainstorming Interactive lecture, questions and answers
	3 practical	59A: the student describes collective in terms of the nature of the composition	types of outfits	Style of dialogue Brainstorming Interactive lecture, questions and answers
15	2 theoretical	43A: the student knows the collaborative team 44A: the student makes a list of the team's goals 45A: the student describes the working atmosphere of the team	the collaborative team	Style of dialogue Brainstorming Interactive lecture, questions and answers
	3 practical	A60: the student presents the group in terms of its formation Constructivism	types of outfits	Style of dialogue Brainstorming Interactive

### 11. Course Evaluation

Relative % weight	Degree	Calendar methods	Calendar methods
2.5	2.5	Fourth week	1 Report
2.5	2.5	The fifth week	2 Report
2	2	The sixth week	Quiz (1) short test
2	2	Fourteenth week	Quiz (2) short test
1	1	Fifteenth week	Quiz (3) short test
7.5	7.5	The sixth week	(1) Quarterly test
7.5	7.5	Eleventh week	(2) Quarterly test
40	40	Final semester exams	Final theoretical test
5	5	Fifteenth week	3 Report
2	2	The third and fifth week	4 Report
1	1	The first week	Quiz (1) Practical short test
0.5	0.5	Fourth week	Quiz (2) Practical short test
1	1	Fourteenth week	Quiz (3) Practical short test
5.5	5.5	13&12&11&10&9&8&6 weeks	homework
20	20	Final semester exams	Final theoretical test
%100	%100	100	Total

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Binding material lectures of dynamic groups
Main references (sources)	The book of social change The book of social theories
Recommended books and references (scientific journals, reports...)	The approach of social dynamism in Developing Societies Social anthropology Methods of meeting communication
Electronic References, Websites	edu.svu.app://http. https://pulpit.alwatanvoice.com https://istaps.univ-ouargla

Theoretical subject teacher

M.Hassan Hamed Saqer

Practical subject teacher

M.Amira Yuonis Hussein

Chairman of the scientific committee

A.M.Dr. Talal Saeed Hamid

Head of Agricultural Extension Department

A.M.Dr. Talal Saeed Hamid

