

**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	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
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

1. Course Name:

Educational psychology

2. Course Code:

EDPS228

3. Semester / Year:

First fall semester 2023–2024

4. Description Preparation Date:

2023/9/1

5. Available Attendance Forms:

attendance:

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

2 theoretical +3 practical / 3.5 units

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

Name: Hassan Hamed saqer

Name: M. M .Mohammed Ahmed Mahal

Email:

8. Course Objectives

Course Objectives

Theory:

* Enable the student to understand and understand everything related to educational psychology and its relationship with sociology and agricultural extension science

* Employing the principles and fundamentals of Educational Psychology in the process of agricultural extension

* Identify the fields of educational psychology and their relationship to the rural community

* Identification of learning theories and their interpretation of the indicative learning process

* Identify the nature and nature of behavior and how it is formed

* Providing students with the ability to apply the principles of Educational Psychology in guidance work

* Choosing the appropriate method of treatment to solve a particular problem

* How or how to deal and interact with others in the field of counseling

* Organization of educational work

9. Teaching and Learning Strategies

Strategy

Interactive lecture
Brainstorming

Assign the student to prepare a lecture of his choice and deliver it to the students
Assign students to write a report on a topic and discuss it

Dialogue and discussion
Assignment of tasks and reports

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 theoretical	A1: the student gets acquainted with what educational psychology is A2: the student is familiar with the fields of educational psychology A3: the student defines the goals of educational psychology	educational psychology	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A45: the student memorizes the most frequent topics in the study of Educational Psychology	the most frequent topics in the study of Educational Psychology	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
2	2 theoretical	A4: the student describes the nature of knowledge A5: the student explains the sources of knowledge A6: the student classifies the types of knowledge	the types of knowledge	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A45: the student identifies the areas of use of educational psychology	the areas of use of educational psychology	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
3	2 theoretical	A7: the student gets acquainted with the concept of cognition A8: the student shows the importance of cognition A9: the student shows the stages of the cognitive	the cognitive	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A46: the student explains the basic objectives of Educational Psychology	the basic objectives of Educational Psychology	Dialogue, style brainstorming Interactive lecture, questions Answer	Short exams Assignment of Duty Discussions
4	2 theoretical	A10: the student is familiar with the concept of educational goals A11: the student determines the levels of educational goals A12: the student classifies the educational goals	Educational objectives	Dialogue, style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A47: the student knows the steps of cognition	the steps of cognition	Dialogue, style brainstorming	Short exams Assignment of

				Interactive lecture, questions Answers	Duty Discussions
5	2 theoretical	A13: the student gets acquainted with the cognitive field A14: the student uses Bloom's classification of the cognitive sphere	Educational objectives	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A48: the student classifies the types of cognition	types of cognition	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
6	2 theoretical	A16: the student explains the skill area with examples A17: the student describes the affective sphere	Educational objectives	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A49: the student comprehends the theory of bottom-up processing	the theory of bottom-up processing	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
7	2 theoretical	A18: the student gets acquainted with the concept of motivation A19: the student does justice to the motives A20: gives examples of types of motivation A21: the student explains the reading and conditions	Behavioral factors (motivations_predisposition)	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A50: the student understands the theory of top-down processing	the theory of top-down processing	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
8	2 theoretical	A22: the student comprehends the concept of responsiveness A23: lists the types of response A24: introduces the concept of reinforcement and its types A25: the student explains the importance of reinforcement	Behavioral factors (responsive_cretivation)	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A51: the student is familiar with the physiological	changes that occur in adolescents the mental and physiological	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
9	2 theoretical	A26: the student comprehends the concept of the learning process 27: the student determines the stages of the learning process	The learning process	Dialogue,style brainstormig Interactive lecture, questions	Short exams Assignment of Duty Discussions

		A28: the student understands the factors affecting the learning process		Answers	
	3 practical	A52: the student discusses the emotional and social changes that occur in adolescents	Emotional and social changes affecting adolescents	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
10	2 theoretical	A29: the student gets acquainted with the concept of behavioral theory A30: the student understands the principles of behavioral theory A31: The student uses the pedagogical applications of behavioral theory	behavioral theory in learning	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A53: the student abbreviates the types of adolescence	the types of adolescence	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
11	2 theoretical	A32: the student describes the scientific concepts used in behavioral theory A33: the student uses educational applications of cognitive field theory	cognitive field theory	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A54: the student gets acquainted with the concept of personality	The concept of personal	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
12	2 theoretical	A34: the student displays the hierarchical organization of learning patterns A35: uses pedagogical applications learning patterns	Hierarchical theory of learning	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A55: the student explains the factors influencing the formation of personality	the factors influencing formation of personality	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
13	2 theoretical	A36: the student understands the meaning of compatibility A37: the student explains the importance of compatibility A38: the student mentions components of compatibility	compatibility	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A56: the student classifies personality	types Character	Dialogue,style brainstorming Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions

14	2 theoretical	A39: the student understands what memory is A40: the student defines the memory sections A41: the student makes a list of memory functions	Memory	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A57: writes a report when visiting the science department	Field visit to the Department of psychological and Educational Sciences at the Faculty of education the humanities	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
15	2 theoretical	A42: the student describes the concept of the process of remembering A43: the student explains the meaning of forgetting and its relationship to remembering A44: the student is familiar with theory that explained forgetting	Remembering and forgetting	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions
	3 practical	A58: he writes a report on a special case he saw on the visit	A field visit to the kindergarten Department and the Special Needs department at the Faculty of basic education	Dialogue,style brainstormig Interactive lecture, questions Answers	Short exams Assignment of Duty Discussions

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 educational psychology
Main references (sources)	Educational philosophy/Ahmed Zaki Saleh Educational psychology / Abdul Majid Sayed Ahmed Mansour

Recommended books and references (scientific journals, reports...)	Educational psychology / Ahmed Zaki Saleh Journal of educational and Psychological Sciences / Faculty of Education
Electronic References, Websites	There is no

Theoretical subject teacher

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