

**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:

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 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
 Dialogue and discussion
 Assignment of tasks and reports

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

10. Course Structure

| W e | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|--------|-------|-------------------------------|----------------------|--------------------|----------------------|
|--------|-------|-------------------------------|----------------------|--------------------|----------------------|

| e | | | | | |
|---|---------------|---|---|--|---|
| 1 | 2 theoretical | A1: the student knows Social Psychology A2: the student is familiar with the fields of Social Psychology A3: the student explains the importance of Social Psychology | educational psychology | Dialogue,style brainstorming Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B1: compares responsive and procedural behavior | 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 gets acquainted with the concept of behavior A5: the student States the meaning of the behavior A6: the student sets the goals of behavior | the types of knowledge | Dialogue,style brainstorming Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B2: the student defines the steps of procedural behavior | 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 knows the motivation A8: the student classifies the types of motives A9: the student discusses the relationship between motivation and need | the cognitive | Dialogue,style brainstorming Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B3: the student demonstrates the predictability of behavior | the basic objectives of Educational Psychology | Dialogue,style brainstorming Interactive lecture, questions Answer | Short exams Assignment of Duty Discussions |
| 4 | 2 theoretical | A11: the student describes the characteristics of the personality A12: the student explains the components of the personality | Educational objectives | Dialogue,style brainstorming Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B4: the student works on the possibility of measuring behavior | the steps of cognition | Dialogue,style brainstorming Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| 5 | 2 theoretical | A13: the student understands the concept of social activity A14: the student explains the meaning of socialization | Educational objectives | Dialogue,style brainstorming Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B5: the student tests the tuning to measure behavior | types of cognition | Dialogue,style brainstorming | Short exams Assignment of |

| | | | | | |
|----|---------------|--|--|--|--|
| | | | | Interactive lecture, questions Answers | Duty Discussions |
| 6 | 2 theoretical | A15: the student understands the meaning of social learning A16: the student explains the concept of social compatibility | Educational objectives | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B6: the student suggests tips to stimulate motivation | 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 defines the meaning attachment A19: the student knows the concept aggression | Behavioral factors (motivations_predisposit) | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B7: the student organizes a motivation measurement process | the theory of top-down processing | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| 8 | 2 theoretical | A20: the student classifies the types social relationships A21: the student shows the components of social relations | Behavioral factors (responsive_cretivation) | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B8: the student determines the personality types | 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 | A22: the student is familiar with the sesometric scales A23: student explains how to use friendship metrics | The learning process | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B9: the student proves the factors influencing the development of personality | Emotional and social changes affecting adolescents | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| 10 | 2 theoretical | A24: the student shows the child's relationship with mother and father A25: the student mentions the child's relationship with the brothers | behavioral theory in learning | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B10: the student criticizes bullying a wrong type of socialization | the types of adolescence | Dialogue,style brainstormig | Short exams Assignment of |

| | | | | | |
|----|---------------|--|--|--|--|
| | | | | Interactive lecture, questions Answers | Duty Discussions |
| 11 | 2 theoretical | A26: the student mentions the influence of the teacher in socialization A27: the student describes the influence of peers in socialization | cognitive field theory | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B11: the student recommends not to use cruelty as a wrong type of socialization | The concept of personal | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| 12 | 2 theoretical | A28: the student determines the influence of the media in the process socialization A29: the student discusses the role social media in the process socialization | Hierarchical theory of learning | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B12: the student is encouraged not to use the method of inconsistency in the treatment of the child | the factors influencing formation of personality | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| 13 | 2 theoretical | A30: the student determines the characteristics of social interaction A31.The student displays patterns of social interaction | compatibility | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B13: the student writes a report on prevailing culture in society as influential factor in upbringing | types Character | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| 14 | 2 theoretical | A32: the student knows the social sponsorship A33: the student describes the components of social competence A34: the student demonstrates social skills | Memory | Dialogue,style brainstormig Interactive lecture, questions Answers | Short exams Assignment of Duty Discussions |
| | 3 practical | B14: the student shows the influence of the peer group as an influential factor in upbringing | 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 | A35: the student explains the importance of social responsibility A36: the student identifies the benefits of social responsibility | Remembering and forgetting | Dialogue,style brainstormig Interactive lecture, questions | Short exams Assignment of Duty Discussions |

| | | | | | |
|-------------|--|---|--|---|--|
| | | | | Answers | |
| 3 practical | B15: the student discusses the economic situation of society as an influential factor in socialization | A field visit to the kindergarten Department and the Special Needs department at the Faculty of basic education | | Dialogue,style brainstorming 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 social psychology |
| Main references (sources) | Social Psychology / Jawdat Bani Jaber Social Psychology / Fouad Abu Hatab |
| Recommended books and references (scientific journals, reports...) | Social Psychology / Jawdat Bani Jaber Journal of educational and Psychological Sciences / Faculty of Education |
| Electronic References, Websites | There is no |

Theoretical subject teacher

M.Hassan Hamid Saqer

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M. Moaha Mostafa Abd

Chairman of the scientific committee

head of the Agricultural

Extension Department

A.Dr.M. Talal said Hamid

A.Dr.M. Talal Saeed Hamid