

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

Course Description Form

| 1. Course Name: | | | | | |
|---------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------|
| | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year: | | | | | |
| | | | | | |
| 4. Description Preparation Date: | | | | | |
| | | | | | |
| 5. Available Attendance Forms: | | | | | |
| | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: | | | | | |
| Email: | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | | <ul style="list-style-type: none"> • • • | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation |
| first | 2 Theoretic 3 practical | Theoretical: The student learns about the concept of counseling rural women | The theoretical concept guidance rural women Practical Rural women | Lectures, audiotapes, recordings, reports, | Examination, report, discussion, quiz, discussion, quiz |

| | | | | | |
|------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| | | <p>Practical</p> <p>The student should be able to understand the reality of rural women and ways to develop them</p> | | <p>pictures and other learning methods related to the less</p> | |
| the second | <p>2 Theoretical</p> <p>3 practical</p> | <p>Theoretical</p> <p>For the student to understand the obstacles to women's participation in development activities</p> <p>Practical</p> <p>The student should be able to evaluate the role of civil society organizations in the development of rural women</p> | <p>Theoretical</p> <p>Obstacles to women's participation in development activities</p> <p>Practical</p> <p>The role of civil society organizations in the development of rural women</p> | <p>Lectures, audio media, reports, pictures and other learning methods related to the less</p> | <p>Exams</p> <p>reports</p> <p>discussions</p> <p>quizzes</p> <p>reports</p> <p>discussions</p> <p>quizzes</p> |
| the third | <p>2 Theoretical</p> <p>3 practical</p> | <p>Theoretical</p> <p>The student identifies the problems of rural women</p> <p>Practical</p> <p>The student should be able to</p> | <p>Theoretical</p> <p>problems of rural women</p> <p>Practical</p> <p>Rural women are an engine for agricultural development</p> | <p>Lectures, audio media, reports, pictures</p> | <p>Exams</p> <p>discussions</p> <p>quizzes</p> <p>reports</p> <p>discussions</p> <p>quizzes</p> |

| | | | | | |
|----------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------|
| | | to identify the role that rural women play in agricultural development | | es and other learning methods related to the less | |
| the four | 2 Theoretical 3 practical | Theoretical For student understand ways develop rural women and their effect impact productive activities Practical The student should be able to identify and overcome the difficulties facing rural women in Iraq | Theoretical Developing rural women Rural women and their effective impact on productive activities Practical Difficulties facing rural women in Iraq Scientific vision | Lectures, audio media, reports, pictures and other learning methods related to the less | Exam report discussion quiz |
| Fifth | 2 Theoretical 3 practical | Theoretical The student learns about the concept of rural youth (the concept of youth). Practical The student must be able to know a | Theoretical The concept of rural youth (the concept of youth). Practical Challenges facing rural women | Lectures, audio media, reports, pictures and other | Exam report discussion quiz |

| | | | | | |
|---------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------|
| | | understand the challenges of development of rural women | | learning methods related to the less | |
| VI | 2 Theoretical 3 practical | Theoretical To be able to identify areas of work with rural youth and youth Practical The student should be able to identify the most important achievements implemented in Iraq to develop women and ways to implement them | Theoretical Areas of work with rural youth and youth Practical Achievements in development of rural women in Iraq | Lectures, audio media, reports, pictures and other learning methods related to the less | Exam Report Discussion Quiz |
| Seventh | 2 Theoretical 3 practical | Theoretical The student gets to know the goals of working with rural youth Practical The student will acquire knowledge and concepts related to the national | Theoretical goals of working with rural youth Practical The national framework for protecting and empowering rural women in the agricultural sector | Lectures, audio media, reports, pictures and other learning | Exam Report Discussion Quiz |

| | | | | | |
|------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------|
| | | framework protecting and empowering rural women in the agricultural sector | | methods related to the less | |
| VIII | 2 Theoretical 3 practical | Theoretical The student should be able to compare between counseling young people and counseling adults Practical The student should be able to identify ways to empower women through legislative framework protect women | Theoretical comparison between counseling young adults and counseling adults Practical The legislative framework protect and empower rural women | Lectures, audio recordings, reports, pictures and other learning methods related to the less | Examination Report Discussion Quiz |
| Nine | 2 Theoretical 3 practical | Theoretical The student will learn about the emergence and development of the rural youth movement Practical The student | Theoretical The emergence and development of the rural youth movement Practical The role of women in agriculture | Lectures, audio recordings, reports, pictures and other learning | Examination Report Discussion Quiz |

| | | | | | |
|-------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| | | should be able to identify the tasks that women perform in agriculture | | learning methods related to the lesson. Lectures, audio media, reports, pictures and other learning methods related to the lesson. | |
| The content | 2 Theoretical 3 practical | Theoretical To design a walking program for the 4-hour program in rural youth clubs Practical The students should be able to know and understand the importance of women's work in the | Theoretical 4-h program Practical The importance of women's work in the agricultural sector | Lectures, audio media, reports, pictures and other learning methods related to the lesson. | Exam Report Discussion Quiz |

| | | | | | |
|-------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------|
| | | agricultural sector | | the less | |
| elev nth | 2 Theoretic 3 practical | Theoretical To learn about models and examples clubs in the world Practical The student should be able to identify the problems that hinder women's participation in development | Theoretical Models and examples clubs in the world Practical Obstacles and problems women's participation rural development | Lectures, audiotapes, reports, pictures and other learning methods related to the less | exam report discuss quizz |
| twen eth | 2 Theoretic 3 practical | Theoretical To understand international experiences the field rural youth Practical The student should be able to analyze the entities responsible for developing women and their work mechanisms | Theoretical International experiences the field rural youth Practical Elements of the process developing rural women | Lectures, audiotapes, reports, pictures and other learning methods related to the less | exam report discuss quizz |
| Thir ent | 2 Theoretic 3 practical | Theoretical The student must be able | Theoretical Greek experience | Lectures, audiotapes | exam report discuss |

| | | | | | |
|--------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| | | <p>to know and understand the stages of the Greek experience</p> <p>Practical</p> <p>The student should be able to identify the basic needs and requirements of young people</p> | <p>Practical</p> <p>Basic needs of young people</p> <p>Scientific visits</p> | <p>media, reports, pictures and other learning methods related to the less</p> | <p>quizz</p> |
| fourth | 2 Theoretical 3 practical | <p>Theoretical</p> <p>The student should be able to know and be familiar with the experience of the Scandinavian countries in the field of rural youth</p> <p>Practical</p> <p>The student should be able to apply the foundations and knowledge related to writing report topics related to rural women's guidance and rural</p> | <p>Theoretical</p> <p>Experience: The experience of Scandinavian countries in the field of rural youth</p> <p>Practical</p> <p>a report</p> | <p>Lectures, audio media, reports, pictures and other learning methods related to the less</p> | <p>exam</p> <p>report</p> <p>discu</p> <p>quizz</p> |

| | | | | |
|-------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| | | education | | |
| Fifth month | 2 Theoretical 3 practical | Theoretical The student must be able to know and understand the stages of the Irrigation experience Practical To be able to manage discussion sessions on rural development topics | Theoretical The Irrigation experience Practical Discuss the report | Lectures, audiotapes, recordings, reports, pictures and other learning methods related to the lesson |

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

| | |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Required textbooks (curricular books, if any) | Obligatory lectures on the counseling rural women and youth There is no prescribed books |
| Main references (sources) | Al-Rimawi, Ahmed Shukur, Juma Hammad, and Khalid Latif Al-Subaih: Introduction to Agricultural Extension, 1st edition, Dar Al-Farabi for Publishing and Distribution, Amman - Jordan. |
| Recommended books and references (scientific journals, reports...) | Nassif, Asim Ismail (2000) Experience in counseling rural youth, and rural extension through small projects. Agriculture Journal, Issue 10, 1999. Nassif, Asim Ismail (2000) A historical overview of rural extension experience in the field of |

work with rural youth development proposal. Agriculture Journal, Issue pp. 38-39.

Agricultural Extension (2005), Rural Youth Development Department Authority for Agricultural and Cooperation, Issue (5) Al-Atrushi, Najm al Din Salim Mustafa (2001) The some collective agricultural extension methods on behavioral change in rural PhD thesis, College of Agriculture and Forestry/University of Mosul.

Al-Hafiz. Asmaa Zuhair Sharif, 2005, The level of women's knowledge in agricultural fields and factors and its relationship with variables, a field study in villages of Al-Sharhan Qubba / Nineveh Governorate Master's thesis, College of Agriculture and Forestry. University of Al Mosul.

Al-Baso, Zahraa Maysa 2007, The impact of an extension program on young rural women's knowledge in the field of summer vegetables in light of variables, Master's thesis, College of Agriculture and Forestry. University of Al Mosul.

Ismail, Iskandar (1996), Women's Programs and Rural Women in the Arab World, National Symposium on the Role of Women in Economic Development, November.

Musa, Nabil Abdul Masiq The reality of Al-Sidliq

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|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Iraq and ways to level Master's thesis, Col Agriculture and Forestry, U of Baghdad.</p> <p>Al-Anazi. Hafsa Fattan (2 level of rural women's a of scientific recommend the field of product processing of dairy produ Shirqat District / Governorate, Master's College of Agriculture University</p> |
| <p>Electronic References, Websites</p> | <p>All websites and links r rural women and rural y ways to advance the women and rural youth</p> |

