

**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: University of Mosul.

Faculty/Institute: Faculty of Agriculture and forestry

Scientific Department: Department of Agricultural Extension and technology transfer

Academic or Professional Program Name: Bachelor

Final Certificate Name: Master in agricultural extension

Academic System: Classes / courses

Description Preparation Date: 2024\9\1

File Completion Date: 2024\3\26

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

Preparing an agriculturally educated generation concerned with aspects of Agriculture in general, agricultural and community guidance and guidance in particular, and working on transferring technologies to farmers and preparing qualified cadres in the community and in the specialty of agricultural extension (approved)

2. Program Mission

Providing qualified agricultural technical cadres to develop the agricultural sector in Iraq by receiving the latest Agricultural Sciences in the field of Agricultural Extension and the completion of Extension Research and community service by working on the dissemination of modern agricultural techniques (approved)

3. Program Objectives

- 1–graduation of students with the ability to work in the field of Agriculture in general and the field of agricultural extension in particular
- 2–graduation of students with the ability to communicate and interact with the rural community
- 3–preparing specialized cadres in agricultural education and extension for Bachelor's and master's degrees
- 4 – work on the dissemination of new agricultural ideas among farmers and agricultural employees through cooperation and coordination with the agricultural departments of the ministry in Nineveh Governorate
- 5–studying the problems related to agricultural extension work, dissemination and adoption of agricultural ideas developed through the research of professors and graduate students
- 6–providing students with a broad and deep understanding of the specialization of agricultural extension

- 7–enabling students to apply theoretical skills in the field of work
- 8–providing students with sound and objective foundations of agricultural guidelines
- 9–enabling students to carry out indicative agricultural projects in the field of specialization and in accordance with the academic program (approved)

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	
2023–2024 \ third	RULE335	Rural Leadership	theoretical	practical

			2 my theory	3 practical
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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
Assistant 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.

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
2023 -2024 The third	RULE335	Rural Leadership	Standard	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name:	
Rural Leadership	
2. Course Code:	
RULE335	
3. Semester / Year:	
Second spring semester / 2023 – 2024	
4. Description Preparation Date:	
1\4\2024	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours (theoretical) + 3 hours (practical) \ 3.5 units	
7. Course administrator's name (mention all, if more than one name)	
Name: wisam Yako azize	
8. Course Objectives	
<p>Theory</p> <p>1-enabling the student to know, understand, understand and apply the procedures followed in rural leadership ‘</p> <p>2-enabling the student to choose the appropriate methods in the selection of rural leaders</p> <p>3-enabling the student to know the types of leaders and how to choose the most appropriate ones ‘</p> <p>4-enable the student to know how to write a report on Rural Leadership</p> <p>5-providing students with knowledge of Rural Leadership theories .</p> <p>6-knowledge of the types of Rural Leadership and leader's qualities</p> <p>7-knowledge of how to discover the guiding leader</p> <p>8-knowledge of the types of models used in choosing the ideal leader</p>	<p>My work</p> <p>1–training students on ways to identify rural leadership</p> <p>2–training students to use the most appropriate methods used in the study of leadership sources</p> <p>3–training students to manage leaders in the guidance organization</p> <p>4–training students to manage the stages of planning, implementation and follow–up methods of teaching and learning</p>

9. Teaching and Learning Strategies					
Theory 1-interactive lecture 2-brainstorming 3-dialogue and discussion 4-Assignment of tasks and report			My work 1-assigning a collective work on how to develop a particular rural community according to the available possibilities 2-commissioning a report on each topic		
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 my theor 3 practical	Theory :a1 To show the contents of Rural Leadership My work :a4 To recognize the leadership and presidency and the difference between them	Theory : The concept of leadership My work : Leadership, presidency and the difference between them	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
2	2 my theor 3 practical	Theory :b1 To explain the importance of leadership in guidance work My work :b3 To define rural leadership roles	Theory : The importance of leadership in agricultural extension work My work : Rural leadership roles	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
3	2 my theor	Theory :c1	Theory :	My theory	Short exams ,

	3 practical	To be familiar with rural leadership roles My work :a12 To be familiar with the most important procedures for determining rural driving patterns	Different leadership styles My work : The most important measures to identify rural driving patterns	:auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	assignment of Duty, discussions
4	2 my theor 3 practical	Theory :a2 To clarify the types of rural driving My work :b4 Clarifies the considerations to be taken into account when choosing a good leader	Theory : Types of leaders in agricultural extension work and classification of work-oriented and Human Relations-oriented leadership behavior My work characteristics and recipes of the local rural leader	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
5	2 my theor 3 practical	Theory :a3 To get acquainted with the characteristics and recipes of the local rural leader My work :a13 To identify leadership behavior and	Theory : The power that a leader uses to influence others My work : Leadership behavior and factors influencing it	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment	Short exams , assignment of Duty, discussions

		the factors influencing it		of tasks and report	
6	2 my theor 3 practical	Theory :a4 To recognize the ways of directing the leadership and the amount of control over it My work :b5 To determine the driving steering factors	Theory : Methods of leadership orientation and amount of control (type of work, leader, follower, attitude, environmental conditions) My work : Determining factors of driving orientation	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
7	2 my theor 3 practical	Theory :a5 To explain leadership theories My work :a14 To explain the theory of the Great Man, The Theory of traits , the attitudinal theory	Theory : Leadership Theory (great man theory, trait theory, positivism) My work : Criticism of the theories	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
8	2 my theor 3 practical	Theory :a6 To explain the importance of theories in leadership My work :b6 To illustrate	Theory : Interactive theory, functional theory My work : Variables	My theory :auditory methods, writing style on the blackboard	Short exams , assignment of Duty, discussions

		the variables of the interactive theory, the functions of the functional theory	of interactive theory, functions of functional theory	, direct dialogue style Practical: assignment of tasks and report	
9	2 my theor 3 practical	Theory :b2 To get acquainted with the types of rural driving theories My work :c3 To define models of behavioral theory	Theory : Behavioral theory, dimensions of behavioral theory My work : Models of behavioral theory	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
10	2 my theor 3 practical	Theory :a7 To clarify the factors determining the direction of leadership My work :a15 To recognize the influence of the X-theory on the leadership style, the influence of the X-theory on the control style	Theory : Theories related to human nature, Theory X and Theory Y My work : The influence of X-theory on the leadership style, the influence of X-theory on the control style	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
11	2 my theor	Theory :a8	Theory :	My theory	Short exams ,

	3 practical	To recognize the role of the X&Y theory related to human nature My work :a16 To recognize the influence of the Y theory on the leadership style, the influence of the Y theory on the control style, the influence of the Y theory on the type of tasks assigned to him	The Y-theorem My work : The influence of y theory on the leadership style, the influence of Y theory on the control style, the influence of Y theory on the type of tasks assigned to him	:auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	assignment of Duty, discussions
12	2 my theor 3 practical	Theory :c2 To explain the theory of Likert systems related to management and explain how important they are in leadership work My work :c4 To explain the method of calculating Likert metrics	Theory : The theory of Likert's management systems and its relationship with McGregor's Theory X&Y My work : The method of calculating Likert scales	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
13	2 my theor 3 practical	Theory :a9 To compare the leadership style and employee	Theory : The relationship between leadership style and	My theory :auditory methods, writing style on	Short exams , assignment of Duty, discussions

		performance My work :b7 To understand the most important employee leadership skills	employee performance My work : Employee leadership skills	the blackboard , direct dialogue style Practical: assignment of tasks and report	
14	2 my theor 3 practical	Theory :a10 To be familiar with the modern dimensions of Rural Leadership My work :b8 To recognize the necessary skills in mastering driving	Theory : Modern dimensions of driving My work : Necessary skills in mastering driving	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions
15	2 my theor 3 practical	Theory :d1 Apply through a field visit to one of the guidance centers to see the work of the administrative leader My work :d2 To prepare a report on the scientific visit	Theory : Scientific visit to the Department of agricultural extension My work : Preparation of a report on the scientific visit	My theory :auditory methods, writing style on the blackboard , direct dialogue style Practical: assignment of tasks and report	Short exams , assignment of Duty, discussions

11. Course Evaluation

Calendar methods	Appointment date (week)	Degree	Relative weight %	ت
The first	Week 4: theoretical: short test (1) Quiz		5%	1

	quiz(quiz) Theory My work	Week 4: practical : short test (1) Quiz	2.5 theoretical 2.5 practical		
	Monthly exam (1)	Week 9: theoretical test Week 9: practical test	10 theoretical 5 practical	15%	2
	The second quiz (quiz)	Week 11: theoretical: short quiz (2) Quiz Week 11: practical: short quiz (2) Quiz	2.5 theoretical 2.5 practical	5%	3
	Monthly exam (2)	Week 13: theory test (2) Week 13: practical test (2)	10 theoretical 5 practical	15%	4
	Quest rate	Hourly rates are announced at the end of the semester	15 practical 25 theoretical	40%	5
	Final practical test	Practical exam week	20	20%	6
	Final theoretical test	A week of theoretical exams	40	40%	7
	Total	The grade of the final theoretical and practical test at the end of the academic year	60	100%	8

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Binding on rural driving material
Main references (sources)	The book of Rural Leadership
Recommended books and references (scientific journals, reports...)	Fundamentals of management and leadership
Electronic References, Websites	http://www.publications.zu.edu.eg/Pages/PubShow.aspx?ID=9295&pubID=19 https://formder.iamm.fr/ressources/cours/leader_arabic.pdf https://staffsites.sohag-univ.edu.eg/stuff/subjects/show/4944