

**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 Academic Program and Course Description Guide**

**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: .... al safwa university college**

**Scientific Department: ..Department of Anesthesia Techniques.............**

**Academic or Professional Program Name: Bachelor of Anesthesia Techniques**

**Final Certificate Name: Bachelor of Science in Anesthesia**

**Academic System:** ……Quarterly study……

**Description Preparation Date: 16/3/2024**

**File Completion Date: 16/3/2024**

**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**

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| 1. **Program Vision** |
| Program vision is written here as stated in the university's catalogue and website. |

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| 1. **Program Mission** |
| Program mission is written here as stated in the university's catalogue and website. |

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| 1. **Program Objectives** |
| General statements describing what the program or institution intends to achieve. |

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| 1. **Program Accreditation** |
| Does the program have program accreditation? And from which agency? |

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| 1. **Other external influences** |
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| --- | --- | --- | --- | --- |
| 1. **Program Structure** | | | | |
| **Program Structure** | **Number of Courses** | **Credit hours** | **Percentage** | **Reviews\*** |
| **Institution Requirements** | **30** | **30** |  |  |
| **College Requirements** |  |  |  |  |
| **Department Requirements** |  |  |  |  |
| **Summer Training** |  |  |  |  |
| **Other** |  |  |  |  |

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

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| --- | --- | --- | --- | --- |
| 1. **Program Description** | | | | |
| **Year/Level** | **Course Code** | **Course Name** | **Credit Hours** | |
| **2024-2023**  **The first** |  | **General biology** | **theoretical** | **practical** |
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| 1. **Expected learning outcomes of the program** |
| **Knowledge : Informing students about the importance of cell types and the scientific classification of various organisms. Identifying nucleic acids and modern methods of using them in the health and scientific fields** |
| **Skills : Expanding the skill of using modern technologies to detect various types of diseases** |
| **Ethics: Developing students’ abilities to share ideas**  **Disclosing one's thoughts and feelings regarding life matters, including scientific material in various types of biological sciences** |

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| 1. **Teaching and Learning Strategies** |
| Explaining the scientific material by reviewing the types of cells and giving the most important examinations and tests for nucleic acids  And clarify it theoretically and then practically in the laboratory. 2- Writing a set of questions summarizing the most important points raised during the lectures and answering them by the student  It achieves emphasis on understanding scientific standards by the student and achieving educational goals. 3- Linking the ideas presented and the scientific theories presented with the current health reality and the mechanism of using them in reality. |

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| 1. **Evaluation methods** |
| Weekly, monthly and daily exams and the end of the course exam |

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| 1. **Faculty** | | | | | | |
| **Faculty Members** | | | | | | |
| **Academic Rank** | **Specialization** | | **Special Requirements/Skills (if applicable)** | | **Number of the teaching staff** | |
| **General** | **Special** |  | | **Staff** | **Lecturer** |
|  | General biology | Microbiology |  |  |  | Lectuer |

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| **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. |

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| 1. **Acceptance Criterion** |

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| 1. **The most important sources of information about the program** |
| BAYER, M.E., and M.H. BAYER. 1994. Biophysical and Structural Aspects of the Bacterial Capsule. ASM News 60:192-198.  LeMINOR, L. 1968. Lysogénie et Classification des Salmonelles. Internat. J. Systematic Bacteriol. 18:197-201.  Keith w.,John w.,(2012). Biochemistry and Molecular Biology seven edition Cambridge university press.  Bryant, D.A. and Frigaard, N.-U. (2006). "Prokaryotic photosyntheand phototrophy illuminated". Trends Microbio |

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| 1. Program Development Plan |
| Studying the most important developments and scientific additions related to the most important tests for determining the type of pathogens and their mechanisms  layer in the laboratory  Work to compare the ongoing work in various international laboratories, compare it with Iraqi laboratories, and study the most important additions |

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| **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**

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| 1. Course Name: | | | | | | | |
|  | | | | | | | |
| 1. Course Code: | | | | | | | |
|  | | | | | | | |
| 1. Semester / Year: | | | | | | | |
| Third Year (Year) | | | | | | | |
| 1. Description Preparation Date: | | | | | | | |
| 10 / 3 / 2024 | | | | | | | |
| 1. Available Attendance Forms: | | | | | | | |
|  | | | | | | | |
| 1. Number of Credit Hours (Total) / Number of Units (Total) | | | | | | | |
| 60 Hours For one semester | | | | | | | |
| 1. Course administrator's name (mention all, if more than one name) | | | | | | | |
| Name: Noor muhanad Faisal  Email: noor.mohanad@alsafwa.edu.iq | | | | | | | |
| 1. Course Objectives | | | | | | | |
| **Course Objectives**  Providing students with the skill to apply the latest special tests  By detecting pathogens  2 - Expanding the reading skill of the latest special practical publications  3 - Explaining the most important modern ideas in biology and theories  polymer chain reaction applied in the laboratory such as | | | | | | | |
| 1. Teaching and Learning Strategies | | | | | | | |
| **Strategy** | | 1- Educational strategy, collaborative concept planning.  The strategy  2- Brainstorming education strategy.  3- Education Strategy Note Series | | | | | |
| 1. Course Structure | | | | | | | |
| **Week** | **Hours** | | **Required Learning Outcomes** | **Unit or subject name** | | **Learning method** | **Evaluation method** |
|  | | | | | | | |
| 1 | 2practical+2 theoretical | | 1 - Knowledge of safety  Biological and learning about the various devices in the laboratory, such as the microscope, centrifuge, and sterilization device  -2 Student acquisition  For applied skills  It is used in biology to distinguish between different types of cells, including muscle, nerve, or blood cells, as well as all types of body tissues.  2- Informing students about the importance of theories of cellular structure and mechanisms of protein synthesis | General biology | | Explanation of the article  Practically through  clarification  Theories  For types  cells  And the contents  Cellular and methods  Cell division and the most important theories that have been applied to develop health and scientific work  -2- Watch videos  Special educational  Topic with  Apply it inside  Laboratory  -3 Linking the article  Theory and practical | Attendance  Daily exam |
| 2 | 2practical+2 theoretical | | Attendance  Daily exam |
| 3 | 2practical+2 theoretical | | Attendance  Daily exam |
| 4 | 2practical+2 theoretical | | Attendance  Daily exam |
| 5 | 2practical+2 theoretical | | Attendance  Daily exam |
| 6 | 2practical+2 theoretical | | Attendance  Daily exam |
| 7 | 2practical+2 theoretical | | Attendance  Daily exam |
| 8 | 2practical+2 theoretical | | Attendance  Daily exam |
| 9 | 2practical+2 theoretical | | Attendance  Daily exam |
| 10 | 2practical+2 theoretical | | Attendance  Daily exam |
| 11 | 2practical+2 theoretical | | Attendance  Daily exam |
| 12 | 2practical+2 theoretical | | Attendance  Daily exam |
| 13 | 2practical+2 theoretical | | Attendance  Daily exam |
| 14 | 2practical+2 theoretical | | Attendance  Daily exam |
| 15 | 2practical+2 theoretical | | Attendance  Daily exam |
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| 1. Course Evaluation | | | | | | | |
| The following evaluation methods are adopted:  1. Theoretical and practical tests.  2. Reports.  3. Attendance and discussion.  The grades are distributed as follows:  1- Two monthly exams with a score of 20 points.  2-5 marks for activity and attendance.  3- 15 marks for the practical part, so the pursuit mark is 40.  4- The final exam score is distributed (35) points for the theoretical part and (25) points for the practical part, so the final score is 100. | | | | | | | |
| 1. Learning and Teaching Resources | | | | | | | |
| BARKSDALE, L. 1959. Symposium on the Biology of Cells Modified by Viruses or Antigens. Bacteriol. Rev. 23:202-228. | | | | | Main references (sources | | |
| ACKERMANN, H.W. and M.S. DUBOW. 1987. Viruses of Prokaryotes. CRC Press. Boca Raton, Florida, U.S.A.  Bing-Biodios M,Clermon O.,Bonacorsi, S., Terki,M.,Brahimi,N., (2002), phylogenic analysis and prevalence of urosepsis strain of Escherichia coli bearing pathogenticity island –like domains . Infect Immyn ,70:57-68  BULL, A.T. and J.H. SLATER, Eds. 1982. Microbial Interactions and Communities. Academic Press, London, San Francisco | | | | | Mainstream recommended books and references for scientific journals | | |
| <https://zlibrary-asia.se/>  <https://www.researchgate.net/> | | | | | Electronic references, Internet sites | | |