

**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: ..** **...Baghdad..............**

**Faculty/Institute: ..** **Administration and Economics................**

**Scientific Department: ...** **Statistics...........**

**Academic or Professional Program Name: Bachelor's degree in statistics............**

**Final Certificate Name: .... Bachelor of Science in Statistics..............**

**Academic System:** … quarterly………

**Description Preparation Date: 30/3/2024**

**File Completion Date: 30/3/2024**

**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** |
| Is there a sponsor for the program? |

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| --- | --- | --- | --- | --- |
| 1. **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.

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| --- | --- | --- | --- | --- |
| 1. **Program Description** | | | | |
| **Year/Level** | **Course Code** | **Course Name** | **Credit Hours** | |
|  |  |  | **theoretical** | **practical** |
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| --- | --- |
| 1. **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 |

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| 1. **Teaching and Learning Strategies** |
| Teaching and learning strategies and methods adopted in the implementation of the program in general. |

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| 1. **Evaluation methods** |
| Implemented at all stages of the program in general. |

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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** |
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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** |
| **(Setting regulations related to enrollment in the college or institute, whether central admission or others)** |

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| 1. **The most important sources of information about the program** |
| State briefly the sources of information about the program. |

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| 1. Program Development Plan |
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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:2023/2024 | | | | | | | | |
|  | | | | | | | | |
| 1. Description Preparation Date:30/3/2024 | | | | | | | | |
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| 1. Available Attendance Forms: In attendance inside the halls | | | | | | | | |
|  | | | | | | | | |
| 1. Number of Credit Hours (Total) / Number of Units (Total) 2/2 | | | | | | | | |
|  | | | | | | | | |
| 1. Course administrator's name (mention all, if more than one name) | | | | | | | | |
| Name: saad kadem hamza  Email: saad.hamza@codec.uobaghdad.edu | | | | | | | | |
| 1. Course Objectives | | | | | | | | |
| **Course Objectives** | | | | | | • Introducing students to the theoretical foundations of the subject as well as introducing them to the practical reality.  • The course also aims to introduce the student to the importance of population science, and that this science is not limited to the population census, but rather extends to many statistics, such as statistics on diseases, workers, and other statistics that are related to the life of the individual, and the importance of providing these statistics so that the competent authorities, each according to their specialization, can develop future plans and policies.  • Providing students with the ability to analyze the demographic reality of people through the availability of data or estimating their sizes, in addition to enabling them to put forward ideas that would provide constructive proposals. | | |
| 1. Teaching and Learning Strategies | | | | | | | | |
| **Strategy** | | 1- Presenting the basic theories about the population census, as well as estimating the size of the population and everything related to demographic characteristics, births, deaths, marriage, divorce, and others from a theoretical perspective.  2- Applying the above theories in practical reality through data obtained from previous censuses and applying the previous theories and discussing them by opening the door to discussion and the freedom to present new ideas to discuss the results, for example in the case of an increase in the population in the coming years, what action should be taken and other readings that are extracted. From applied reality.  3- Opening the door to suggestions to solve identified problems, such as the increase in deaths in a society, or the increase in divorce cases, or other problems, by students without being restricted by the vocabulary of the curriculum, to enable the student to study cases and be bold in giving the correct statistical decision, which creates in students a love for the subject and the search for solutions. Logical.  4- Employing statistical programs that help in practical application and developing students’ skills by asking them to analyze some data and give the appropriate decision, in addition to pushing them to consult other sources to expand their awareness.  5- Creating awareness-raising posters and explaining their importance in the areas of population diversity, as well as topics related to community life, such as divorce, the spread of diseases, abortions, and others. | | | | | | |
| 1. Course Structure | | | | | | | | |
| **Week** | **Hours** | | **Required Learning Outcomes** | **Unit or subject name** | | | **Learning method** | **Evaluation method** |
| 1 | 2 | | 1. Understanding the concepts and foundations of the population census. Students must have the ability to understand the basic concepts of the population census and that it is not limited to population censuses, but rather extends to other statistics and concepts.   2- The ability to apply appropriate laws in estimating statistics of all types: population, medical, health, and other censuses.  3- Students should be able to analyze the extracted results and interpret them appropriately, enabling them to understand and appreciate the importance of the curriculum and its impact on future decisions.  4- Students should be able to use population statistics in statistical analysis and decision-making.  5- Students must develop their practical skills through two important parts: the first is understanding the field application of collecting demographic information and its accuracy, and the second is adding relevant programs to analyze it.  6- The ability to link theoretical and applied aspects  7- The ability to give personal opinions based on the above and present new ideas to solve problems that the researcher may face during work. | Disease metrics | | | 1- Theoretical lectures through the presence of students in the halls, where theoretical topics are explained to the students and the basics of the population census and its importance.  2- Organizing discussion lectures on the topics that were discussed with the students and giving the students the opportunity to express their opinions regarding addressing demographic problems as they are related to our daily lives through the theories and laws that have been studied and within a scientific and statistical framework.  3- Combining in-person and recorded lectures, as well as through other learning platforms such as Zoom and Google Meet, by publishing lectures and useful resources to expand students’ awareness.  4- Developing students’ skills by pushing students to write scientific reports and making posters on those topics and pushing them to follow up on relevant global studies and reports, which helps the student engage in the subject and know the importance of the topics he studies at the local and international levels. | 1. Through monthly exams to determine the students’ understanding of the topics studied.   2- By evaluating the student through the assignments assigned to them after the end of each chapter and having an open discussion afterwards about the method of solving each question.  3- The attendance of students, the extent of their physical presence during lectures, and the extent of their interaction.  4- Giving grades to every student who prepares a report or presents an idea related to any problem related to the study and discusses it by following up on the relevant scientific reports. |
| 2 | 2 | | Infection rate | | |
| 3 | 2 | | Prevalence rate | | |
| 4 | 2 | | Destruction rate  In-hospital patient mortality rate | | |
| 5 | 2 | | Secondary erosion rate | | |
| 6 | 2 | | Load loss metrics | | |
| 7 | 2 | | Maternal mortality rate | | |
| 8 | 2 | | Methods of population distribution and density | | |
| 9 | 2 | | Types of population density and methods for measuring it | | |
| 10 | 2 | | Factors affecting population density | | |
| 11 | 2 | | Economic activity and labor statistics | | |
| 12 | 2 | | Population projections | | |
| 13 | 2 | | Mechanical change | | |
| 14 | 2 | | Methods for calculating the volume of migration | | |
| 15 | 2 | | Estimating life expectancy | | |
| 1. Course Evaluation | | | | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc  60 marks, final written exam  2- 40 marks for the pursuit, divided according to the following  A) 4 degrees of attendance  b) 6 grades of assignments  T) 5 marks for oral exam  d) 25 written exams | | | | | | | | |
| 1. Learning and Teaching Resources | | | | | | | | |
| Required textbooks (curricular books, if any) | | | | | كتاب الاحصاء ا ديموغرافي  أ.د.عبد الحسين زيني  Demography  Peter.R.Cox | | | |
| Main references (sources) | | | | | الاحصاء السكاني أ.د محمج صلاح  تطبيقات في الاحصاء السكاني د عبد الجليل عبد الوهاب | | | |
| Recommended books and references (scientific journals, reports...) | | | | |  | | | |
| Electronic References, Websites | | | | |  | | | |