

**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: ..................**

**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**

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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: Descriptive Statistics | | |
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| 1. Course Code: | | |
|  | | |
| 1. Semester / Year: Second - 2025 | | |
|  | | |
| 1. Description Preparation Date: 17/11/2024 | | |
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| 1. Available Attendance Forms: Attendance education | | |
|  | | |
| 1. Number of Credit Hours (Total) / Number of Units (Total) 6. Number of hours tuition (total)   60 hours / 30 units | | |
|  | | |
| 1. Course administrator's name (mention all, if more than one name) | | |
| Hashim Al-Rikabi | | |
| 1. Course Objectives | | |
| **Course**  **Objectives** | 1. **Understand fundamental statistical concepts and**   **their relevance to political science.**   1. **Develop skills to collect, organize, and summarize data,**   **with a focus on descriptive statistics.**   1. **Apply measures of central tendency**   **(mean, median, mode) and measures of variation**  **(range, variance, standard deviation) to analyze**  **political datasets.**   1. **Interpret data distributions using concepts such as**   **skewness and kurtosis.**   1. **Utilize visual tools (box plots, scatter plots, histograms) to summarize and present data effectively.** 2. **Gain familiarity with Excel and SPSS for**   **conducting basic descriptive statistical analysis.**   1. **Critically assess and communicate statistical**   **findings in a manner relevant to political science research.** | |
| 1. Teaching and Learning Strategies | | |
| **Strategy** | **1. Lectures and Discussions:**   * **Interactive Lectures:** Explain key concepts   with real-world examples from political science  (e.g., voter turnout, policy approval ratings).   * **Class Discussions:** Facilitate dialogues on   the application of descriptive statistics in  analyzing political behavior and data.  **2. Hands-On Exercises:**   * Weekly problem-solving sessions to   apply statistical concepts to real and  hypothetical datasets.   * Students will analyze political datasets   (e.g., election results or survey data) to  practice data summarization.  **3. Technology Integration:**   * **Excel Practice:** Exercises to compute   descriptive statistics and visualize data.   * **SPSS Demonstrations:** Guided walkthroughs on how to enter, process, and analyze   political datasets.  **4. Visual Learning Tools:**   * Use of infographics and visual aids   (charts, diagrams) to simplify statistical concepts.   * Students will create their own visualizations to enhance understanding.   **5. Group Activities:**   * Peer collaborations to solve statistical   problems and create presentations  summarizing findings.   * Group discussions to interpret results   and critique methodologies.  **6. Assignments and Projects:**   * Assignments focusing on data summarization   and visualization using descriptive statistics.   * A final project where students analyze a   dataset and report on their findings.  **7. Regular Feedback and Reviews:**   * Regular review sessions (every 5 weeks) to consolidate understanding of key concepts. * Feedback on assignments to guide   learning progress. | |
| 1. Course Structure  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 10. Course Structure | | | | | | | Week | Hours | ILOs | Topics | Teaching Method | Assessment Method | | First | 2 | Practical understanding of the concept of statistic and basic math skills | Introduction to Statistics | Classroom learning | Oral questions  Tests and discussions | | Second | 2 | Theoretical understanding of types of data and variables | Data & Datasets | Classroom learning | Oral questions  Tests and discussions | | Third | 2 | Theoretical & Practical  Understanding and analysis | Data Collection (Surveys & sampling) | Classroom learning | Oral questions  Tests and discussions | | Fourth | 2 | Theoretical & Practical  Understanding and analysis | Organizing & summarizing Data | Classroom learning | Oral questions  Tests and discussions | | Fifth | 2 | Theoretical & Practical  Understanding and analysis | Central Tendency I | Classroom learning | Oral questions  Tests and discussions | | Sixth | 2 | Theoretical & Practical  Understanding and analysis | Central Tendency II | Classroom learning | Oral questions  Tests and discussions | | Seventh | 2 | Theoretical & Practical  Understanding and analysis | Variation I | Classroom learning | Oral questions  Tests and discussions | | Eight | 2 | Theoretical & Practical  Understanding and analysis | Variation II | Classroom learning | oral questions  Tests and discussions | | Nineth | 2 | Assessment | Exam | Classroom learning | oral questions  Tests and discussions | | Tenth | 2 | Theoretical & Practical  Understanding and analysis | Data Distribution | Classroom learning | oral questions | | Eleventh | 2 | Theoretical & Practical  Understanding and analysis | Graphical Representation (Box Plots & Scatter Plots) | Classroom learning | oral questions | | Twelve | 2 | Theoretical & Practical  Understanding and analysis | Probability & Sampling | Classroom learning | oral questions | | Thirteen | 2 | Theoretical & Practical  Understanding and analysis | SPSS & Excel for Descriptive Statistics | Classroom learning | oral questions | | Fourteen | 2 | Review key concepts & equations | Review & Exam preparations | Classroom learning |  | | Fifteen | 2 | Assessment | Final Exam | Classroom learning |  | | | |
| 1. Course Evaluation | | |
| The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.  20% written exams  10% attendance  10% class activities  60% final exam | | |
| 1. Learning and Teaching Resources | | |
| Required textbooks (curricular books, if any) | | Lectures on political parties |
| Main references (sources) | | The Essentials of Political Analysis by Philipp Pollock III. |
| Recommended books and references (scientific journals, reports...) | | Journal of Political Science  Political Science College  University of Baghdad |
| Electronic References, Websites | | The Independent High Electoral Commission, Central Statistics Agency, and Arab Barometer |