



Academic Program Description Form

University Name: Tikrit	
Faculty/Institute: College for Women	Education
Scientific Department: Biology	
Academic or Professional Program N	Name: Biology
Final Certificate Name:	
Academic System:	
Description Preparation	
Date:18/9/2024	
File Completion Date: 18/9/2024	
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Signature:	Signature:
Head of Department Name:	Scientific Associate Name:
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Dr. Ali M uayad Sultan	Dr.Ashraf jamal Mahmoud
Date:	Date:
	Whalid Hamead
Department of Quality Assurance and U	
Director of the Quality Assurance and U	niversity Performance Department:
Date:	
Signature:	
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1.ProgramVision

- 1- Leadership and innovation in the field of conducting scientific experiments.
- **2-** Elevating the level of the laboratory according to the needs of the students.
- **3-** Equipping students with the theoretical and applied foundations and information in the field of chemistry and making them competent and capable of offering their expertise to serve the community.

2.ProgramMission

- **1-** Providing academic education and practical training in the field of scientific laboratories and equipping students with practical skills in line with international standards.
- **2-** Elevating the level of the department according to the needs of the students.
- **3-**Preparing a conscious generation of students who possess scientific and practical experience in the field of biology.
- **4-** Training and preparing students on how to avoid risks to ensure chemical safety and security within the laboratory.

3.ProgramObjectives

- **1-** Qualifying students technically and academically in the practical field and applications of biology laboratories.
- **2-** Preparing students and establishing the foundations of chemistry for them.
- **3-** Opening future prospects and attracting students towards the scientific and practical aspects in a better way.
- **4-** Guiding students towards engaging with environmental problems around them and finding solutions to serve the community.
- 5- Playing an active and influential role in the fields of analysis and quality control.
- **6-** Preparing a generation of qualified and competent teachers to join the education sector.

4.ProgramAccreditation

Is the program accredited? From which authority? No.

5.Otherexternalinfluences

The School Application - Laboratory Practical Training Theoretical and Practical Graduation Research Projects

	6-	Program	structure		
Program structure	Percentage	A study unit	Number of Courses	stage	Notes
		10	5	first	
		8	4	second	Total Ministry
Ministry requirements		_	-	Third	requirements (18)
		_	-	four	(10)
		6	2	first	
~ 11		8	3	second	Total College
College requirements		12	3	Third	requirements
		12	3	four	(38)
12 3 Third 12 3 four 10%first 24 5					
department	20% second stage rate	28	5		Total department
requirements	30% third stage rate	30	6		requirements units (112)
	40% stage four rate	30	7		_ (112)
Summer Training					Nothing
Watching and applying female students in schools					Others

^{*} Can include notes on whether the course is required or elective.

	7.Progran	nDescription			
The year / level	Course code or course title	Course name or subject	Approv	red hours	Units
The first/preliminary stage	nothing	General Biology	2	2	6
The first/preliminary stage	nothing	Plant Anatomy	2	2	6
The first/preliminary stage	nothing	Cell Biology	2	2	6
The first/preliminary stage	nothing	General Chemistry	1	2	4
The first/preliminary stage	nothing	Geology	1	0	2

The first/preliminary stage	nothing	Fundamentals of Education	1	0	2
The first/preliminary stage	nothing	Developmental and Educational Psychology	2	0	4
The first/preliminary stage	nothing	Biosafety and Security	1	0	2
The first/preliminary stage	nothing	Computer 1	1	0	2
The first/preliminary stage	nothing	Arabic language	1	0	2
The first/preliminary stage	nothing	English language	1	0	2
The first/preliminary stage	nothing	Democracy and Human Rights	1	0	2
The second/initialstage	nothing	Invertebrates	2	2	6
The second/initialstage	nothing	Plant Taxonomy	2	2	6
The second/initialstage	nothing	Histology	2	2	6
The second/initialstage	nothing	Embryology	2	2	6
The second/initialstage	nothing	Biochemistry	1	2	4
The second/initialstage	nothing	Leadership and Educational Administration	2	0	4
The second/initialstage	nothing	Curriculums and School Books	1	2	4
The second/initialstage	nothing	Teaching Thinking	1	0	interpolation
The second/initialstage	nothing	Computer 2	1	0	2
The second /initial stage	nothing	Arabic language	1	0	2
The second /initial stage	nothing	English language	1	0	2
The second /initial stage	nothing	Baath Regime Crimes in Iraq	1	0	2
The third/initial stage	nothing	Ecology and Pollution	2	2	6
The third/initial stage	nothing	Entomology	2	2	6
The third/initial stage	nothing	Comparative anatomy Chordate	2	2	6
The third/initial stage	nothing	Algae and Archegoniates	2	2	6
The third/initial stage	nothing	Genetics	2	2	6
The third/initial stage	nothing	Mycology	2	2	6
The third/initial stage	nothing	Counseling and Psychological Health	1	2	4

The third /initial stage	nothing	Teaching Methods	1	2	4
The third /initial stage	nothing	Educational Teachnology and its Applications	1	2	4
The fourth/initial stage	nothing	Parasitology	2	2	6
The fourth/initial stage	nothing	Animal Physiology	2	2	6
The fourth/initial stage	nothing	Plant Physiology	2	2	6
The fourth/initial stage	nothing	Microbiology	2	2	6
The fourth/initial stage	nothing	Immunology	2	2	6
The fourth/initial stage	nothing	Elective	2	0	4
The fourth/initial stage	nothing	Research Project	2	0	2
The fourth/initial stage	nothing	Measurement and Evaluation	2	0	4
The fourth/initial stage	nothing	Practical Education	1	2	4
The fourth/initial stage	nothing	Action Research	1	2	4

8. Expected learning out comes of the program

Knowledge

1Learning Outcomes

Cognitive Objectives

- 1- Empowering students to acquire knowledge and overall intellectual understanding of chemistry.
- **2-** Empowering students to acquire knowledge and understanding of the laws of chemistry.
- **3-** Empowering students to acquire knowledge and understanding of chemistry

1Learning Outcomes Statement

- **1-** Empowering students to acquire knowledge of the basic principles of chemistry.
- **2-** Providing students with knowledge through homework assignments of study vocabulary.

in English.	
4- Empowering students to acquire	
knowledge and understanding of chemical	
analysis standards.	
Skills	
2Learning Outcomes	2-Statement of Learning Outcomes
General Skills:	Empowering students to solve problems
1- Communication and Information	that are relevant to their learning style in
Technology skills and developing	the lesson.
strategies for teamwork.	the resson.
_	
2- Proficiency in modern communication	
techniques, documentation, and communication with institutions and	
scientific centers.	
3- Possessing language skills (fluency in	
speaking, writing, and understanding	
Arabic and English) in the art of listening,	
persuasion, and dialogue.	
4- Problem-solving skills in education	
using educational and psychological	
programs and methods.	
5- Possessing leadership qualities, memory	
power, intuitive speed, and the ability to	
predict and infer	
3-Learning Outcomes	3- Statement of Learning Outcomes
Skills Objectives:	Empowering students to solve problems
1 - Scientific and practical skills.	related to teaching steps and employ the
2 - Remembering and analytical skills.	appropriate method.
3 - Utilization and development skills.	
The values	
Learning outcomes 4/ Daily and monthly	Learning outcomes statement 4/ Final
exams	exams
Learning outcomes 5/ Competitive grades	Learning outcomes statement 5/
for daily participation in the lesson	Attendance and regularity grades in
	lectures
9. TeachingandLearningStrategies	
Providing students with the basics and topic	s related to knowledge and systems

Providing students with the basics and topics related to knowledge and systems explained in:

- **1-** Clarifying and explaining the study materials by the academic staff through the whiteboard and Data Show.
- **2-** Providing students with knowledge through homework for study vocabulary.
- **3-** Encouraging students to visit the library to obtain academic knowledge related to study vocabulary.
- **4-** Improving students' skills by visiting electronic sites to obtain additional knowledge for study materials.

10. Evaluationmethods

- 1- Daily tests with multiple-choice questions for academic subjects.
- 2- Grades are assigned for challenging competitive questions for students.
- **3-** Grades are assigned for assigned homework.
- **4-** Quality and quantity practical tests in laboratories.
- 5- Assigning students to conduct scientific seminars and discuss them.

11. Faculty

Faculty Members

AcademicRank		lization	Special Requirements/Skills	Number of the teaching staff
	General	Special	(if applicable)	teaching stair
Prof	Zoology	Parasitology		2
Prof	Ecology	Enveronment and Pollution		1
assistant professor	Ecology	Microbiology enveronment		1
assistant professor	Microbiology	Microbiology		1
assistant professor	Zoology	Tissues and Embryology		1
assistant professor	Zoology	Parasitology		1
assistant professor	Zoology	Physiology		2
assistant professor	Zoology	Comparative anatomy		1
assistant professor	Zoology	Entomology		1
assistant professor	Botany	Mycology		1
assistant professor	Botany	Botany		1
assistant professor	Ecology	Enveronment Botany		1
Doctor teacher	Zoology	Physiology		2
Doctor teacher	Zoology	Pasitology		2
Doctor teacher	Microbiology	Nutrition		2
Doctor teacher	Microbiology	Microbiology		1
Doctor teacher	Zoology	Entomology		1
Teacher	Zoology	Parasitology		1
Teacher	Ecology	Enveronment and Pollution		1
Assistant teacher	Ecology	Enveronment and Pollution		1
Assistant teacher	Botany	Botany		1
Assistant teacher	Zoology	Tissues and Embryology		2
Assistant teacher	Zoology	Physiology		4
Assistant teacher	Zoology	Parasitology		3
Assistant teacher	Plant Protection	Entomology		1
Assistant teacher	Microbiology	Microbiology		2
Assistant teacher	Ecology	Microbiology enveronment		1
Assistant teacher	Psychology	Teaching		1

	Methods	

12.AcceptanceCriterion

- **1-** Acceptance based on the overall and central grade system.
- 2- Acceptance in departments based on student's preference and grade.
- **3-** Condition that the student must be a graduate of preparatory study and scientific branch only.
- **4-** The accepted student must have sound personal and mental health and be free from physical disabilities.
- 5- The capacity of the college's departments to accommodate students.

13. Themostimportantsourcesofinformationabouttheprogram

- 1- The curriculum approved by the Ministry of Higher Education and Scientific Research and its guiding references.
- **2-** Courses and recommendations from scientific committees at the university.
- **3-** Courses in teaching methods.
- **4-** Training courses organized by the college on e-learning

platforms. Program Skills Outline

- 5- Internet research for similar experiments.
- **6-** Personal experiences.

14. ProgramDevelopmentPlan

- 1- Development of the curriculum through deletion, addition, and replacement.
- **2-** Use of modern teaching methods according to the nature of the subject and the level of learners from time to time.
- 3- Use of modern evaluation methods such as alternative and electronic assessment.

			Progra	am S	kills	Outl	line								
		R	equiredprog	gram	Lea	rnin	gout	com	es						
Year/ Level	Course Code	Course Name	Basic or optional	ŀ	Knov	vledg	je		Sk	ills			Etl	nics	
			Mandatory	A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4
The		Organic chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
first		Analytical chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
		mathematics	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
		Security and safety	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
		Life sciences	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
		Calculators	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
		Human rights	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
		Arabic	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
		English language	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*

	Inorganic chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Developmenta l and educational psychology	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
Second	Organic chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Inorganic chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Developmenta l psychology	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Physical chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Analytical chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Calculators	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Educational administration	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	mathematics	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	English language	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
Third	Organic chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Coordination chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Physical chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Biochemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Research methodology	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Teaching methods	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	optional	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Industrial chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Educational guidance	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	English language	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
Fourth	Biochemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Practical education (watch and apply)	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Measurement and evaluation	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Diagnosis	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	optional	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Automated analysis	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	Quantum chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	English	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*

	language													
	Industrial	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*
	chemistry	1.1aiiaatoi y												
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