



## Academic Program Description Form

**University Name:** Tikrit

**Faculty/Institute:** College for Women Education

**Scientific Department:** Biology

**Academic or Professional Program Name:** Biology

**Final Certificate Name:**

**Academic System:** .....

**Description Preparation**

**Date:**18/9/2024

**File Completion Date:**18/9/2024

**Signature:**

**Head of Department Name:**

**Dr. Ali M uayad Sultan**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Dr.Ashraf jamal Mahmoud**

**Date:**

**The file is checked by:**

*Shahad Khalid Hameed*

**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**

- 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. Program Mission**

- 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. Program Objectives**

- 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. Program Accreditation**

Is the program accredited? From which authority? No.

### **5. Other external influences**

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

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

\* Can include notes on whether the course is required or elective.

<b>7. Program Description</b>					
The year / level	Course code or course title	Course name or subject	Approved hours		Units
<b>The first/preliminary stage</b>	<b>nothing</b>	<b>General Biology</b>	<b>2</b>	<b>2</b>	<b>6</b>
<b>The first/preliminary stage</b>	<b>nothing</b>	<b>Plant Anatomy</b>	<b>2</b>	<b>2</b>	<b>6</b>
<b>The first/preliminary stage</b>	<b>nothing</b>	<b>Cell Biology</b>	<b>2</b>	<b>2</b>	<b>6</b>
<b>The first/preliminary stage</b>	<b>nothing</b>	<b>General Chemistry</b>	<b>1</b>	<b>2</b>	<b>4</b>
<b>The first/preliminary stage</b>	<b>nothing</b>	<b>Geology</b>	<b>1</b>	<b>0</b>	<b>2</b>

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

The third /initial stage	nothing	Teaching Methods	1	2	4
The third /initial stage	nothing	Educational Technology 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 outcomes of the program

### Knowledge

#### 1 Learning 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

#### 1 Learning 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**

**2** Learning Outcomes  
 General Skills:  
**1-** Communication and Information Technology skills and developing strategies for teamwork.  
**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

**2-** Statement of Learning Outcomes  
 Empowering students to solve problems that are relevant to their learning style in the lesson.

**3-** Learning Outcomes  
 Skills Objectives:  
**1 -** Scientific and practical skills.  
**2 -** Remembering and analytical skills.  
**3 -** Utilization and development skills.

**3-** Statement of Learning Outcomes  
 Empowering students to solve problems related to teaching steps and employ the appropriate method.

**The values**

Learning outcomes 4/ Daily and monthly exams

Learning outcomes statement 4/ Final exams

Learning outcomes 5/ Competitive grades for daily participation in the lesson

Learning outcomes statement 5/  
 Attendance and regularity grades in lectures

**9. Teaching and Learning Strategies**

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. Evaluation methods

- 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

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff
	General	Special		
Prof	Zoology	Parasitology	.	2
Prof	Ecology	Environment and Pollution		1
assistant professor	Ecology	Microbiology environment		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	Environment Botany		1
Doctor teacher	Zoology	Physiology		2
Doctor teacher	Zoology	Parasitology		2
Doctor teacher	Microbiology	Nutrition		2
Doctor teacher	Microbiology	Microbiology		1
Doctor teacher	Zoology	Entomology		1
Teacher	Zoology	Parasitology		1
Teacher	Ecology	Environment and Pollution		1
Assistant teacher	Ecology	Environment 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 environment		1
Assistant teacher	Psychology	Teaching		1







		language													
		Industrial chemistry	Mandatory	*	*	*	*	*	*	*	*	*	*	*	*

**\*Pleaseticktheboxescorrespondingtotheindividual programlearningoutcomesunder evaluation.**