

**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**

**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**

### 1. Program Vision

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

### 2. Program Mission

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

### 3. Program Objectives

General statements describing what the program or institution intends to achieve.

### 4. Program Accreditation

Does the program have program accreditation? And from which agency?

### 5. Other external influences

Is there a sponsor for the program?

### 6. 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.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Master		Mycology	2	2

8. Expected learning outcomes of the program	
<b>Knowledge</b>	
Learning Outcomes 1	Learning Outcomes Statement 1
<b>Skills</b>	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies
Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods
Implemented at all stages of the program in general.

11. Faculty			
Faculty Members			
Academic Rank	Specialization	Special Requirements/Skills (if applicable)	Number of the teaching staff

	General	Special			Staff	Lecturer
Ass . prof.	Biology	Medical microbiology			✓	

### 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.

### 12. Acceptance Criterion

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

### 13. The most important sources of information about the program

State briefly the sources of information about the program.

### 14. Program Development Plan

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
		Mycology	Basic	+	+	+		+	+			+	+		

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.



## Course Description Form

1. Course Name: ycology	
2. Course Code:	
3. Semester / Year: semester	
4. Description Preparation Date: 1-9-2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total) 4+4	
7. Course administrator's name (mention all, if more than one name)	
Name: Ass. Prof. Dhay Ali Azeez Email: dhayali_1985@mu.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. Coverage of the main human fungal infections and how to identify their causative agents.</li><li>2. Describe the basic structure and classification of fungi.</li><li>3. Demonstrate knowledge and understanding of the pathogenesis, manifestations, diagnosis and management of different types of fungi;</li><li>4. Develop and encourage the field of scientific research.</li><li>5. Provide all students with a broad education in the first year and provide them with and higher knowledge and understanding of the chosen subject in the second year.</li><li>6. Discover knowledge and understanding of the main aspects of microbiology.</li><li>7. In the third year a training programme on</li></ol>

practical exercises is organized.

8. Students of the fourth year students research skills.

9. Apply relevant identification techniques and skills in any laboratory settings using molds or yeasts

Morphology and classification of fungi 11. Fungi - superficial, cutaneous, subcutaneous, and systemic

12. Focus on elements, elements, chemical elements.

## 9. Teaching and Learning Strategies

### Strategy

1-Lectures and tutorials provide basic information about each type of fungal infection/disease and introduce fungal identification methods. Practical classes enable students to develop fungal identification skills and learn how to use their knowledge of diseases and fungi to help interpret laboratory tests. Practical procedures are essential to developing the skills needed to conduct the practical test.

2- Student interaction during the lecture.

3- Student listens attentively to the explanation.

4- Student interacts and participates in extracurricular activities.

5- Student learns professional behavior.

6- General and transferable skills (other skills relevant to employment and personal development)

7. Enable the student to pass personal interviews and succeed in the labor market

7- Enable the student to develop himself after graduation

8- Assessment includes a midterm and final exam in addition to assignments and tests in addition to homework and reports

9. The practical assessment tests practical skills and understanding of identification keys and methods, which when combined lead to an identification result. However, it also requires knowledge and understanding of the clinical aspects of fungal infections that may be characteristic of a particular fungus or disease type. Many of the exam questions include clinical information.

10. The course essay tests the understanding of a single type of fungus in terms of what the fungus is, how it is recognized, its epidemiology, what diseases it causes, what its pathological features are, and how the infection is managed and treated.

represents lectures that would otherwise cover a range of fungi of medical importance, but provides an opportunity for the individual to demonstrate their in-depth knowledge and understanding of just one type. It also enables the student to demonstrate their ability to research a topic and prepare a concise report in the style of a review article from a clinical microbiology journal.

11. This course provides theoretical knowledge of fungal infections and practical skills for identifying fungi in the laboratory, so the assessment tests both aspects.

#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	4 evening weeks	<ul style="list-style-type: none"> <li>introduction</li> <li>Mycology</li> <li>History of Fungi</li> <li>Nutrition in Fungi</li> <li>Importance of Fungi</li> <li>Reproduction</li> <li>Asexual reproduction</li> <li>Sexual reproduction</li> <li>Mycotoxins</li> <li>Systemic fungal infections</li> <li>Systemic fungal infections</li> <li>Deep systemic fungal diseases</li> <li>Aspergillosis</li> <li>Skin fungal diseases</li> </ul>		Using display devices (smart screen)	Daily and monthly exams

		Skin fungal diseases			
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## 11. 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

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<b>Course text book: Identification of Pathogenic Fungi by CK Campbell <i>et al.</i></b>
Recommended books and references (scientific journals, reports...)	<p><b>Mycology textbooks available in the LSHTM library.</b></p> <p><b>Journals: Medical Mycology, Journal of Clinical Microbiology, Clinical Microbiology Reviews, etc.</b></p> <p><b>Deacon, J. W. (2000) <i>Modern Mycology</i>. Blackwell, Oxford.</b></p> <p><b>Carlile, M. J., Watkinson, S. C. and Gooday, G. W. (2001) <i>The Fungi</i> (2nd edn). Academic, London</b></p>
Electronic References, Websites	<p>The Mycology online website is excellent and is curated by expert mycologists</p> <p>:_ <a href="https://mycology.adelaide.edu.au/">https://mycology.adelaide.edu.au/</a></p>