

**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: . baghdad

Faculty/Institute: fine arts

Scientific Department: music

Academic or Professional Program Name: .description academic

Final Certificate Name: B.Sc.

Academic System: annual

Description Preparation Date:

File Completion Date:

Signature: 

Head of Department Name:

Prof Dr. Waleed Hasan AL-Jaberi

Date:

Signature: 

Scientific Associate Name:

Prof Dr. Rajaa Saadi Lafta

Date:

The file is checked by:

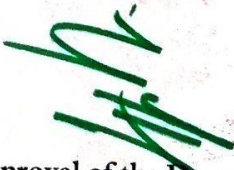
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance

Department: Dr. Ghada Abdal

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*
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<b>Institution Requirements</b>	10	18	22.5	
<b>College Requirements</b>	3	6	7.5	
<b>Department Requirements</b>	33	56	70	
<b>Summer Training</b>	0			
<b>Other</b>	0			

\* This can include notes whether the course is basic or optional.

<b>7. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
			<b>theoretical</b>	<b>practical</b>
<b>second</b>		<b>Education of hearing</b>	1	2

<b>8. Expected learning outcomes of the program</b>	
<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

<b>9. Teaching and Learning Strategies</b>
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
Professor	5	5			5	0
Assistant professor	4	3			3	2
Teacher	0	0			0	1
Assistant Teacher	0	0			0	6

### 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

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

## Course Description Form

<b>1. Course Name: Education of hearing</b>					
<b>2. Course Code:</b>					
<b>3. Semester / Year: Year</b>					
<b>4. Description Preparation Date:</b>					
<b>5. Available Attendance Forms:</b>					
<b>6. Number of Credit Hours (3) / Number of Units (2)</b>					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: dr.					
Email:					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			<ul style="list-style-type: none"> <li>• Give the student the ability to imagine the music started - Ptngimha, audio and music written discipline of hearing in response to differences in rhythmic and melodic and harmonic basic common listening systems in the European and Arab music</li> </ul>		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>					
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1.	3	The development of weaving music and art form in the Renaissance	<b>Review toning in position La small (joy Fsa) and harmonic (Alnhaond) and the singing of the Trinity and the b Anqlabath merge and joint venture</b>	The development of weaving music and art form in the Renaissance	Listen to the works of the Renaissance
2.	3	The evolution of musical instruments, and blogging in the Renaissance	<b>Intonation in place of Lamelodic (new models) in the exercise of 274-30</b>	The evolution of musical instruments, and blogging in the Renaissance	Listen to the works of the Renaissance
3.	3	German music in the Baroque - Handel	=	German music in the Baroque - Handel	Listen to sample works Handel
4.	3	German music in the Baroque - Bach	<b>Transformation of the other kind of tiny place in the exercises of 306-3</b>	German music in the Baroque - Bach	Listen to Bach works sample
5.	3	Italian music in the Baroque - Kurelli - vivalde - Tartini	=	Italian music in the Baroque - Kurelli -vivalde - Tartini	Listen to samples works Kurelli -vivalde - Tartini
6.	3	French music in the Baroque - Lolli - Ramo	<b>Shift from large to do and La small contrary in the exercises of 327-384</b>	French music in the Baroque - Lolli - Ramo	Listen to samples works to Olli - Ramo
7.	3	Of classical music - Classical Alvenaweh crystallized forms of the mechanism	<b>Ear training to respond to the ba coalitions Bashkilleha melodic and harmonic</b>	Of classical music - Classical Alvenaweh - crystallized forms of the mechanism	Listen to the works of the classical age
8.	3	Symphony in the classical age	.=	Symphony in the classical age	Listen to the symphony works
9.	3	Austrian Hayden	<b>Persians and toni Alnhaond in layer up to four lifts and four Antipyrine 3 471</b>	Austrian Hayden	Listen to sample works Hayden
10.	3	Austrian Mozart	=	Austrian Mozart	Listening to Mozart's work sample

11.	3	German Beethoven	=	German Beethoven	Listening to the Beethoven literature samples
12.	3	German Glock	=	German Glock	Listen to the works Glock samples
13.	3	German Schubert	=	German Schubert	Listen to samples works Schube
14.	3	Music in the Romantic Age - View and pave the	<b>Exam toning exercises in the previous mausoleums Persians and Alnhaond - water the Ajam Sol is situated on 8 rhythmic cycles a 20% Breakages to identify the main hearing of the pia with a rate of 10%</b>	Music in the Romantic Age View and pave the	Listen to the works of the Romantic Age
15.	3	Examination for the first semester	<b>Exam the first quarter</b>	Examination for the first semester	Examination for the first semester
16.	3	Mid-year holiday	<b>Shrines in the ma class of absolute Docked Waldo exercise of 1-28 (p 1-4)</b>	Mid-year holiday	
17.	3	Properties of the Romantic Age music	=	Properties of Romantic Age music	Listen to the works of the Romantic Age
18.	3	Germans Weber - Mendelssohn	<b>Kurd mi. 28-52 of exercise (r -5-9)</b>	Germans Webe - Mendelssohn	Listen to samples Webe works - Mendelssohn
19.	3	Schumann - Brahms	=	Schumann - Brahms	Listen to samples works Schumann - Brahms
20.	3	Wagner	<b>Beat my pain from exercise 52-93 (p 10-17)</b>	Wagner	Listen to samples works Wagner
21.	3	The authors of Algik Smtana - Dvorak	=	The authors of Algik Smtana Dvorak	Listen to samples Smtana works - Dvora

22.	3	Hungarian author is List	Hijazi Mai exercise of 94-103 (r - 17-1)	Hungarian author is List	Listen to samples works List
23.	3	Russian authors Gelinka - Darjumajski - the five friends	=	Russian author Gelinka - Darjumajski - the five friends	Listen to samples works Gelinka - Darjumajski - the five friends
24.	3	tchaykovski	Sakah FA of exercise 103-106 (18)	tchaykovski	Listen to samples works tchaykovski
25.	3	French authors Masne - Offenbach - Lewdleb - Sanz - Lalu	=	French author Masne - Offenbach - Lewdleb - Sanz - Lalu	Listen to samples works authors Masne - Offenbach - Lewdleb - Sanz - Lalu
26.	3	French authors Berlioz - Bizet	Saba mi of exercise 107-111 (p. 19)	French author Berlioz - Bizet	Listen to samples works Berlioz - Bizet
27.	3	Norwegian Creek - Finland Sebelius	=	Norwegian Creek - Finland Sebelius	Listen to samples works Creek - Finland Sebelius
28.	3	Italian authors Paganini - Verdi	Ear training to respond to the beat and main shrines and identified in songs and music audio, writing an dictation in Baya MI.	Italian author Paganini - Verdi	Listen to samples works Paganini - Verdi
29.	3	Strauss, Austrian composer	=	Strauss, Austrian composer	Listen to the samples works Strauss
30	3	Examination for Second semester	Toning exercise previous exam grade average of 2 Beat water in pain-class rate 20% to identify hearing on standards by 10%		

## 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)	History of world music - Theodore M. F World heritage music - Kurt Sac Music and culture - Hugo Liktant Music in Western civilization - Paul He LAnch. With world music - Dr. Tariq Hassoon Farid
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	