

**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: Basrah**

**Faculty/Institute: College of Administration and Economics**

**Scientific Department: Statistics**

**Academic or Professional Program Name: Bachelor's degree in Statistics.**

**Final Certificate Name: Bachelor's degree in Statistics.**

**Academic System: semester**

**Description Preparation Date: 22/2/2024**

**File Completion Date: 22/2/2024**

**Signature:**

**Head of Department Name:**

**Prof. Dr. Bahaa abdul Razaq Kasiem**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Assis Prof. Dr. Ammar Yousif Dhicher**

**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** |
| The College of Administration and Economics at the University of Basra aspires to be among the ranks of distinguished colleges globally in the economic, administrative, accounting, statistical and financial fields and to be distinguished scientifically and administratively and in the quality of service it provides to society and stakeholders at the national, Arab and international levels and to be committed to the academic professional culture among the ranks of academics and employees. In addition to pursuing development prospects in the university academic aspects (education, research, and service). |

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| 1. **Program Mission** |
| The College of Administration and Economics at the University of Basra seeks to provide the best service to the community and parties that exchange interests and benefits with it, and with the university through accurate diagnosis of their current and future needs and achieving an effective and efficient response to these needs and expectations by ensuring the quality of all university operations and practices (educational, research, advisory, and administrative) according to the following:   1. The best investment of the college’s resources and energies through effective commitment to implementing the provisions of the quality assurance and academic accreditation system. 2. Improving the performance of human resources (academic and functional) through participation in specialized and advanced teaching and development courses inside and outside the country. 3. 3. Preparing plans and programs that include using the resources (material, financial, and technical) available to the college to improve the college’s overall performance. |

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| 1. **Program Objectives** |
| The College of Administration and Economics at the University of Basra seeks to provide the best service to the community and parties that exchange interests and benefits with it, and with the university through accurate diagnosis of their current and future needs and achieving an effective and efficient response to these needs and expectations by ensuring the quality of all university operations and practices (educational, research, advisory, and administrative) according to the following:   1. The best investment of the college’s resources and energies through effective commitment to implementing the provisions of the quality assurance and academic accreditation system. 2. Improving the performance of human resources (academic and functional) through participation in specialized and advanced teaching and development courses inside and outside the country 3. Preparing plans and programs that include using the resources (material, financial, and technical) available to the college to improve the college’s overall performance. |

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| 1. **Program Accreditation** |
| **none** |

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| 1. **Other external influences** |
| **None** |

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| 1. **Program Structure** | | | | |
| **Program Structure** | **Number of Courses** | **Credit hours** | **Percentage** | **Reviews\*** |
| **Institution Requirements** | **none** |  | **none** |  |
| **College Requirements** | **none** |  | **none** |  |
| **Department Requirements** |  |  |  |  |
| **Summer Training** |  |  |  |  |
| **Other** | **Statistical inference 2 –Semester2** | **3** | **98%** |  |

\* 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** |
| **2023-2024/ The fourth stage** |  | **statistical inference2** | **3** |  |

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| 1. **Expected learning outcomes of the program** |
| **Knowledge** |
| The course aims to introduce the science of inferential statistics and is divided into two parts: estimation, which deals with the characteristics of good estimators and methods of estimating by a point and estimating by an interval, while the second part is testing hypotheses, which explains the concept of a statistical hypothesis, its types, and mathematical methods for determining the critical region for the test.. |
| **Skills** |
| The ability to construct and analyze problems for all problems and how to solve them using inferential statistics |
| **Ethics** |
| Developing the student’s academic personality so that he has the ability to think, analyze, and make decisions regarding statistical and non-statistical issues. |

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| 1. **Teaching and Learning Strategies** |
| 1. Adopting the theoretical basis and providing the student with all the vocabulary of the curriculum.  2. Adopting the discussion method by presenting some ideas during the lecture so that it develops the student’s ability to understand the topic directly.  3. Providing applied examples through digital examples that simulate the topics covered in theory so that the student’s knowledge picture is complete in theory and practice.  4. Adopting the immediate examination method (written and analytical) to develop the spirit of competition among students.  5. Adopting the assignment method after completing any topic within the specified academic vocabulary |

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| 1. **Evaluation methods** |
| Ability to model and analyze using statistical programs and higher programming languages |

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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** |
| Assistant prof. | Statistics | Applied Statistics & Statistics modeling | Scientific background in mathematics and mathematical statistics |  | A permanent Staff |  |

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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** |
| Statistical inference  Dr. Abdel Majeed Hamza, Dr. Dhafer Hussein Rashid |
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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** |
| **2023-2024** |  | **Mathematical inference** | **Basic** | **ــــــ** |  |  |  | **ـــــــ** |  |  |  |  |  |  |  |
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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: Linear Programming | | | | | | | |
| * An introductory introduction to probability distributions * Characteristics of statistical estimators * Methods adopted in verifying the characteristics of good capabilities | | | | | | | |
| 1. Course Code: | | | | | | | |
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| 1. Semester / Year: | | | | | | | |
| 2023-2024 | | | | | | | |
| 1. Description Preparation Date: | | | | | | | |
| 22-2-2024 | | | | | | | |
| 1. Available Attendance Forms: | | | | | | | |
| Semesters - Semesters 2 | | | | | | | |
| 1. Number of Credit Hours (Total) / Number of Units (Total) | | | | | | | |
| 30 and 3 unite | | | | | | | |
| 1. Course administrator's name (mention all, if more than one name) | | | | | | | |
| Name: Ass,Prof. Bahaa Abdul Razak Qasim  Email: [bahaa.kasem@uobasrah.edu.iq](mailto:bahaa.kasem@uobasrah.edu.iq) | | | | | | | |
| 1. Course Objectives | | | | | | | |
|  | | | | | **• Building students’ cognitive abilities on the importance of statistical inference**  **• Enabling students to use statistical inference methods to find and examine the characteristics of good teachers’ abilities.** | | |
| 1. Teaching and Learning Strategies | | | | | | | |
| 1. **Presenting the concepts, methods and areas of their application within the financial, banking and general reality.** 2. **Brainstorming education strategy.** 3. **Teaching strategy by adopting direct discussion in the classroom**. | | | | | | | |
| 1. Course Structure | | | | | | | |
| **Week** | **Hours** | **Required Learning Outcomes** | **Unit or subject name** | | | **Learning method** | **Evaluation method** |
| 1 | 3 | • Adopting the discussion method by presenting some ideas during the lecture so that it develops the student’s ability to understand the topic directly.  •Using applied examples that simulate the topics covered theoretically so that the student’s knowledge picture is complete theoretically and practically.  •Adopting the immediate examination method (written and analytical) to develop the spirit of competition among students. | Estimation concepts | | | In classrooms | Daily exams, direct discussion questions and monthly exams |
| 2 | 3 | Estimation types- point estimation | | |
| 3 | 3 | MOM method | | |
| 4 | 3 | MLE method | | |
| 5 | 3 | Bayesian method | | |
| 6 | 3 | Ex. | | |
| 7 | 3 | Interval estimation | | |
| 8 | 3 | One sample | | |
| 9 | 3 | Two samples | | |
| 10 | 3 | The ratio of the variance of two samples | | |
| 11 | 3 | Hypothesis testing | | |
| 12 | 3 | Hypothesis testing | | |  |
| 13 | 3 | Review | | |  |
| 14 | 3 | Practical examples | | |  |
| 15 | 3 | Final exam for the semester | | |  |
| 1. Course Evaluation | | | | | | | |
| 25 marks for the first month’s exam, including (20) marks for the monthly exam and (5) marks for daily activities  25 marks for the second month’s exam, including (20) marks for the monthly exam and (5) marks for daily activities.  Final pursuit score (50) marks | | | | | | | |
| 1. Learning and Teaching Resources | | | | | | | |
| Statistical inference  Dr. Abdel Majeed Hamza, Dr. Dhafer Hussein Rashid | | | | **.** | | | |
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