

Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation

Academic Program Description Form for Colleges and Institutes

University: Tikrit
College/Institute: College of Arts
Department: Translation
Name: Rand Khalid Abdulrahman Mustafa
File Completion Date: 11/8/2024

Signatures:

- **Department Head:** Asst. Prof. Dr. Rodina Muhammad Bada (11/8/2024)
- **Scientific Assistant:** Prof. Dr. Nizar Fadel Hussein (11/8/2024)

File reviewed by
Quality Assurance and University Performance Division
Name of Head of the Quality Assurance Division:
Date:
Signature:

Dean's Endorsement

Program Description

This program description provides a concise summary of the main characteristics of the program and the expected learning outcomes students are required to achieve. It demonstrates whether students have maximized the opportunities available to them. It is accompanied by a description of each course in the program.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Name of Academic or Professional Program:** Bachelor
- **Final Degree Name:** Bachelor of Arts in Translation
- **Study System:** Yearly
- **Accreditation Program:** Iraqi Universities Union
- **Other External Influences:** Iraqi Universities / House of Wisdom
- **Date of Program Description Preparation:** 11/8/2024

Program Objectives

Department Vision:

The department strives to excel among similar departments in faculties of arts at various universities by offering an educational program that adopts a rigorous and modern scientific research approach in translation and advanced teaching methods. Utilizing modern technologies, the program aims to prepare a new generation of graduates who are proficient in their specialization and capable of playing a pivotal role in achieving academic leadership and applying it to the development of Iraqi society.

Department Mission:

1. Provide students with distinguished educational expertise.
 2. Prepare highly competent graduates to meet the labor market needs.
 3. Conduct outstanding research in the field of translation studies and direct scientific research to serve and uplift society.
 4. Enhance creativity and critical thinking among students.
 5. Meet societal needs in the fields of education, research, media, and culture.
-

Strategic Objectives of the Department:

1. Improve the educational process and develop programs and curricula in line with scientific advancements.
 2. Excel in scientific research, support it, and direct it to serve the community.
 3. Prepare specialists in the knowledge fields related to translation.
 4. Encourage students to think critically, analytically, and cultivate knowledge, good citizenship, and self-development.
 5. Ensure sustainable professional development for the teaching staff.
 6. Promote cultural and scientific exchange with similar departments locally and internationally.
 7. Provide consultancy and research services related to translation to departments and local community institutions.
-

Program Outcomes, Teaching, and Evaluation Methods

A. Knowledge Objectives

A1- **Memorization:** Focus on recalling facts and describing them (e.g., describe, name, identify, list).

A2- **Understanding:** The ability to understand the material and express it in one's own words.

A3- **Application:** Applying learned concepts to everyday life as a spiritual and practical life methodology (e.g., apply, use, produce).

A4- **Analysis:** Breaking down the material into its core components through the gradual presentation of ideas and analysis (e.g., analyze, prove, compare, differentiate, conclude).

A5- **Synthesis:** Reaching an advanced stage where students can integrate and link concepts, creating new, comprehensive structures (e.g., combine, plan, gather, organize, suggest).

A6- **Evaluation:** Making judgments about the material based on internal or external criteria (e.g., critique, discuss, assess, support opinions with evidence).

B. Program-Specific Skills

B1- **Preparation:** Readiness for specific tasks.

B2- **Response:** Directed, mechanical, or complex responses.

B3- **Organization and Innovation:** Creativity and organizing new motor skills.

Teaching and Learning Methods:

- Lectures
- Discussions
- Seminars
- Specialized training courses

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
-

C. Affective and Value Objectives

C1- Reception and Acceptance: Examples of actions that can be used at the reception level: (e.g., pay attention, ask, listen, follow, recognize, choose, answer).

C2- Response: Examples of actions that can be used at the response level: (e.g., answer, agree, feel, decide, assist, discuss, listen, participate).

C3- Valuation: Examples of actions that can be used at the valuation level: (e.g., initiate, highlight, act, suggest, practice, follow, appreciate, participate).

C4- Value Organization: Examples of actions that can be used at the value organization level: (e.g., organize, correct, combine, rank).

Teaching and Learning Methods:

1. Lectures (explanation and clarification, discussion).
2. Use of technological teaching aids such as educational films and electronic lectures.
3. Self-learning through a student-centered learning environment.
4. Encouraging students to use the library as a learning tool.

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
-

D. General and Transferable Skills

D1- Leadership and effective communication skills.

D2- Emphasizing the student's understanding of translation in all its academic disciplines in line with the department's vision and objectives.

D3- Data management and IT skills relevant to translation.

D4- Enhancing the student's abilities by focusing on external factors that aid self-development in translation.

Teaching and Learning Methods:

- Lectures
- Use of technological teaching aids
- Self-learning methods
- Encouraging the use of the library

Assessment Methods:

1. Oral questioning
2. Written exams

3. Daily participation
 4. Completing reports and daily assignments
 5. Translating articles or novels
-

Program Structure

Stage One

- **Grammar:** 4 credits
- **French Language:** 2 credits
- **Spanish Language:** 2 credits
- **Essay Writing:** 2 credits
- **Comprehension:** 2 credits
- **Human Rights:** 2 credits
- **Computer Science:** 2 credits
- **Phonetics:** 6 credits
- **Introduction to Translation:** 4 credits

Stage Two

- **Literary Texts:** 4 credits
- **Translation into Arabic:** 4 credits
- **French Language:** 2 credits
- **Grammar:** 6 credits
- **Visual Translation:** 6 credits
- **Spanish Language:** 2 credits
- **Novel:** 4 credits
- **Translation into English:** 4 credits
- **Conversation:** 4 credits
- **Arabic Language:** 2 credits

Stage Three

- **French Language:** 2 credits
- **Comparative Grammar:** 6 credits
- **Translation into English:** 4 credits
- **Drama:** 2 credits
- **Linguistics:** 6 credits
- **Consecutive Translation:** 6 credits
- **Translation into Arabic:** 4 credits
- **Administrative and Commercial Translation:** 4 credits
- **Arabic Language:** 2 credits
- **Research Methods:** 2 credits

Stage Four

- **Scientific Translation:** 2 credits
- **Simultaneous Interpretation:** 6 credits
- **Grammar:** 4 credits
- **Semantics:** 4 credits
- **Literary Translation:** 2 credits
- **Media Translation:** 2 credits

- **Legal Translation:** 4 credits
- **Graduation Project:** 2 credits
- **Arabic Language:** 2 credits

Personal Development Planning

- Offering advice and guidance to help students develop their skills, including teamwork, time management, and prioritization.
- Fostering leadership and management abilities.
- Instilling the principle of self-guidance and self-improvement.
- Encouraging the development of the student's personality through role models in the faculty.
- Promoting independence in work.

Admission Criteria

1. **Admission Criteria:** The department follows the centralized admission system regulated by the Ministry of Higher Education and Scientific Research's Directorate of Studies and Planning.
2. **Selection Criteria:** The primary criterion for selecting students in the first academic year is their scientific qualification, typically with scores ranging between 60-65 in their respective subjects.
3. **Requirements:** Applicants must submit a certified high school diploma (scientific or literary branch) from the Directorate of Education.
4. **Medical Examination:** Applicants must undergo a medical test proving they are free from disabilities and illnesses.

Key Information Sources about the Program

1. The college and university website.
2. Official textbooks approved by the Ministry of Higher Education and Scientific Research.

Curriculum Skills Framework

Please mark the boxes corresponding to the individual learning outcomes of the program that are subject to evaluation:

Year/Level	Course Code	Course Title	Core or Elective	Cognitive Goals	Program-Specific Skills	Affective and Value Goals	General and Transferable Skills (Employability and Personal Development)
				A1	A2	A3	A4

Course Description Model

Course Description

This course description provides a concise summary of the main characteristics of the course and the expected learning outcomes students are required to achieve, demonstrating whether they have maximized the available learning opportunities. It must align with the program description.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Course Name/Code:** INS 723
- **Available Attendance Forms:** Mandatory
- **Semester/Year:** third
- **Total Study Hours:** 64
- **Date of Preparation:** 11/8/2024

Course Objectives

The course aims to teach students how to comprehend spoken text, considering the speaker's dialect, accent, and verbal influence on translation. Students must accurately understand the speaker to produce a correct translation for the audience.

Learning Outcomes and Methods of Teaching and Assessment

A. Cognitive Goals

A1- **Memorization:** Focusing on remembering certain facts and being able to describe and identify them.

A2- **Understanding:** The student must understand the scientific material and express it in their own language and style.

A3- **Application:** Emphasizing what the student has learned from the material and applying it to daily life as a spiritual methodology.

A4- **Analysis:** Breaking the scientific material into its basic components through the gradual presentation of ideas and analysis.

A5- **Synthesis:** Reaching an advanced level where the student can understand and integrate concepts and present new comprehensive structures.

A6- **Evaluation:** Making judgments on the scientific material based on internal criteria, such as consistency or lack of contradiction, or external criteria.

B. Program-Specific Skills

B1- **Preparation:** Recognizing the importance of this type of translation and understanding why it was introduced as a crucial form of translation.

B2- **Response:** Discussing the differences between this and written translation.

B3- **Encouraging Students:** Encouraging students to listen to press conferences and daily discussions in the source language.

B4- **Report Writing:** Encouraging students to write reports and research papers in the scientific material's domain.

Teaching and Learning Methods

1. Lectures (explanation and clarification, discussion).
2. Encouraging students to engage in discussions on the importance of this type of translation, especially in international conferences.
3. Encouraging students to use the library and become familiar with relevant books as a learning tool.

Assessment Methods

1. Oral questioning.
2. Written exams.
3. Daily participation.
4. Completing reports and daily assignments.

C. Affective and Value Objectives

C1- Reception and Acceptance: The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to oral translation.

C2- Response: The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration). The student finds joy in studying consecutive translation and expresses this interest scientifically.

C3- Valuation: The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of oral translation and its uses.

C4- Value Organization: The learner feels that the subject and the scientific material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of listening and speaking in the source and target language.

Teaching and Learning Methods

1. Lectures (explanation and clarification, discussion).
2. Encouraging students to engage with the cultures of various countries.
3. Encouraging students to visit and use the library and to explore books related to the scientific material as one of the learning tools.

Assessment Methods

1. Oral questioning.
2. Written exams.
3. Daily participation.
4. Completing reports and daily assignments.

D. General and Transferable Skills (Employability and Personal Development)

D1- Developing students' ability to deal with historical sources related to the scientific material.

D2- Developing students' ability to use the internet in ways that serve the scientific material.

D3- Developing students' ability to engage in dialogue and discussion about the scientific material.

D4- Developing students' understanding of the scientific material in a way that enhances their general culture and benefits the community.

Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Introduction to the nature of the subject and	Lecture	Oral exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
		how to deliver lectures			
2	3	Definitions related to the theoretical aspects of this type of translation	Lecture	Oral exams	
3	3	Exercises to expand long-term memory	Practical	Oral exams	
4	3	How to analyze oral text	Lecture	Written exams	
5	3	Applications on recordings from press conferences	Practical	Oral exams	
6	3	Applications on agricultural issues	Practical	Oral exams	
7	3	Applications on recordings from the United Nations	Practical	Oral exams	
8	3	Applications on economic issues	Practical	Oral exams	
9	3	Students' presentations on this type of translation	Practical	Oral exams	
10	3	Continuation of students' presentations	Practical	Oral exams	
11	3	Applications on military and political issues	Practical	Written exams	
12	3	Applications on cultural issues	Practical	Oral exams	
13	3	Exercises on extended texts	Practical	Oral exams	
14	3	Training for specific occasions	Practical	Oral exams	
15	3	Translating unfamiliar vocabulary	Practical	Oral exams	
16	3	Final exam	Practical	Oral exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Reversing translation direction	Lecture	Oral exams	
2	3	Explaining the rules to be followed in translation	Lecture	Oral exams	
3	3	Recording press conferences	Practical	Oral exams	
4	3	Recording historical conferences	Practical	Oral exams	
5	3	Political texts	Practical	Oral exams	
6	3	Medical texts	Practical	Oral exams	
7	3	Engineering texts	Practical	Oral exams	
8	3	Economic texts	Practical	Oral exams	
9	3	Literary texts	Practical	Written exams	
10	3	Guessing the meaning of unfamiliar terms	Practical	Oral exams	
11	3	Increasing speed and accuracy	Practical	Oral exams	
12	3	Training students for smooth transitions	Practical	Oral exams	
13	3	How to summarize in translation	Practical	Written exams	
14	3	Various texts	Practical	Oral exams	
15	3	Review	Practical	Oral exams	
16	3	Final exam	Practical	Oral exams	

Infrastructure

1. **Required Textbooks:** No official textbook.
2. **Primary References (Sources):**
 1. Videos from YouTube.
 2. Various texts from different sources.
 3. Translation Bases/ Az aldeen Alkhateb/2005
3. **Recommended Books and References (Scientific Journals, Reports, etc.):**
 - o Videos from YouTube.
 - o Books on translation.
 - o Research on translation.
4. **Electronic Resources and Websites:**
 0. Al-Mustafa Electronic Library
 1. Here is My Library
 2. Language Library



Course Development Plan

The teaching staff is committed to continuously improving the curriculum through the introduction of new teaching methods, assessments, and modern technology tools. They also emphasize increasing student engagement in research activities and enhancing critical thinking and problem-solving skills to meet the evolving demands of the labor market.

**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 staP 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, quaJerly), 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: Tikrit

Faculty/Institute: Arts

Scientific Department: Translation

Academic or Professional Program Name: bachelor

Final Certificate Name: bachelor in translation

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.
Tikrit University aspires to become the premier hub of scientific exploration and talent cultivation in Iraq, serving as the primary source for highly skilled graduate technicians who possess exceptional intellectual, emotional, and practical capabilities. With a forward-looking approach, Tikrit University aims to spearhead development planning across Iraq, serving as the cornerstone for achieving sustainable progress in the country. It envisions itself as a center for cognitive and applied sciences, elevating the knowledge pyramid to the highest echelons of evaluation and innovation.
2. Program Mission
Program mission is written here as stated in the university's catalogue and website.
Tikrit University is deeply committed to providing exceptional higher education that adheres to rigorous international standards. The core mission of Tikrit University is to actively pursue leadership and place significant emphasis on meeting the demands of the job market by ensuring that its educational programs foster the development of scientific and educational skills. Moreover, the university places great value on conducting meticulous and ethically grounded scientific research. Such research is approached systematically, employing robust methodologies and frameworks to ensure the attainment of global excellence in academic pursuits.
3. Program Objectives
Equipping the fourth stage students with all what they need for more understanding of the scientific texts and in order to translate them well from Arabic into English and vice versa. Besides, it is very crucial to focus on the importance of loyalty and accuracy in conducting this kind of translation.
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	
2024-2025/ fourth		Scientific translattinn	theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1

Learning Outcomes Statement 1

For the student to become familiar with the principles of scientific translation, its requirements, and what are its most important priorities, such as honesty and accuracy, which come first before other factors such as style, aesthetic and rhetorical features

Learning Outcomes 4

Learning Outcomes Statement 4

Learning Outcomes 5

Learning Outcomes Statement 5

Skills

That the student is able to convey scientific information with high clarity and accuracy, given the importance and sensitivity of this type of translation, away from the complexities of rhetoric and linguistic elaboration that may be relied upon in other forms of translation.

9. Teaching and Learning Strategies

1. Practicing of translating scientific texts in all their forms.
 2. Discussing these texts and learning more about them, and avoiding exaggeration in processing them.
 3. Translating these texts and then making it impossible to discuss and criticize these translations by the students on the one hand, and by the lecturer on the other hand.
-

10. Evaluation methods

1. Class and homework assignments
 2. Quiz
 3. Semester and final exams
-

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

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)
Central, parallel and direct admission
13. The most important sources of information about the program
1. University guide
2. The college's website

14. Program Development Plan
Paying attention to educating students and directing them towards paying attention to the latest developments in scientific research and medical and scientific discoveries,

among others, in order to transfer them to the Arabic language in order to raise public awareness and general culture.

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
2024-2025/ fourth		Scientific translation	basic												

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

Course Description Form

1. Course Name:					
2. Course Code:					
3. Semester / Year:					
4. Description Preparation Date:					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Email:					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • • • 			
9. Teaching and Learning Strategies					
Strategy	Paying attention to educating students and directing them towards paying attention to the latest developments in scientific research and medical and scientific discoveries, among others, in order to transfer them into Arabic language in order to raise public awareness and general culture.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

11. Course Evaluation					
1. Daily p					
12. Learning and Teaching Resources					
2. Performing class and homework					
Required textbooks (curricular books, if any)			3. S		
Main references (sources)			4. Semester ex		
Recommended books and references (scientific journals, reports...)			5. Final exam		
Electronic References, Websites					



**Ministry of Higher Education and Scientific Research Scientific
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Date:

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Director of the Quality Assurance and University Performance Department: Date:

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Learning Outcomes 4

Learning Outcomes Statement 4

Learning Outcomes 5

Learning Outcomes Statement 5

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 2. Discussing these texts and learning more about them, and avoiding exaggeration in processing them.
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lecturer	translation	translation			Staff	

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2. The college's website

14. Program Development Plan
Paying attention to educating students and directing them towards paying attention to the latest developments in scientific research and medical and scientific discoveries,

among others, in order to transfer them to the Arabic language in order to raise public awareness and general culture.

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
2024-2025/ fourth		Scientific translation	basic												

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

Course Description Form

1. Course Name:					
2. Course Code:					
3. Semester / Year:					
4. Description Preparation Date:					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Email:					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • • • 			
9. Teaching and Learning Strategies					
Strategy	Paying attention to educating students and directing them towards paying attention to the latest developments in scientific research and medical and scientific discoveries, among others, in order to transfer them into Arabic language in order to raise public awareness and general culture.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

11. Course Evaluation					
1. Daily p					
12. Learning and Teaching Resources					
2. Performing class and homework					
Required textbooks (curricular books, if any)			3. S		
Main references (sources)			4. Semester ex		
Recommended books and references (scientific journals, reports...)			5. Final exam		
Electronic References, Websites					



**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.

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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
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 1		Learning Outcomes Statement 1		
Skills				
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Ethics				
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

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

1. Course Name: French language					
2. Course Code: A N S 3 2 7					
3. Semester / Year: Annual					
4. Description Preparation Date: 27/1/2025					
5. Available Attendance Forms: Mandatory					
6. Number of Credit Hours (Total) / Number of Units (Total) 32 hours					
7. Course administrator's name (mention all, if more than one name) Khaldoon Atta Smyan kaldsmyan@tu.edu.iq					
8. Course Objectives					
Course Objectives Teaching the student the basics and principles of the French language from scratch until he is able to understand and speak at an acceptable level, correct pronunciation and understanding, in addition to learning common vocabulary with the English language that helps him understand the French language more, in addition to getting to know a new language and a new culture that will greatly help him in the future to be a successful translator due to the great overlap between the two languages.					<ul style="list-style-type: none"> • • •
9. Teaching and Learning Strategies					
Strategy	1- Giving lectures through explanation, clarification, and discussion. 2- The student should discuss the importance of learning about the cultures of countries. 3- Encouraging the student to visit and use the library and learn about books related to the subject of the scientific material, as it is one of the means of learning.				
10. Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method

1.	1	Introduction to the French language and how it presents.		Theoretical	Oral Tests
2.	1			Theoretical	Oral Tests
3.	1	The alphabets in French and the way they speak them.		Practical	Oral Tests
4.	1			Practical	Written Tests
5.	1	Verb to be (etre) How to use verb to be (etre) and examples.		Theoretical and Practical	Oral Tests and Written Tests
6.		Weekdays in French. Numbers from 1 to 10.		Theoretical and Practical	Oral Tests and Oral Tests
7.	1	Important vocabulary in French.		Theoretical and Practical	Oral Tests and Written Tests
8.	1	The possessive Review of the use of the possessives.		Theoretical and Practical	Oral Tests and Oral Tests
9.	1			Theoretical and Practical	Oral Tests and Oral Tests
10.	1	Completing the use of verb to be (etre) and possession in useful sentences.		Practical and Practical	Oral Tests and Oral Tests
11.	1			Theoretical and Practical	Oral Tests and Oral Tests
12.	1	Applications to use vocabulary and verbs in sentences.		Theoretical and Practical	Oral Tests and Oral Tests
13.	1			Theoretical and Practical	Oral Tests and Written Tests
14.		Colors in French, Numbers from 11-20.		Theoretical and Practical	Oral Tests and Oral Tests
15.	1	Correct pronunciation and sentencing exercises.		Theoretical and Practical	Oral Tests and Oral Tests
16.	1			Theoretical and Practical	Oral Tests and Written Tests
17	1	Speech training through application Personal.		Theoretical and Practical	Oral Tests and Oral Tests
18		Months of the year and four classes,		Theoretical and Practical	Oral Tests and Oral Tests
19	1	Numbers from 20 to 60.		Theoretical and Practical	Oral Tests and Written Tests
20		Examination in Material		Theoretical and Practical	Oral Tests and Oral Tests
21	1			Theoretical and Practical	Oral Tests and Oral Tests
22		Opposite vocabulary in French.			Oral Tests and Oral Tests
23	1				Oral Tests and Written Tests
24		Using hazing in useful			
25	1				
26					

27		sentences,			Tests Oral Tests
28	1	Numbers from 60 to 100.			
29		Deny the sentence in French.			
30	1	Types of sentences in French.			
31		How to ask in French and its types.			
32	1	Examination.			
	1	Time and Hours			
	1	Time, date and date of birth.			
	1	Vocabulary and expressions of the target's culture and language.			
	1	Hearing and Understanding .			
	1	Training			
	1	Personal application for every French student.			
	1	Training students to use words and sentences according to the right context.			
	1	Body Parts Vocabulary.			
	1	Connecting materials with preaching in speech and understanding.			
	1	Review of the whole article.			
	1	Final Examination.			
	1				
	1				

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

Mauger 1 + TotemeA1

Recommended books and references

Totem: Livre De L'eleve A1 + Dvd-rom +

Manuel Numerique Simple



**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

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Academic Program Description Form

University Name: University of Tikrit

Faculty/Institute: College of Arts

Scientific Department: Department of Translation

Academic or Professional Program Name: Translation into Arabic

Final Certificate Name: B.A. of Translation

Academic System: Yearly system

Description Preparation Date: 2nd FEB2025

File Completion Date: 2nd FEB2025

Name: Israa Ali Hussein

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:				
Preparing graduates specialized in translation in general and visual translation in particular and developing their translation skills.				
2. Program Mission				
Developing students' abilities and raising their academic levels in the field of translation.				
3. Program Objectives				
Developing students' skills in visual translation and enabling them to translate various texts that focus on current events and developing their linguistic skills to memorize vocabulary in all fields that broaden their horizons.				
4. Program Accreditation				
This program is considered very important and its outputs play an important role at the level of the government and private sectors.				
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	
Third Level	SI	Translation into Arabic	theoretical	practical

8. Expected learning outcomes of the program

- Broad knowledge of the types of visual translation and its strategies.
- Understanding the correct steps in visual translation
- Emphasizing accurate understanding of the text before starting the translation
- Good knowledge of the two languages and the different cultures of the participants in the dialogue.
- 5- Knowing the types of reading skills in visual translation

Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5
Skills	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

The process of teaching visual translation relies on strategies specific to teaching visual translation that help to gradually develop students' skills.

10. Evaluation methods

Students' performance is evaluated through monthly and daily exams.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Prof. Dr.	Linguistics and Translation	Sight Translation				

Professional Development
Mentoring new faculty members
Introducing new members to the method of teaching this type of translation and informing them of its strategies.
Professional development of faculty members
Follow the latest research in the field of sight translation

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
Research published on websites.

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
Third	SI	Translation into Arabic		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Course Description Form

1. Course Name: Sight Translation					
2. Course Code: SiT					
3. Semester / Year:					
Yearly					
4. Description Preparation Date:					
2 nd FEB2025					
5. Available Attendance Forms:.					
Physically					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Two hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Assistant Prof. Dr. Gailan Mahmoud Hussein Email: gailan83@tu.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> Developing students' ability to translate visually Informing them of the most important strategies used in translation Developing their skills in managing different texts during the translation process 			
9. Teaching and Learning Strategies					
Strategy		There are special strategies for this type of translation to develop students' skills because it depends on reading and speaking skills.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One	Two hours	Knowing the basics of Translation	Translation	Practicing	Exams

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11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student s

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



**Ministry of Higher Education and Scientific Research Scientific
Supervision and Scientific Evaluation Apparatus Directorate of
Quality Assurance and Academic Accreditation Accreditation
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2024

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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

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	Learning Outcomes Statement 1
---------------------	-------------------------------

Skills

Learning Outcomes 2	Learning Outcomes Statement 2
---------------------	-------------------------------

Learning Outcomes 3	Learning Outcomes Statement 3
---------------------	-------------------------------

Ethics

Learning Outcomes 4	Learning Outcomes Statement 4
---------------------	-------------------------------

Learning Outcomes 5	Learning Outcomes Statement 5
---------------------	-------------------------------

11. Teaching and Learning Strategies

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

12. 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

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

1. Course Name: French language					
2. Course Code: A N S 3 2 7					
3. Semester / Year: Annual					
4. Description Preparation Date: 27/1/2025					
5. Available Attendance Forms: Mandatory					
6. Number of Credit Hours (Total) / Number of Units (Total)					
32 hours					
7. Course administrator's name (mention all, if more than one name)					
Khaldoon Atta Smyan kaldsmyan@tu.edu.iq					
8. Course Objectives					
.....					
Course Objectives Teaching the student the basics and principles of the French language from scratch until he is able to understand and speak at an acceptable level, correct pronunciation and understanding, in addition to learning common vocabulary with the English language that helps him understand the French language more, in addition to getting to know a new language and a new culture that will greatly help him in the future to be a successful translator due to the great overlap between the two languages.					<ul style="list-style-type: none"> • • •
9. Teaching and Learning Strategies					
Strategy	1- Giving lectures through explanation, clarification, and discussion. 2- The student should discuss the importance of learning about the cultures of countries. 3- Encouraging the student to visit and use the library and learn about books related to the subject of the scientific material, as it is one of the means of learning.				
10. Course Structure					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method

1.	1	Introduction to the French language and how it presents.		Theoretical	Oral Tests
2.	1			Theoretical	Oral Tests
3.	1	The alphabets in French and the way they speak them.		Practical	Oral Tests
4.	1			Practical	Written Tests
5.	1	Verb to be (etre) How to use verb to be (etre) and examples.		Theoretical and Practical	Oral Tests and Written Tests
6.		Weekdays in French. Numbers from 1 to 10.		Theoretical and Practical	Oral Tests and Oral Tests
7.	1	Important vocabulary in French.		Theoretical and Practical	Oral Tests and Written Tests
8.	1	The possessive Review of the use of the possessives.		Theoretical and Practical	Oral Tests and Oral Tests
9.	1			Theoretical and Practical	Oral Tests and Oral Tests
10.	1	Completing the use of verb to be (etre) and possession in useful sentences.		Practical and Practical	Oral Tests and Oral Tests
11.	1			Theoretical and Practical	Oral Tests and Oral Tests
12.	1	Applications to use vocabulary and verbs in sentences.		Theoretical and Practical	Oral Tests and Oral Tests
13.	1			Theoretical and Practical	Oral Tests and Written Tests
14.		Colors in French, Numbers from 11-20.		Theoretical and Practical	Oral Tests and Oral Tests
15.	1	Correct pronunciation and sentencing exercises.		Theoretical and Practical	Oral Tests and Oral Tests
16.	1			Theoretical and Practical	Oral Tests and Written Tests
17	1	Speech training through application Personal.		Theoretical and Practical	Oral Tests and Oral Tests
18		Months of the year and four classes,		Theoretical and Practical	Oral Tests and Oral Tests
19	1	Numbers from 20 to 60.		Theoretical and Practical	Oral Tests and Written Tests
20		Examination in Material		Theoretical and Practical	Oral Tests and Oral Tests
21	1			Theoretical and Practical	Oral Tests and Oral Tests
22		Opposite vocabulary in French.			Oral Tests and Oral Tests
23	1				Oral Tests and Written Tests
24		Using hazing in useful			
25	1				
26					

27		sentences,			Tests Oral Tests
28	1	Numbers from 60 to 100.			
29		Deny the sentence in French.			
30	1	Types of sentences in French.			
31		How to ask in French and its types.			
32	1	Examination.			
	1	Time and Hours			
	1	Time, date and date of birth.			
	1	Vocabulary and expressions of the target's culture and language.			
	1	Hearing and Understanding .			
	1	Training			
	1	Personal application for every French student.			
	1	Training students to use words and sentences according to the right context.			
	1	Body Parts Vocabulary.			
	1	Connecting materials with preaching in speech and understanding.			
	1	Review of the whole article.			
	1	Final Examination.			
	1				
	1				

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources, daily oral, monthly, or written exams, reports					
Required textbooks (curricular books, if any)					
Main references (sources)					
Mauger 1 + Toteme A1					
Recommended books and references					

Totem: Livre De L'eleve A1 + Dvd-rom +

Manuel Numerique Simple

Academic Program and Course

2024

Introduction:

The educational program is a coordinated and organized package of courses that include procedures and experiences organized in the form of academic vocabulary whose main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire for students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone in obtaining program accreditation and is written jointly by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments 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 description of the academic program circulated according to the letter of the Department of Studies T 3/2906 on

3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

In this regard, we can only emphasize the importance of writing a description of academic programs and courses to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The description of the academic program 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 student to achieve, proving whether he has made the most of the available learning opportunities. It is derived from the description of the program.

Program Vision: An ambitious picture for the future of the academic program to be a sophisticated, inspiring, stimulating, realistic and applicable program.

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 (semester, yearly, Bologna track) whether it is a requirement (ministry, university, college and scientific department) with the number of study units.

Learning Outcomes: **A** compatible set of knowledge, skills and values acquired by the student 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 member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:Tikrit

Faculty/Institute:Etiquette.....

Scientific Department:Translation.....

Academic or Professional Program Name: Translation software. .

Final Certificate Name:..... Bachelor of Translation

Academic System: Semester / Yearly / Bologna Track

Description Date: 9/9/2024

File filling date: 19/9/2024

Signature :

Scientific Associate

Name:

Signature :

Scientific Associate

Name:

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division:

Date

Signature

Approval of the Dean

1. Program Vision
To be an important program in the field of translation at the local and international

levels, producing distinguished translators capable of meeting the needs of the labor market in various fields of translation.

2. Program Mission

Preparing scientifically and practically qualified translators in various fields of translation (translation, interpretation, audiovisual translation) by providing a stimulating learning environment and intensive practical training, with a focus on developing students' language and cultural skills.

3. Program Objectives

1. Providing students with the linguistic and cultural skills necessary for translation between Arabic and English.
2. Develop students' skills in translation, interpretation and audiovisual.
3. Enhance students' abilities to use modern translation tools and assistive technologies.
4. Preparing graduates who are able to work in various fields of translation, including literary, media and legal translation.
5. Promote scientific research in the field of translation by encouraging students to participate in research and projects related to translation.

4. Program Accreditation

Program accreditation details are mentioned if the program is accredited by certain bodies

5. Other external influences

Any external influences that may affect the program, such as labor market

requirements or technological developments in the field of translation, are mentioned

6. Program Structure				
Reviews*	Percentage	Unit of study	Number of Courses	Program Structure
				Requirements of the institution
				College Requirements
				Department Requirements
				Summer Training
				Other

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

7. Program Description				
Credit Hours		Course Name	Course or Course Code	Year/Level
fundamental	2	Simultaneous Interpretation		Fourth Year

8. Expected learning outcomes of the program	
Knowledge	
	<ol style="list-style-type: none"> 1. Understand simultaneous interpretation and its different types and styles. 2. Good command of Arabic and English languages and their cultures.

Skills	
	1. The ability to translate between Arabic and English accurately and professionally.
	2. Use modern translation tools and assistive technologies.
Values	
	1. Commitment to the ethics of the translation profession.
	2. Respect for cultural and linguistic diversity.

9. Teaching and Learning Strategies
<ol style="list-style-type: none"> 1. Theoretical lessons. 2. Practical training through workshops, field training and the use of laboratories. 3. The use of modern means in education such as computer translation programs.

10. Evaluation methods
<ol style="list-style-type: none"> 1. Theoretical and practical tests. 2. Research and practical projects. 3. Continuous assessment through participation in class and extra-curricular activities.

11. Faculty
Faculty Members

Preparation of the teaching staff		Special Requirements/Skills (if applicable)		Specialization		Academic Rank
lecturer	angel			special	year	
	permanent			Linguistics and Translation	English language	professor

Professional Development
Mentoring new faculty members
Professional development of faculty members

12. Acceptance Criterion
Program admission criteria are stated, such as the required high school GPA or entrance tests

13. The most important sources of information about the program
<ol style="list-style-type: none"> 1. Websites specialized in translation. 2. Periodicals and scientific journals in the field of translation. 3. Books of different topics

14. Program Development Plan

1. Updating courses periodically to keep pace with developments in the field of translation.
2. Holding workshops and training courses for faculty members.
3. Strengthening cooperation with local and international university and non-university institutions in the field of translation.

Program Skills Outline

Learning outcomes required from the program													Basic or optional	Course Name	Course Code	Year / Level
Values				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
												✓				
																2023-2024
	✓					✓				✓	✓	fundamental	Fourth translation			Fourth



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

Course Description Form

1. Course: Interpretation					
2. Course Code:					
3. Semester / Year: Annual					
4. The history of preparation of this description					
5. Available Forms of Attendance:					
6. Number of Credit Hours (Total) / Number of Units (Total): 2					
7. Name of the course administrator (if more than one name is mentioned) Prof. Ali Suleiman Azriji					
8. Course Objectives					
					Preparing qualified translators in the field interpretation
9. Teaching and Learning Strategies					
					Translation of different texts preceded some theoretical matters
10. Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week

11. Course Evaluation

--

12. Learning and Teaching Resources

No	Required textbooks (methodology, if any)
Some related books	Main references (sources)
Books of different topics	Recommended books and references (scientific journals, reports...)
Use topics for translation from Google as well as artificial intelligence	Electronic References, Websites



**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation
Accreditation Department**

Academic Program and Course

2024

Introduction:

The educational program is a coordinated and organized package of courses that include procedures and experiences organized in the form of academic vocabulary whose main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire for students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone in obtaining program accreditation and is written jointly by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments 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 description of the academic program circulated according to the letter of the Department of Studies T 3/2906 on

3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

In this regard, we can only emphasize the importance of writing a description of academic programs and courses to ensure the proper functioning of the educational process.

Concepts and terminology:

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Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available learning opportunities. It is derived from the description of the program.

Program Vision: An ambitious picture for the future of the academic program to be a sophisticated, inspiring, stimulating, realistic and applicable program.

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 (semester, yearly, Bologna track) whether it is a requirement (ministry, university, college and scientific department) with the number of study units.

Learning Outcomes: **A** compatible set of knowledge, skills and values acquired by the student 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 member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:Tikrit

Faculty/Institute:College of Arts.....

Scientific Department:Translation.....

Academic or Professional Program Name: Translation software. .

Final Certificate Name:..... Bachelor of Translation

Academic System: / Yearly

Description Preparation Date: 1/9/2024

File filling date: 10/9/2024

Signature :

Scientific Associate

Name:

Signature :

Scientific Associate

Name:

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division:

Date

Signature

Approval of the Dean

15. Program Vision
To be a leading program in the field of translation at the local and regional levels,

producing distinguished translators capable of meeting the needs of the labor market in various fields of translation.

16. Program Mission

Preparing scientifically and practically qualified translators in various fields of translation (translation, interpretation, audiovisual translation) by providing a stimulating learning environment and intensive practical training, with a focus on developing students' language and cultural skills.

17. Program Objectives

6. Providing students with the linguistic and cultural skills necessary for translation between Arabic and English.
7. Develop students' skills in translation, interpretation and audiovisual.
8. Enhance students' abilities to use modern translation tools and assistive technologies.
9. Preparing graduates who are able to work in various fields of translation, including literary, media and legal translation.
10. Promote scientific research in the field of translation by encouraging students to participate in research and projects related to translation.

18. Program Accreditation

Program accreditation details are mentioned if the program is accredited by certain bodies

19. Other external influences

Any external influences that may affect the program, such as labor market

requirements or technological developments in the field of translation, are mentioned

20. Program Structure				
Reviews*	Percentage	Unit of study	Number of Courses	Program Structure
				Requirements of the institution
				College Requirements
				Department Requirements
				Summer Training
				Other

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

21. Program Description				
Credit Hours		Course Name	Course or Course Code	Year/Level
fundamental	2	Semantics	TR101	4th Year

22. Expected learning outcomes of the program	
Knowledge	
	<p>1- The study of Semantics increases students' understanding and awareness of word meaning, sentence relationships, and discourse and context.</p> <p>2- It also enables students to create and improve their Semantics maps which are webs of words visually display the meaning-based connections between words or phrase and a set of related words or concepts.</p> <p>3- Can lead to better verbal and written communication, as students learn to articulate their thoughts more clearly and effectively.</p>

Skills	
	<p>1- Increases students' understanding and awareness of word meaning, sentence relationships, discourse and context.</p> <p>2-Can lead to better verbal and written communication, as students learn to articulate their thoughts more clearly and effectively.</p> <p>3- Integrating technology and digital resources (like online corpora, semantic analysis tools, and multimedia presentations) to enhance the learning experience.</p> <p>4- Promoting critical thinking and analytical skills through problem-solving exercises, encouraging students to explore semantics in real-world contexts.</p>
Values	
	<p>1- Ability to analyze language data, identifying and explaining semantic phenomena such as ambiguity, polysemy, and figurative language.</p> <p>2- Respect for cultural and linguistic diversity.</p>

23. Teaching and Learning Strategies

4. Theoretical lectures.
5. Practical training through workshops and field training.
6. The use of technological means in education, such as YouTube, power points, and Google Classroom to create quizzes, flashcards
7. Group discussions and presentations.
8. Integrating platforms like Instagram to share marks and PowerPoint slides and any questions

24. Evaluation methods

4. Theoretical and practical tests.
5. Research and practical projects.
6. Continuous assessment through participation in class and extra-curricular activities.

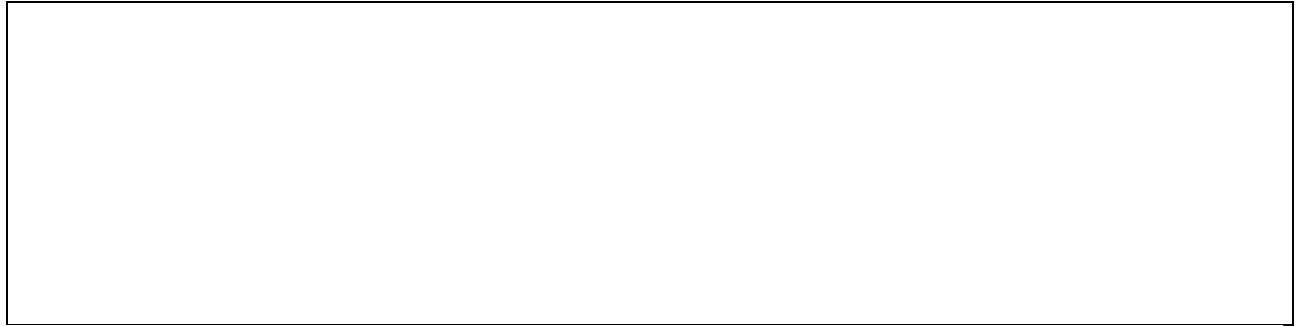
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25. Faculty						
Faculty Members						
Preparation of the teaching staff		Special Requirements/Skills (if applicable)		Specialization		Academic Rank
lecturer	angel			special	year	
	permanent			Linguistic s	2007	

Professional Development
Mentoring new faculty members
Professional development of faculty members

26. Acceptance Criterion
Program admission criteria are stated, such as the required high school GPA or entrance tests

27. The most important sources of information about the program
<p>4. The college and university website.</p> <p>5. Official textbooks approved by the Ministry of Higher Education and Scientific Research.</p>



28. Program Development Plan

4. Updating courses periodically to keep pace with developments in the field of translation.
5. Holding workshops and training courses for faculty members.
6. Strengthening cooperation with local and international institutions in the field of translation.

Program Skills Outline

Learning outcomes required from the program

Values	Skills	Knowledge	Basic or	Course	Course	Year/Level
---------------	---------------	------------------	-----------------	---------------	---------------	-------------------

C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1	optional	Name	Code	
											✓				2023-2024
	✓					✓				✓	✓	fundamental	Semantics	L\S	
															The 4th

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

Course Description Form

13. Course: English Poetry					
14. Course Code:					
15. Semester/Year: Annual					
16. The history of preparation of this description					
17. Available Forms of Attendance:					
18. Number of Credit Hours (Total) / Number of Units (Total):					
19. Course administrator's name (if more than one name)					
20. Course Objectives					
21. Teaching and Learning Strategies					
22. Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
Lecture	Oral exams	Introduction to theories of the origins of language		6	1
Practical	Oral exams			6	2
Lecture	Oral exams			6	3
Practical	Oral exams	Chomsky's theory		6	4
Practical	Oral exams	Exercises to expand long-term memory		6	5
Practical	Written exams			6	6
Lecture	Oral exams	Human and animal language		6	7
	Oral & written			6	8

Practical	exams	Exercises and		6	9
Lecture	Oral exams	solving chapter questions		6	10
Practical	Oral exams	Monthly Exam		6	11
Practical	Written exams	Phonology		6	12
Lecture	Oral exams	Exercises from the end of the chapter		6	13
Practical	Oral exams	Etymology		6	14
Lecture	Oral exams	Exercises		6	15
Practical	Oral exams	Final exam		6	16
Lecture	Written exams	Sound Patterns		6	17
Practical		Exercises on extended chapter		6	18
Lecture		Acquisition of the mother tongue		6	19
Practical		Exercises		6	20
Lecture		Final exam		6	21
Practical		Second language acquisition		6	22
Lecture		Exercises		6	23
Practical		Pragmatics		6	24
Lecture		Exercises		6	25
Practical		Final Exam		6	26
Lecture		Language and the Brain		6	27
Practical		Exercises		6	28
Lecture		English Grammar		6	29
Practical		Exercises		6	30
Lecture		Final Exam		6	31
Practical		Morphology		6	32
Lecture		Exercises		6	33
Practical		Syntax		6	34
Lecture		Exercises		6	35
Practical		Review		6	36
Lecture		Final exam		6	37

23. Course Evaluation

24. Learning and Teaching Resources

	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites



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Scientific Supervision and Evaluation Authority
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2024

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University Name:Tikrit

Faculty/Institute:College of Arts.....

Scientific Department:Translation.....

Academic or Professional Program Name: Translation software. .

Final Certificate Name:..... Bachelor of Translation

Academic System: / Yearly

Description Preparation Date: 1/9/2024

File filling date: 10/9/2024

Signature :

Scientific Associate

Name:

Signature :

Scientific Associate

Name:

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division:

Date

Signature

Approval of the Dean

29. Program Vision
To be a leading program in the field of translation at the local and regional levels,

producing distinguished translators capable of meeting the needs of the labor market in various fields of translation.

30. Program Mission

Preparing scientifically and practically qualified translators in various fields of translation (translation, interpretation, audiovisual translation) by providing a stimulating learning environment and intensive practical training, with a focus on developing students' language and cultural skills.

31. Program Objectives

11. Providing students with the linguistic and cultural skills necessary for translation between Arabic and English.
12. Develop students' skills in translation, interpretation and audiovisual.
13. Enhance students' abilities to use modern translation tools and assistive technologies.
14. Preparing graduates who are able to work in various fields of translation, including literary, media and legal translation.
15. Promote scientific research in the field of translation by encouraging students to participate in research and projects related to translation.

32. Program Accreditation

Program accreditation details are mentioned if the program is accredited by certain bodies

33. Other external influences

Any external influences that may affect the program, such as labor market

requirements or technological developments in the field of translation, are mentioned

34. Program Structure				
Reviews*	Percentage	Unit of study	Number of Courses	Program Structure
				Requirements of the institution
				College Requirements
				Department Requirements
				Summer Training
				Other

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

35. Program Description				
Credit Hours		Course Name	Course or Course Code	Year/Level
fundamental	2	Semantics	TR101	4th Year

36. Expected learning outcomes of the program	
Knowledge	
	<p>1- The study of Semantics increases students' understanding and awareness of word meaning, sentence relationships, and discourse and context.</p> <p>2- It also enables students to create and improve their Semantics maps which are webs of words visually display the meaning-based connections between words or phrase and a set of related words or concepts.</p> <p>3- Can lead to better verbal and written communication, as students learn to articulate their thoughts more clearly and effectively.</p>

Skills	
	<p>1- Increases students' understanding and awareness of word meaning, sentence relationships, discourse and context.</p> <p>2-Can lead to better verbal and written communication, as students learn to articulate their thoughts more clearly and effectively.</p> <p>3- Integrating technology and digital resources (like online corpora, semantic analysis tools, and multimedia presentations) to enhance the learning experience.</p> <p>4- Promoting critical thinking and analytical skills through problem-solving exercises, encouraging students to explore semantics in real-world contexts.</p>
Values	
	<p>1- Ability to analyze language data, identifying and explaining semantic phenomena such as ambiguity, polysemy, and figurative language.</p> <p>2- Respect for cultural and linguistic diversity.</p>

37. Teaching and Learning Strategies

9. Theoretical lectures.
10. Practical training through workshops and field training.
11. The use of technological means in education, such as YouTube, power points, and Google Classroom to create quizzes, flashcards
12. Group discussions and presentations.
13. Integrating platforms like Instagram to share marks and PowerPoint slides and any questions

38. Evaluation methods

7. Theoretical and practical tests.
8. Research and practical projects.
9. Continuous assessment through participation in class and extra-curricular activities.

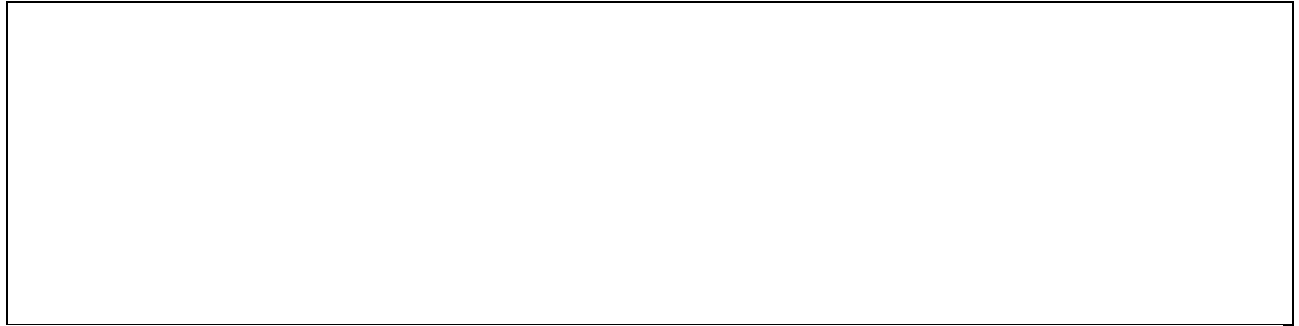
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39. Faculty						
Faculty Members						
Preparation of the teaching staff		Special Requirements/Skills (if applicable)		Specialization		Academic Rank
lecturer	angel			special	year	
	permanent			Linguistic s	2007	

Professional Development
Mentoring new faculty members
Professional development of faculty members

40. Acceptance Criterion
Program admission criteria are stated, such as the required high school GPA or entrance tests

41. The most important sources of information about the program
6. The college and university website. 7. Official textbooks approved by the Ministry of Higher Education and Scientific Research.



42. Program Development Plan

7. Updating courses periodically to keep pace with developments in the field of translation.
8. Holding workshops and training courses for faculty members.
9. Strengthening cooperation with local and international institutions in the field of translation.

Program Skills Outline

Learning outcomes required from the program

Values	Skills	Knowledge	Basic or	Course	Course	Year/Level
---------------	---------------	------------------	-----------------	---------------	---------------	-------------------

C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1	optional	Name	Code	
											✓				2023-2024
	✓					✓				✓	✓	fundamental	Semantics	L\S	
															The 4th

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

Course Description Form

25. Course: English Poetry					
26. Course Code:					
27. Semester/Year: Annual					
28. The history of preparation of this description					
29. Available Forms of Attendance:					
30. Number of Credit Hours (Total) / Number of Units (Total):					
31. Course administrator's name (if more than one name)					
32. Course Objectives					
33. Teaching and Learning Strategies					
34. Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
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Practical	Oral exams			6	2
Lecture	Oral exams			6	3
Lecture	Oral exams	Chomsky's theory		6	4
Practical	Oral exams	Exercises to expand long-term memory		6	5
Practical	Written exams		6	6	
Lecture	Oral exams	Human and		6	7
	Oral & written	animal language		6	8

Practical	exams	Exercises and	6	9
Lecture	Oral exams	solving chapter questions	6	10
Practical	Oral exams	Monthly Exam	6	11
Practical	Written exams	Phonology	6	12
Lecture	Oral exams	Exercises from the end of the chapter	6	13
Practical	Oral exams	Etymology	6	14
Lecture	Oral exams	Exercises	6	15
Practical	Oral exams	Final exam	6	16
Lecture	Written exams	Sound Patterns	6	17
Practical		Exercises on extended chapter	6	18
Lecture		Acquisition of the mother tongue	6	19
Practical		Exercises	6	20
Lecture		Final exam	6	21
Practical		Second language acquisition	6	22
Lecture		Exercises	6	23
Practical		Pragmatics	6	24
Lecture		Exercises	6	25
Practical		Final Exam	6	26
Lecture		Language and the Brain	6	27
Practical		Exercises	6	28
Lecture		English Grammar	6	29
Practical		Exercises	6	30
Lecture		Final Exam	6	31
Practical		Morphology	6	32
Lecture		Exercises	6	33
Practical		Syntax	6	34
Lecture		Exercises	6	35
Practical		Review	6	36
Lecture		Final exam	6	37

35. Course Evaluation

36. Learning and Teaching Resources

	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites



Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation
Accreditation Department

Academic Program and Course

2024



**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation
Accreditation Department**

Academic Program and Course

2024

Introduction:

The educational program is a coordinated and organized package of courses that include procedures and experiences organized in the form of academic vocabulary whose main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire for students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone in obtaining program accreditation and is written jointly by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments 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 description of the academic program circulated according to the letter of the Department of Studies T 3/2906 on

3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

In this regard, we can only emphasize the importance of writing a description of academic programs and courses to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The description of the academic program 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 student to achieve, proving whether he has made the most of the available learning opportunities. It is derived from the description of the program.

Program Vision: An ambitious picture for the future of the academic program to be a sophisticated, inspiring, stimulating, realistic and applicable program.

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 (semester, yearly, Bologna track) whether it is a requirement (ministry, university, college and scientific department) with the number of study units.

Learning Outcomes: **A** compatible set of knowledge, skills and values acquired by the student 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 member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:Tikrit

Faculty/Institute:College of Arts.....

Scientific Department:Translation.....

Academic or Professional Program Name: Translation software. .

Final Certificate Name:..... Bachelor of Translation

Academic System: / Yearly

Description Preparation Date: 1/9/2024

File filling date: 10/9/2024

Signature :

Scientific Associate

Name:

Signature :

Scientific Associate

Name:

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division:

Date

Signature

Approval of the Dean

43. Program Vision
To be a leading program in the field of translation at the local and regional levels,

producing distinguished translators capable of meeting the needs of the labor market in various fields of translation.

44. Program Mission

Preparing scientifically and practically qualified translators in various fields of translation (translation, interpretation, audiovisual translation) by providing a stimulating learning environment and intensive practical training, with a focus on developing students' language and cultural skills.

45. Program Objectives

16. Providing students with the linguistic and cultural skills necessary for translation between Arabic and English.
17. Develop students' skills in translation, interpretation and audiovisual.
18. Enhance students' abilities to use modern translation tools and assistive technologies.
19. Preparing graduates who are able to work in various fields of translation, including literary, media and legal translation.
20. Promote scientific research in the field of translation by encouraging students to participate in research and projects related to translation.

46. Program Accreditation

Program accreditation details are mentioned if the program is accredited by certain bodies

47. Other external influences

Any external influences that may affect the program, such as labor market

requirements or technological developments in the field of translation, are mentioned

48. Program Structure				
Reviews*	Percentage	Unit of study	Number of Courses	Program Structure
				Requirements of the institution
				College Requirements
				Department Requirements
				Summer Training
				Other

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

49. Program Description				
Credit Hours		Course Name	Course or Course Code	Year/Level
fundamental	3	Introduction to translation	TR101	First Year
fundamental	3	Audiovisual Translation	TR201	Third Year

50. Expected learning outcomes of the program	
Knowledge	
	3. Understand the different theories and methods of translation. 4. In-depth knowledge of Arabic and English languages and their cultures.
Skills	

	3. The ability to translate between Arabic and English accurately and professionally.
	4. Use modern translation tools and assistive technologies.
Values	
	3. Commitment to the ethics of the translation profession.
	4. Respect for cultural and linguistic diversity.

51. Teaching and Learning Strategies
<p>14. Theoretical lectures.</p> <p>15. Practical training through workshops and field training.</p> <p>16. The use of technological means in education, such as computer translation programs.</p> <p>17. Group discussions and presentations.</p>

52. Evaluation methods
<p>10. Theoretical and practical tests.</p> <p>11. Research and practical projects.</p> <p>12. Continuous assessment through participation in class and extra-curricular activities.</p>

53. Faculty
Faculty Members

Preparation of the teaching staff		Special Requirements/Skills (if applicable)		Specialization		Academic Rank
lecturer	angel			special	year	
	permanent			Translatio n	English languag e	Assistant Professor

Professional Development
Mentoring new faculty members
Professional development of faculty members

54. Acceptance Criterion
Program admission criteria are stated, such as the required high school GPA or entrance tests

55. The most important sources of information about the program
<p>8. Textbooks in the field of translation.</p> <p>9. Websites specialized in translation.</p> <p>10. Periodicals and scientific journals in the field of translation.</p>

56. Program Development Plan

10. Updating courses periodically to keep pace with developments in the field of translation.
11. Holding workshops and training courses for faculty members.
12. Strengthening cooperation with local and international institutions in the field of translation.

Program Skills Outline

Learning outcomes required from the program												Basic or optional	Course Name	Course Code	Year/Level
Values				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
											✓				2023-2024
	✓					✓				✓	✓	fundamental	Introduction to translation	TR101	
	✓					✓				✓		fundamental	Audiovisual Translation	TR201	Third

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

Course Description Form

37. Course: English Poetry					
38. Course Code:					
39. Semester/Year: Annual					
40. The history of preparation of this description					
41. Available Forms of Attendance:					
42. Number of Credit Hours (Total) / Number of Units (Total):					
43. Course administrator's name (if more than one name)					
44. Course Objectives					
45. Teaching and Learning Strategies					
46. Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
47. Course Evaluation					

48. Learning and Teaching Resources	
	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended books and references (scientific journals, reports...)
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Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation
Accreditation Department

Academic Program and Course

2024

Introduction:

The educational program is a coordinated and organized package of courses that include procedures and experiences organized in the form of academic vocabulary whose main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire for students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone in obtaining program accreditation and is written jointly by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments 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 description of the academic program circulated according to the letter of the Department of Studies T 3/2906 on

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In this regard, we can only emphasize the importance of writing a description of academic programs and courses to ensure the proper functioning of the educational process.

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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 (semester, yearly, Bologna track) whether it is a requirement (ministry, university, college and scientific department) with the number of study units.

Learning Outcomes: **A** compatible set of knowledge, skills and values acquired by the student 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 member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:Tikrit

Faculty/Institute:College of Arts.....

Scientific Department:Translation.....

Academic or Professional Program Name: Translation software. .

Final Certificate Name:..... Bachelor of Translation

Academic System: / Yearly

Description Preparation Date: 1/9/2024

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Signature :

Scientific Associate

Name:

Signature :

Scientific Associate

Name:

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division:

Date

Signature

Approval of the Dean

57. Program Vision
To be a leading program in the field of translation at the local and regional levels,

producing distinguished translators capable of meeting the needs of the labor market in various fields of translation.

58. Program Mission

Preparing scientifically and practically qualified translators in various fields of translation (translation, interpretation, audiovisual translation) by providing a stimulating learning environment and intensive practical training, with a focus on developing students' language and cultural skills.

59. Program Objectives

21. Providing students with the linguistic and cultural skills necessary for translation between Arabic and English.
22. Develop students' skills in translation, interpretation and audiovisual.
23. Enhance students' abilities to use modern translation tools and assistive technologies.
24. Preparing graduates who are able to work in various fields of translation, including literary, media and legal translation.
25. Promote scientific research in the field of translation by encouraging students to participate in research and projects related to translation.

60. Program Accreditation

Program accreditation details are mentioned if the program is accredited by certain bodies

61. Other external influences

Any external influences that may affect the program, such as labor market

requirements or technological developments in the field of translation, are mentioned

62. Program Structure				
Reviews*	Percentage	Unit of study	Number of Courses	Program Structure
				Requirements of the institution
				College Requirements
				Department Requirements
				Summer Training
				Other

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

63. Program Description				
Credit Hours		Course Name	Course or Course Code	Year/Level
fundamental	3	Introduction to translation	TR101	First Year
fundamental	3	Audiovisual Translation	TR201	Third Year

64. Expected learning outcomes of the program	
Knowledge	
	5. Understand the different theories and methods of translation. 6. In-depth knowledge of Arabic and English languages and their cultures.
Skills	

	5. The ability to translate between Arabic and English accurately and professionally.
	6. Use modern translation tools and assistive technologies.
Values	
	5. Commitment to the ethics of the translation profession.
	6. Respect for cultural and linguistic diversity.

65. Teaching and Learning Strategies
<p>18. Theoretical lectures.</p> <p>19. Practical training through workshops and field training.</p> <p>20. The use of technological means in education, such as computer translation programs.</p> <p>21. Group discussions and presentations.</p>

66. Evaluation methods
<p>13. Theoretical and practical tests.</p> <p>14. Research and practical projects.</p> <p>15. Continuous assessment through participation in class and extra-curricular activities.</p>

67. Faculty
Faculty Members

Preparation of the teaching staff		Special Requirements/Skills (if applicable)		Specialization		Academic Rank
lecturer	angel			special	year	
	permanent			Translatio n	English languag e	Assistant Professor

Professional Development
Mentoring new faculty members
Professional development of faculty members

68. Acceptance Criterion
Program admission criteria are stated, such as the required high school GPA or entrance tests

69. The most important sources of information about the program
<ul style="list-style-type: none"> 11. Textbooks in the field of translation. 12. Websites specialized in translation. 13. Periodicals and scientific journals in the field of translation.

70. Program Development Plan

13. Updating courses periodically to keep pace with developments in the field of translation.
14. Holding workshops and training courses for faculty members.
15. Strengthening cooperation with local and international institutions in the field of translation.

Program Skills Outline

Learning outcomes required from the program												Basic or optional	Course Name	Course Code	Year/Level
Values				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
											✓				2023-2024
	✓					✓				✓	✓	fundamental	Introduction to translation	TR101	The first
	✓					✓				✓		fundamental	Audiovisual Translation	TR201	Third

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

Course Description Form

49. Course: English Poetry					
50. Course Code:					
51. Semester/Year: Annual					
52. The history of preparation of this description					
53. Available Forms of Attendance:					
54. Number of Credit Hours (Total) / Number of Units (Total):					
55. Course administrator's name (if more than one name)					
56. Course Objectives					
57. Teaching and Learning Strategies					
58. Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
59. Course Evaluation					

60. Learning and Teaching Resources	
	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation**

Academic Program Description Form for Colleges and Institutes

University: Tikrit
College/Institute: College of Arts
Department: Translation
Name: Ziyad Ahmed Dahaam Abed
File Completion Date: 29/1/2025

Signatures:

- **Department Head:** Lecturer: Foad Adil Khalaf (29/1/2025)
- **Scientific Assistant:** Prof. Dr. Nizar Fadel Hussein (29/1/2025)

File reviewed by
Quality Assurance and University Performance Division
Name of Head of the Quality Assurance Division:
Date:
Signature:

Dean's Endorsement

Program Description

This program description provides a concise summary of the main characteristics of the program and the expected learning outcomes students are required to achieve. It demonstrates whether students have maximized the opportunities available to them. It is accompanied by a description of each course in the program.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Name of Academic or Professional Program:** Bachelor
- **Final Degree Name:** Bachelor of Arts in Translation
- **Study System:** Yearly
- **Accreditation Program:** Iraqi Universities Union
- **Other External Influences:** Iraqi Universities / House of Wisdom
- **Date of Program Description Preparation:** 29/1/2025

Program Objectives

Department Vision:

The department strives to excel among similar departments in faculties of arts at various universities by offering an educational program that adopts a rigorous and modern scientific research approach in translation and advanced teaching methods. Utilizing modern technologies, the program aims to prepare a new generation of graduates who are proficient in their specialization and capable of playing a pivotal role in achieving academic leadership and applying it to the development of Iraqi society.

Department Mission:

1. Provide students with distinguished educational expertise.
2. Prepare highly competent graduates to meet the labor market needs.
3. Conduct outstanding research in the field of translation studies and direct scientific research to serve and uplift society.
4. Enhance creativity and critical thinking among students.
5. Meet societal needs in the fields of education, research, media, and culture.

Strategic Objectives of the Department:

1. Improve the educational process and develop programs and curricula in line with scientific advancements.
2. Excel in scientific research, support it, and direct it to serve the community.
3. Prepare specialists in the knowledge fields related to translation.
4. Encourage students to think critically, analytically, and cultivate knowledge, good citizenship, and self-development.
5. Ensure sustainable professional development for the teaching staff.
6. Promote cultural and scientific exchange with similar departments locally and internationally.
7. Provide consultancy and research services related to translation to departments and local community institutions.

Program Outcomes, Teaching, and Evaluation Methods

A. Knowledge Objectives

A1- **Memorization:** Focus on recalling facts and describing them (e.g., describe, name, identify, list).

A2- **Understanding:** The ability to understand the material and express it in one's own words.

A3- **Application:** Applying learned concepts to everyday life as a spiritual and practical life methodology (e.g., apply, use, produce).

A4- **Analysis:** Breaking down the material into its core components through the gradual presentation of ideas and analysis (e.g., analyze, prove, compare, differentiate, conclude).

A5- **Synthesis:** Reaching an advanced stage where students can integrate and link concepts, creating new, comprehensive structures (e.g., combine, plan, gather, organize, suggest).

A6- **Evaluation:** Making judgments about the material based on internal or external criteria (e.g., critique, discuss, assess, support opinions with evidence).

B. Program-Specific Skills

B1- **Preparation:** Readiness for specific tasks.

B2- **Response:** Directed, mechanical, or complex responses.

B3- **Organization and Innovation:** Creativity and organizing new motor skills.

Teaching and Learning Methods:

- Lectures
- Discussions
- Seminars
- Specialized training courses

Assessment Methods:

1. Oral questioning
2. Written exams
3. Daily participation
4. Completing reports and daily assignments

C. Affective and Value Objectives

C1- **Reception and Acceptance:** Examples of actions that can be used at the reception level: (e.g., pay attention, ask, listen, follow, recognize, choose, answer).

C2- **Response:** Examples of actions that can be used at the response level: (e.g., answer, agree, feel, decide, assist, discuss, listen, participate).

C3- **Valuation:** Examples of actions that can be used at the valuation level: (e.g., initiate, highlight, act,

suggest, practice, follow, appreciate, participate).

C4- **Value Organization:** Examples of actions that can be used at the value organization level: (e.g., organize, correct, combine, rank).

Teaching and Learning Methods:

1. Lectures (explanation and clarification, discussion).
2. Use of technological teaching aids such as educational films and electronic lectures.
3. Self-learning through a student-centered learning environment.
4. Encouraging students to use the library as a learning tool.

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
-

D. General and Transferable Skills

D1- Leadership and effective communication skills.

D2- Emphasizing the student's understanding of translation in all its academic disciplines in line with the department's vision and objectives.

D3- Data management and IT skills relevant to translation.

D4- Enhancing the student's abilities by focusing on external factors that aid self-development in translation.

Teaching and Learning Methods:

- Lectures
- Use of technological teaching aids
- Self-learning methods
- Encouraging the use of the library

Assessment Methods:

1. Oral questioning
 2. Written exams
 3. Daily participation
 4. Completing reports and daily assignments
 5. Translating articles or novels
-

Program Structure

Stage One

- **Grammar:** 4 credits
- **French Language:** 2 credits
- **Spanish Language:** 2 credits
- **Essay Writing:** 2 credits
- **Comprehension:** 2 credits
- **Human Rights:** 2 credits
- **Computer Science:** 2 credits
- **Phonetics:** 6 credits
- **Introduction to Translation:** 4 credits

Stage Two

- **Literary Texts:** 4 credits
- **Translation into Arabic:** 4 credits
- **French Language:** 2 credits
- **Grammar:** 6 credits
- **Visual Translation:** 6 credits
- **Spanish Language:** 2 credits
- **Novel:** 4 credits
- **Translation into English:** 4 credits
- **Conversation:** 4 credits
- **Arabic Language:** 2 credits

Stage Three

- **French Language:** 2 credits
- **Comparative Grammar:** 6 credits
- **Translation into English:** 4 credits
- **Drama:** 2 credits
- **Linguistics:** 6 credits
- **Consecutive Translation:** 6 credits
- **Translation into Arabic:** 4 credits
- **Administrative and Commercial Translation:** 4 credits
- **Arabic Language:** 2 credits
- **Research Methods:** 2 credits

Stage Four

- **Scientific Translation:** 2 credits
- **Simultaneous Interpretation:** 6 credits
- **Grammar:** 4 credits
- **Semantics:** 4 credits

- **Literary Translation:** 2 credits
 - **Media Translation:** 2 credits
 - **Legal Translation:** 4 credits
 - **Graduation Project:** 2 credits
 - **Arabic Language:** 2 credits
-

Personal Development Planning

- Offering advice and guidance to help students develop their skills, including teamwork, time management, and prioritization.
 - Fostering leadership and management abilities.
 - Instilling the principle of self-guidance and self-improvement.
 - Encouraging the development of the student's personality through role models in the faculty.
 - Promoting independence in work.
-

Admission Criteria

1. **Admission Criteria:** The department follows the centralized admission system regulated by the Ministry of Higher Education and Scientific Research's Directorate of Studies and Planning.
 2. **Selection Criteria:** The primary criterion for selecting students in the first academic year is their scientific qualification, typically with scores ranging between 60-65 in their respective subjects.
 3. **Requirements:** Applicants must submit a certified high school diploma (scientific or literary branch) from the Directorate of Education.
 4. **Medical Examination:** Applicants must undergo a medical test proving they are free from disabilities and illnesses.
-

Key Information Sources about the Program

1. The college and university website.
 2. Official textbooks approved by the Ministry of Higher Education and Scientific Research.
-

Curriculum Skills Framework

Please mark the boxes corresponding to the individual learning outcomes of the program that are subject to evaluation:

Year/Level	Course Code	Course Title	Core or Elective	Cognitive Goals	Program-Specific Skills	Affective and Value Goals	General and Transferable Skills (Employability and Personal Development)
				A1	A2	A3	A4

Course Description Model

Course Description

This course covers the main scientific procedures which are followed in the field of writing research papers. It includes the universal procedures pointed by the specialists who admit that both the MLA and the APA styles can be followed in the writing research papers under the fields of language studies.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Course Name/Code:** Methods of Research Writing
- **Available Attendance Forms:** Mandatory
- **Semester/Year:** Third
- **Total Study Hours:** 64
- **Date of Preparation:** 29/1/2025

Course Objectives

This course aims at clarifying the main procedures of writing scientific research papers in the profession of Translation. The procedures are the same of that followed in linguistics in order to build a scientific background for the students of Translation. Such a scientific background is useful for them in their future studies.

Learning Outcomes and Methods of Teaching and Assessment

A. Cognitive Goals

A1- **Memorization:** Focusing on remembering certain facts and being able to describe and identify them.

A2- **Understanding:** The students must understand the scientific material and express it in their own language and style.

A3- **Application:** Emphasizing what the student has learned from the material and applying it to daily life as a spiritual methodology.

A4- **Analysis:** Breaking the scientific material into its basic components through the gradual presentation of ideas and analysis.

A5- **Synthesis:** Reaching an advanced level where the student can understand and integrate concepts and present new comprehensive structures.

A6- **Evaluation:** Making judgments on the scientific material based on internal criteria, such as consistency or lack of contradiction, or external criteria.

B. Program-Specific Skills

B1- Preparation: It is important for the students to be acquainted with the main styles of writing research papers.

B2- Response: The student should have the ability to repeat what he/she has learnt from the previous lecture.

B3- Encouraging Students: The students are usually divided into groups to deal with the topic assigned to them, usually of a question-answer type.

B4- Report Writing: Each student is required to present a mini research paper at the end of the semester.

Teaching and Learning Methods

1. Lectures (explanation and clarification, discussion).
2. Encouraging students to engage in discussions on the importance of writing research papers.
3. Encouraging students to use the library and become familiar with relevant books as a learning tool.

Assessment Methods

1. Oral questioning.
2. Written exams.
3. Daily participation.
4. Completing reports and daily assignments.

C. Affective and Value Objectives

C1- Reception and Acceptance: The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to methods of writing.

C2- Response: The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration). The student finds joy in studying methods of research writing and expresses this interest scientifically.

C3- Valuation: The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of writing research papers .

C4- Value Organization: The learner feels that the subject and the scientific material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of the two styles of writing research papers, the MLA and the APA.

Teaching and Learning Methods

1. Lectures (explanation and clarification, discussion).
2. Encouraging students to engage with the cultures of various countries.
3. Encouraging students to visit and use the library and to explore books related to the scientific material as one of the learning tools.

Assessment Methods

1. Oral questioning.
2. Written exams.
3. Daily participation.
4. Completing reports and daily assignments.

D. General and Transferable Skills (Employability and Personal Development)

D1- Developing students' ability to deal with historical sources related to the scientific material.

D2- Developing students' ability to use the internet in ways that serve the scientific material.

D3- Developing students' ability to engage in dialogue and discussion about the scientific material.

D4- Developing students' understanding of the scientific material in a way that enhances their general culture and benefits the community.

Course Structure

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Introduction to the methods of writing research papers	Lecture	Explanation	
2	3	Learning the Conventions of Academic Writing	Lecture	Explanation	
3	3	Understanding Plagiarism	Lecture	Explanation	
4	3	Research Assignment	Lecture	Written Ex.	
5	3	Understanding the Terminology	Lecture	Explanation	
6	3	Applications on agricultural issues	Lecture	Explanation	
7	3	Establishing a Research Schedule	Lecture	Explanation	
8	3	Relating Your Personal Ideas to a Scholarly Problem	Lecture	Explanation	
9	3	Scholarly Topics	Practical	Explanation	
10	3	Speculating about Your Subject Talking with Others to Refine the Topic	Lecture	Explanation	
11	3	Personal Interviews and Discussions	Lecture	Written Ex.	
12	3	Online Discussion Groups	Lecture	Explanation	
13	3	Using Online Searches	Lecture	Explanation	
14	3	Using an Online Subject Directory	Lecture	Explanation	
15	3	Using an Internet Keyword Search	Lecture	Explanation	
16	3	Final exam	Practical	Explanation	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Finding Web-Based Resources	Lecture	Explanation	
2	3	Beginning an Online Search	Lecture	Explanation	
3	3	Reading an Online Address	Lecture	Explanation	
4	3	Using Library Resources	Lecture	Explanation	
5	3	Launching the Search	Lecture	Explanation	
6	3	Finding Books on Your Topic	Lecture	Explanation	
7	3	Finding Articles in Magazines and Journals	Practical	Explanation	
8	3	Searching the General Indexes to Periodicals	Lecture	Explanation	
9	3	Plagiarism and How to Avoid It	Lecture	Written Ex.	
10	3	Reading and Evaluating Sources unfamiliar terms	Lecture	Explanation	
11	3	Developing Outlines and Writing Effective Notes	Lecture	Explanation	
12	3	Finding Reliable Sources	Practical	Explanation	
13	3	How to summarize in translation	Lecture	Written Ex.	
14	3	Developing Outlines and Writing Effective Notes	Lecture	Explanation	
15	3	Drafting the Paper in an Academic Style	Lecture	Explanation	
16	3	Final exam	Practical	Explanation	

Infrastructure

1. **Required Textbooks:** No official textbook.
 2. **Primary References (Sources):**
 1. Videos from YouTube.
 2. Various texts from different sources.
 3. **Recommended Books and References (Scientific Journals, Reports, etc.):**
 - Videos from YouTube.
 - Books on translation.
 - Research on translation.
 4. **Electronic Resources and Websites:**
 1. Al-Mustafa Electronic Library
 2. Here is My Library
 3. Language Library
-

Course Development Plan

Each student is a project of a future specialist in writing research papers. The teacher teaches by clarifying the main scientific procedures followed according to universal references on



**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 staP together under the supervision of scientific committees in the scientific departments.

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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: University of Tikrit

Faculty/Institute: College of Arts

Scientific Department: Department of Translation

Academic or Professional Program Name: Sight Translation

Final Certificate Name: B.A. of Translation

Academic System: Yearly system

Description Preparation Date: 2nd FEB2025

File Completion Date: 2nd FEB2025

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:				
Preparing graduates specialized in translation in general and visual translation in particular and developing their translation skills.				
2. Program Mission				
Developing students' abilities and raising their academic levels in the field of translation.				
3. Program Objectives				
Developing students' skills in visual translation and enabling them to translate various texts that focus on current events and developing their linguistic skills to memorize vocabulary in all fields that broaden their horizons.				
4. Program Accreditation				
This program is considered very important and its outputs play an important role at the level of the government and private sectors.				
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	
Second Level	SI	Simultaneous Interpreting	theoretical	practical

8. Expected learning outcomes of the program

- Broad knowledge of the types of visual translation and its strategies.
- Understanding the correct steps in visual translation
- Emphasizing accurate understanding of the text before starting the translation

Learning Outcome 2: Knowledge of the two languages and the different cultures of the participants in the dialogue.

Learning Outcome 3: Knowing the types of reading skills. Learning Outcome 4: Visual Statement 3

Skills

Learning Outcomes 4 | Learning Outcomes Statement 4

Learning Outcomes 4 | Learning Outcomes Statement 4

Learning Outcomes 5 | Learning Outcomes Statement 5

Learning Outcomes 5 | Learning Outcomes Statement 5

11. Teaching and Learning Strategies

The process of teaching visual translation relies on strategies specific to teaching visual translation that help to gradually develop students' skills.

12. Evaluation methods

Students' performance is evaluated through monthly and daily exams.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Prof. Dr.	Linguistics and Translation	Sight Translation				

Professional Development
Mentoring new faculty members
Introducing new members to the method of teaching this type of translation and informing them of its strategies.
Professional development of faculty members
Follow the latest research in the field of sight translation

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
Research published on websites.

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
Second	SI	Simultaneous Interpreting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Course Description Form

1. Course Name: Sight Translation					
2. Course Code: SiT					
3. Semester / Year:					
Yearly					
4. Description Preparation Date:					
2 nd FEB2025					
5. Available Attendance Forms:.					
Physically					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Two hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Assistant Prof. Dr. Gailan Mahmoud Hussein Email: gailan83@tu.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> Developing students' ability to translate visually Informing them of the most important strategies used in translation Developing their skills in managing different texts during the translation process 			
9. Teaching and Learning Strategies					
Strategy		There are special strategies for this type of translation to develop students' skills because it depends on reading and speaking skills.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One	Two hourse	Knowing the basics of SiT	Sight Translation	Practicing	Exams

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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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.

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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.

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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: University of Tikrit

Faculty/Institute: College of Arts

Scientific Department: Department of Translation

Academic or Professional Program Name: Simultaneous Interpreting

Final Certificate Name: B.A. of Interpreting

Academic System: Yearly system

Description Preparation Date: 2nd FEB2025

File Completion Date: 2nd FEB2025

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:				
Preparing graduates specialized in interpreting in general and visual interpreting in particular and developing their interpreting skills.				
2. Program Mission				
Developing students' abilities and raising their academic levels in the field of translation.				
3. Program Objectives				
Developing students' skills in visual interpreting and enabling them to translate various texts that focus on current events and developing their linguistic skills to memorize vocabulary in all fields that broaden their horizons.				
4. Program Accreditation				
This program is considered very important and its outputs play an important role at the level of the government and private sectors.				
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	
Fourth Level	SI	Simultaneous Interpreting	theoretical	practical

8. Expected learning outcomes of the program

- Broad knowledge of the types of visual interpreting and its strategies.
- Understanding the correct steps in visual translation
- Emphasizing accurate understanding of the text before starting the translation

Learning Outcome 2: Knowledge of the two languages and the different cultures of the participants in the dialogue.

Learning Outcome 3: Knowing the types of reading skills. Learning Outcome 4: Visual Statement 3

Skills

Learning Outcomes 4

Learning Outcomes Statement 4

Learning Outcomes 4

Learning Outcomes Statement 4

Learning Outcomes 5

Learning Outcomes Statement 5

Learning Outcomes 5

Learning Outcomes Statement 5

13. Teaching and Learning Strategies

The process of teaching visual interpreting relies on strategies specific to teaching visual interpreting that help to gradually develop students' skills.

14. Evaluation methods

Students' performance is evaluated through monthly and daily exams.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Prof. Dr.	Linguistics and Translation	Simultaneous Translation				

Professional Development
Mentoring new faculty members
Introducing new members to the method of teaching this type of translation and informing them of its strategies.
Professional development of faculty members
Follow the latest research in the field of simultaneous translation

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
Research published on websites.

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
Fourth	SI	Simultaneous Interpreting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Course Description Form

1. Course Name: Simultaneous Interpreting					
2. Course Code: SiT					
3. Semester / Year:					
Yearly					
4. Description Preparation Date:					
2 nd FEB2025					
5. Available Attendance Forms:.					
Physically					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Two hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Assistant Prof. Dr. Gailan Mahmoud Hussein Email: gailan83@tu.edu.iq					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> Developing students' ability to translate visually Informing them of the most important strategies used in translation Developing their skills in managing different texts during the interpreting process 			
9. Teaching and Learning Strategies					
Strategy		There are special strategies for this type of interpreting to develop students' skills because it depends on listening and speaking skills.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One	Three hours	Knowing the basics of interpreting	Simultaneous Interpreting	Practicing	Exams

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Learning Resources, daily oral, monthly, or oral exams, reports					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

**Ministry of Higher Education and Scientific Research Scientific
Supervision and Scientific Evaluation Apparatus Directorate of
Quality Assurance and Academic Accreditation Accreditation
Department**



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2024

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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: Tikrit

Faculty/Institute: Arts

Scientific Department: Translation

Academic or Professional Program Name: bachelor

Final Certificate Name: Bachelor in translation

Academic System: Yearly

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.
Tikrit University aspires to become the premier hub of scientific exploration and talent cultivation in Iraq, serving as the primary source for highly skilled graduate technicians who possess exceptional intellectual, emotional, and practical capabilities. With a forward-looking approach, Tikrit University aims to spearhead development planning across Iraq, serving as the cornerstone for achieving sustainable progress in the country. It envisions itself as a center for cognitive and applied sciences, elevating the knowledge pyramid to the highest echelons of evaluation and innovation.
2. Program Mission
Program mission is written here as stated in the university's catalogue and website.
Tikrit University is deeply committed to providing exceptional higher education that adheres to rigorous international standards. The core mission of Tikrit University is to actively pursue leadership and place significant emphasis on meeting the demands of the job market by ensuring that its educational programs foster the development of scientific and educational skills. Moreover, the university places great value on conducting meticulous and ethically grounded scientific research. Such research is approached systematically, employing robust methodologies and frameworks to ensure the attainment of global excellence in academic pursuits.
3. Program Objectives
The aim of the course is to help students improve the technical capacity to produce subtitle translations for audiovisual resources such as movie, series and documentary, to discuss translation challenges different genres bring and translation strategies suitable for these genres, and to produce subtitle for the audio-visual texts in different genres.
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	2	2		
College Requirements	2	2		

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	
2024-2025/ Third		Audiovisual translation	theoretical	practical
			1	1

8. Expected learning outcomes of the program

Knowledge

For the student to become familiar with the principles of audiovisual translation , its requirements and what are its most important priorities.

Learning Outcomes 1	Learning Outcomes Statement 1
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

Skills

That the student is able to convey scientific information with high clarity and accuracy, given the importance and sensitivity of this type of translation, away from the complexities of rhetoric and linguistic elaboration that may be relied upon in other forms of translation.

13. Teaching and Learning Strategies

1. Practicing of translating audiovisual texts and tapes in all their forms.
 2. Discussing these texts and learning more about them, and avoiding exaggeration in processing them.
 3. Translating these texts and then making it impossible to discuss and criticize these translations by the students on the one hand, and by the lecturer on the other hand.
-

14. Evaluation methods

1. Class and homework assignments
 2. Quiz
 3. Semester and final exams
-

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

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)
Central, parallel and direct admission
13. The most important sources of information about the program
1. University guide
2. The college's website

14. Program Development Plan
Paying attention to educating students and directing them towards paying attention to the latest developments in scientific research and medical and scientific discoveries,

among others, in order to transfer them to the Arabic language in order to raise public awareness and general culture.

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
2025-2025/ third		Audiovisual translation	Basic												

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

Course Description Form

1. Course Name: Audiovisual translation					
2. Course Code:					
3. Semester / Year: 2024/2025					
4. Description Preparation Date:					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Email:					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • • • 			
9. Teaching and Learning Strategies					
Strategy	Paying attention to educating students and directing them towards paying attention to the latest developments in audiovisual translation in order to transfer them into technological translation.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Introductory Lecture	Theoretical	Interaction
2	2		AVT History	Theoretical	Interaction
3	2		Subtitling /Part One	Theoretical	Interaction
4	2		Subtitling /Part Two	Theoretical	Interaction
5	2		Subtitling /Part Three	Practical	Interaction
6	2		Dubbing /Part One	Practical	Interaction
7	2		Dubbing /Part Two	Practical	Interaction
8	2		Voice-over	Theoretical	Interaction
9	2		Exam	Written exam	Correction
10	2		Surtitling /Part One	Practical	Interaction

11	2		Subtitling /Part Two	Theoretical	Interaction
12	2		Reviewing Assignments	Theoretical	Interaction
13	2		Reviewing Assignments	Homework	Interaction
14	2		Technical aspects	Practical	Interaction
15	2		Technical aspects	Practical	Interaction
16	2		Final Exam	Written	Correction
17	2		AVT and Technology	Theoretical	Interaction
18	2		AVT and Technology	Theoretical	Interaction
19	2		Reviewing Assignments	Theoretical	Interaction
20	2		Reviewing Assignments	Theoretical	Interaction
21	2		Videogames Localisation	Practical	Interaction
22	2		Websites Localisation	Theoretical	Interaction
23	2		Reviewing Assignments	Practical	Interaction
24	2		Exam	Written	Correction
25	2		AVT and Technology	Practical	Interaction
26	2		AVT and Technology	Theoretical	Interaction
27	2		AVT and Technology	Practical	Interaction
28	2		AVT and Technology	Theoretical	Interaction
29	2		Translational Issues	Theoretical	Interaction
30	2		Translational Issues	Practical	Interaction
31	2		Reviewing Assignments	Theoretical	Interaction
32	2		Final Exam	written	Correction

11. Course Evaluation					
1. Daily participation					
12. Learning and Teaching Resources					
2. Performing class and homework assignments					
Required textbooks (curricular books, if any)			3. Short exams		
Main references (sources)			4. Semester exams		
Recommended books and references (scientific journals, reports...)			5. Final exam		
Electronic References, Websites					

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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 staP 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, quaJerly), 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
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 1		Learning Outcomes Statement 1		
Skills				
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Ethics				
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

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

1. Course Name:					
2. Course Code:					
3. Semester / Year:					
4. Description Preparation Date:					
5. Available Attendance Forms:					
6. Number of Credit Hours (Total) / Number of Units (Total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Email:					
8. Course Objectives					
Course Objectives		<ul style="list-style-type: none"> • • • 			
9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources, daily oral, monthly, or written exams, reports					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation

Academic Program Description Form for Colleges and Institutes

University: Tikrit
College/Institute: College of Arts
Department: Translation
Name: Wafaa Dahham Mohammed
File Completion Date: 11/8/2024

Signatures:

- **Department Head:** Asst. Prof. Dr. Rodina Muhammad Bada (11/8/2024)
- **Scientific Assistant:** Prof. Dr. Nizar Fadel Hussein (11/8/2024)

File reviewed by
Quality Assurance and University Performance Division

Name of Head of the Quality Assurance Division:

Date:

Signature:

Dean's Endorsement

Program Description

This program description provides a concise summary of the main characteristics of the program and the expected learning outcomes students are required to achieve. It demonstrates whether students have maximized the opportunities available to them. It is accompanied by a description of each course in the program.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Name of Academic or Professional Program:** Bachelor
- **Final Degree Name:** Bachelor of Arts in Translation
- **Study System:** Yearly
- **Accreditation Program:** Iraqi Universities Union
- **Other External Influences:** Iraqi Universities / House of Wisdom
- **Date of Program Description Preparation:** 11/8/2024

Program Objectives

Department Vision:

The department strives to excel among similar departments in faculties of arts at various universities by offering an educational program that adopts a rigorous and modern scientific research approach in translation and advanced teaching methods. Utilizing modern technologies, the program aims to prepare a new generation of graduates who are proficient in their specialization and capable of playing a pivotal role in achieving academic leadership and applying it to the development of Iraqi society.

Department Mission:

6. Provide students with distinguished educational expertise.
 7. Prepare highly competent graduates to meet the labor market needs.
 8. Conduct outstanding research in the field of translation studies and direct scientific research to serve and uplift society.
 9. Enhance creativity and critical thinking among students.
 10. Meet societal needs in the fields of education, research, media, and culture.
-

Strategic Objectives of the Department:

8. Improve the educational process and developing programs and curricula in line with scientific advancements.
 9. Excel in scientific research, support it, and direct it to serve the community.
 10. Prepare specialists in the knowledge fields related to translation.
 11. Encourage students to think critically, analytically, and cultivate knowledge, good citizenship, and self-development.
 12. Ensure sustainable professional development for the teaching staff.
 13. Promote cultural and scientific exchange with similar departments locally and internationally.
 14. Provide consultancy and research services related to translation to departments and local community institutions.
-

Program Outcomes, Teaching, and Evaluation Methods

A. Knowledge Objectives

A1- **Memorization:** Focus on recalling facts and describing them (e.g., describe, name, identify, list).

A2- **Understanding:** The ability to understand the material and express it in one's own words.

A3- **Application:** Applying learned concepts to everyday life as a spiritual and practical life methodology (e.g., apply, use, produce).

A4- **Analysis:** Breaking down the material into its core components through the gradual presentation of ideas and analysis (e.g., analyze, prove, compare, differentiate, conclude).

A5- **Synthesis:** Reaching an advanced stage where students can integrate and link concepts, creating new, comprehensive structures (e.g., combine, plan, gather, organize, suggest).

A6- **Evaluation:** Making judgments about the material based on internal or external criteria (e.g., critique, discuss, assess, support opinions with evidence).

B. Program-Specific Skills

B1- **Preparation:** Readiness for specific tasks.

B2- **Response:** Directed, mechanical, or complex responses.

B3- **Organization and Innovation:** Creativity and organizing new motor skills.

Teaching and Learning Methods:

- Lectures
- Discussions
- Seminars
- Specialized training courses

Assessment Methods:

5. Oral questioning
 6. Written exams
 7. Daily participation
 8. Completing reports and daily assignments
-

C. Affective and Value Objectives

C1- **Reception and Acceptance:** Examples of actions that can be used at the reception level: (e.g., pay attention, ask, listen, follow, recognize, choose, answer).

C2- **Response:** Examples of actions that can be used at the response level: (e.g., answer, agree, feel, decide, assist, discuss, listen, participate).

C3- **Valuation:** Examples of actions that can be used at the valuation level: (e.g., initiate, highlight, act, suggest, practice, follow, appreciate, participate).

C4- **Value Organization:** Examples of actions that can be used at the value organization level: (e.g., organize, correct, combine, rank).

Teaching and Learning Methods:

5. Lectures (explanation and clarification, discussion).
6. Use of technological teaching aids such as educational films and electronic lectures.
7. Self-learning through a student-centered learning environment.
8. Encouraging students to use the library as a learning tool.

Assessment Methods:

5. Oral questioning
 6. Written exams
 7. Daily participation
 8. Completing reports and daily assignments
-

D. General and Transferable Skills

D1- Leadership and effective communication skills.

D2- Emphasizing the student's understanding of translation in all its academic disciplines in line with the department's vision and objectives.

D3- Data management and IT skills relevant to translation.

D4- Enhancing the student's abilities by focusing on external factors that aid self-development in translation.

Teaching and Learning Methods:

- Lectures
- Use of technological teaching aids
- Self-learning methods
- Encouraging the use of the library

Assessment Methods:

6. Oral questioning
 7. Written exams
 8. Daily participation
 9. Completing reports and daily assignments
 10. Translating different texts from English into Arabic and vice versa Applying grammatical rules.
-

Program Structure

Stage One

- **Grammar:** 4 credits
- **French Language:** 2 credits
- **Spanish Language:** 2 credits
- **Essay Writing:** 2 credits
- **Comprehension:** 2 credits
- **Human Rights:** 2 credits

- **Computer Science:** 2 credits
- **Phonetics:** 6 credits
- **Introduction to Translation:** 4 credits

Stage Two

- **Literary Texts:** 4 credits
- **Translation into Arabic:** 4 credits
- **French Language:** 2 credits
- **Grammar:** 6 credits
- **Visual Translation:** 6 credits
- **Spanish Language:** 2 credits
- **Novel:** 4 credits
- **Translation into English:** 4 credits
- **Conversation:** 4 credits
- **Arabic Language:** 2 credits

Stage Three

- **French Language:** 2 credits
- **Comparative Grammar:** 6 credits
- **Translation into English:** 4 credits
- **Drama:** 2 credits
- **Linguistics:** 6 credits
- **Consecutive Translation:** 6 credits
- **Translation into Arabic:** 4 credits
- **Administrative and Commercial Translation:** 4 credits
- **Arabic Language:** 2 credits
- **Research Methods:** 2 credits

Stage Four

- **Scientific Translation:** 2 credits
- **Simultaneous Interpretation:** 6 credits
- **Grammar:** 4 credits
- **Semantics:** 4 credits
- **Literary Translation:** 2 credits
- **Media Translation:** 2 credits
- **Legal Translation:** 4 credits
- **Graduation Project:** 2 credits
- **Arabic Language:** 2 credits

- Offering advice and guidance to help students develop their skills, including teamwork, time management, and prioritization.
- Fostering leadership and management abilities.
- Instilling the principle of self-guidance and self-improvement.
- Encouraging the development of the student’s personality through role models in the faculty.
- Promoting independence in work.

Admission Criteria

5. **Admission Criteria:** The department follows the centralized admission system regulated by the Ministry of Higher Education and Scientific Research's Directorate of Studies and Planning.
6. **Selection Criteria:** The primary criterion for selecting students in the first academic year is their scientific qualification, typically with scores ranging between 60-65 in their respective subjects.
7. **Requirements:** Applicants must submit a certified high school diploma (scientific or literary branch) from the Directorate of Education.
8. **Medical Examination:** Applicants must undergo a medical test proving they are free from disabilities and illnesses.

Key Information Sources about the Program

3. The college and university website.
4. Official textbooks approved by the Ministry of Higher Education and Scientific Research.

Curriculum Skills Framework

Please mark the boxes corresponding to the individual learning outcomes of the program that are subject to evaluation:

Year/Level	Course Code	Course Title	Core or Elective	Cognitive Goals	Program-Specific Skills	Affective and Value Goals	General and Transferable Skills (Employability and Personal Development)
				A1	A2	A3	A4

Course Description Model

Course Description

This course description provides a concise summary of the main characteristics of the course and the expected learning outcomes students are required to achieve, demonstrating whether they have maximized the available learning opportunities. It must align with the program description.

- **Educational Institution:** Tikrit University / College of Arts
- **Scientific Department/Center:** Translation
- **Course Name/Code:** INS 327
- **Available Attendance Forms:** Mandatory
- **Semester/Year:** Fourth
- **Total Study Hours:** 64
- **Date of Preparation:** 11/8/2024

Course Objectives

The course aims to teach students how to comprehend spoken text, considering the speaker's dialect, accent, and verbal influence on translation. Students must accurately understand the speaker to produce a correct translation for the audience.

Learning Outcomes and Methods of Teaching and Assessment

A. Cognitive Goals

- A1- **Memorization:** Focusing on remembering certain facts and being able to describe and identify them.
- A2- **Understanding:** The student must understand the scientific material and express it in their own language and style.
- A3- **Application:** Emphasizing what the student has learned from the material and applying it to daily life as a spiritual methodology.
- A4- **Analysis:** Breaking the scientific material into its basic components through the gradual presentation of ideas and analysis.
- A5- **Synthesis:** Reaching an advanced level where the student can understand and integrate concepts and present new comprehensive structures.
- A6- **Evaluation:** Making judgments on the scientific material based on internal criteria, such as consistency or lack of contradiction, or external criteria.

B. Program-Specific Skills

- B1- **Preparation:** Recognizing the importance of this type of translation and understanding why it was introduced as a crucial form of translation.
- B2- **Response:** Discussing the differences between this and written translation.
- B3- **Encouraging Students:** Encouraging students to listen to press conferences and daily discussions in the

source language.

B4- Report Writing: Encouraging students to write reports and research papers in the scientific material's domain.

Teaching and Learning Methods

4. Lectures (explanation and clarification, discussion).
5. Encouraging students to engage in discussions on the importance of this type of translation, especially in international conferences.
6. Encouraging students to use the library and become familiar with relevant books as a learning tool.

Assessment Methods

5. Oral questioning.
6. Written exams.
7. Daily participation.
8. Completing reports and daily assignments.

C. Affective and Value Objectives

C1- Reception and Acceptance: The learner becomes interested in the subject matter through the teacher's role (e.g., pay attention, listen, feel, listen carefully, agree). This can be achieved by making the student attentive to oral translation.

C2- Response: The student accepts and appreciates the material based on the initial phase of reception and acceptance (e.g., shows admiration, tends to, becomes enthusiastic, responds, expresses admiration).

The student finds joy in studying consecutive translation and expresses this interest scientifically.

C3- Valuation: The learner acquires a value system that interacts with the community through multiple values, establishing a system that later becomes influential in society (e.g., believes in, sacrifices for). The student values the importance of oral translation and its uses.

C4- Value Organization: The learner feels that the subject and the scientific material have value to them (e.g., organizes, corrects, arranges). The student appreciates the importance of listening and speaking in the source and target language.

Teaching and Learning Methods

4. Lectures (explanation and clarification, discussion).
5. Encouraging students to engage with the cultures of various countries.
6. Encouraging students to visit and use the library and to explore books related to the scientific material as one of the learning tools.

Assessment Methods

5. Oral questioning.
6. Written exams.

7. Daily participation.
8. Completing reports and daily assignments.

D. General and Transferable Skills (Employability and Personal Development)

D1- Developing students' ability to deal with historical sources related to the scientific material.

D2- Developing students' ability to use the internet in ways that serve the scientific material.

D3- Developing students' ability to engage in dialogue and discussion about the scientific material.

D4- Developing students' understanding of the scientific material in a way that enhances their general culture and benefits the community.

		Course Structure			
Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Introduction to the nature of the material and how to deal, read, and deliver lectures	Lecture	Oral exams	
2	3	Present continuous tense / Exercises	Lecture / Practical	Oral exams	
3	3	Present simple tense / Exercises	Lecture / Practical	Oral exams	
4	3	Present Simple tense / Exercises	Lecture / Practical	Written exams	
5	3	Present Continuous and present simple comparison 1 / Exercises	Lecture / Practical	Oral exams	
6	3	Present Continuous and present simple comparison 2 / Exercises	Lecture / Practical	Oral exams	
7	3	Past simple tense / Exercises	Lecture / Practical	Oral exams	
8	3	Mid-term Exam	/ Practical	written exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
9	3	Present Perfect 1 / Exercises	Lecture / Practical	Oral exams	
10	3	Present Perfect tense 2 / Exercises	Lecture / Practical	Oral exams	
11	3	Present perfect continuous and simple1 / Exercises	Lecture / Practical	Written exams	
12	3	Present perfect Continuous and simple 2 / Exercises	Lecture / Practical	Oral exams	
13	3	Grammatical words for, since, when, how long,? / Exercises	Lecture / Practical	Oral exams	
14	3	Present perfect and Past 1 / Exercises	Lecture / Practical	Oral exams	
15	3	Present perfect and Past 2 / Exercises	Lecture / Practical	Oral exams	
16	3	Final exam	Lecture / Practical	Oral exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
1	3	Present perfect and Past 1 / Exercises	Lecture / Practical	Oral exams	
2	3	Past perfect Continuous/ Exercises	Lecture / Practical	Oral exams	
3	3	Used to do/ Exercises	Lecture / Practical	Oral exams	
4	3	Present tenses for future / Exercises	Lecture / Practical	Oral exams	

Week	Hours	Learning Outcomes	Unit or Topic	Teaching Method	Assessment Method
5	3	I'm going to / Exercises	Lecture / Practical	Oral exams	
6	3	Will and shall / Exercises	Lecture / Practical	Written Exam	
7	3	Will be doing / Exercises	Lecture / Practical	Oral exams	
8	3	Mid-term Exam	Lecture / Practical	Written Exam	
9	3	Can / Could/ be and the ability / Exercises	Lecture / Practical	Written exams	
10	3	Must, cant, may, might / Exercises	Lecture / Practical	Oral exams	
11	3	Must, mustn't , have to, needn't	Lecture / Practical	Oral exams	
12	3	Request / offer/ permission / Exercises	Lecture / Practical	Oral exams	
13	3	If Conditional Clauses/ Exercises	Lecture / Practical	Written exams	
14	3	Passive Voice / Exercises	Lecture / Practical	Oral exams	
15	3	Review	Lecture / Practical	Oral exams	
16	3	Final exam	Lecture / Practical	Written Exam	

Infrastructure

5. **Required Textbooks:** English Grammar in Use.

6. Primary References (Sources):

1. Videos from YouTube.
2. Various sources of English Grammar .

7. Recommended Books and References (Scientific Journals, Reports, etc.):

- A University Comprehensive English Grammar
- Books on English Grammar.
- Research on English Syntax.

8. Electronic Resources and Websites:

0. Al-Mustafa Electronic Library
1. Here is My Library
2. Language Library



Course Development Plan

The teaching staff is committed to continuously improving the curriculum through the introduction of new teaching methods, assessments, and modern technology tools. They also emphasize increasing student engagement in research activities and enhancing critical thinking and problem-solving skills to meet the evolving demands of the labor market.

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**

Academic Department

Academic Program and Course Description Guide

2024

Introduction:

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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: Tikrit

Faculty/Institute: Arts

Scientific Department: Translation

Academic or Professional Program Name: Bachelor

Final Certificate Name: Bachelor of translation

Academic System: Annual

Description Preparation Date: 10/9/2024

File Completion Date: 28/1/2025

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Date:

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

The Bachelor's Program in English Translation aims to provide an outstanding education that prepares professional translators capable of meeting the demands of the global job market. The program seeks to achieve the following objectives:

- **Developing language skills:** Equipping students with high-level skills in written and oral translation from and into English, focusing on accuracy and fluency.
- **Understanding different cultures:** Enhancing cultural, social, and historical understanding of both source and target languages, aiding in producing accurate and culturally appropriate translations.
- **Using technology in translation:** Teaching students the latest tools and technologies used in translation, such as machine translation programs and computer-assisted translation tools.
- **Developing research and analytical skills:** Improving students' ability to research and critically analyze texts, enabling them to deliver high-quality translations.
- **Commitment to professional ethics:** Promoting ethical and professional principles in translation practice, including confidentiality, accuracy, and integrity.
- **Preparing for professional life:** Providing students with practical skills and field experience through internships and collaboration with various companies and institutions.

2. Program Mission

- Developing language skills:** Equipping students with high-level skills in foreign languages.
- Understanding cultures:** Enhancing students' understanding of different cultures and the relationship between language and culture, which contributes to improving cultural translation.
- Translation techniques:** Teaching students the latest techniques and tools used in the translation process.
- Specialized translation:** Providing specialized knowledge in various fields of translation,

such as legal, political, literary, and technical translation.

- Practical training:** Offering practical training opportunities for students to apply what they have learned in real-world settings.
- Professional ethics:** Promoting adherence to ethical and professional standards in translation, including confidentiality and accuracy.
- Confidence in speaking:** Boosting students' confidence in speaking through practical training.

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?

Program Structure 6

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.

Program Description 7.				
Year/Level	Course Code	Course Name	Credit Hours	
2024/2025		Conversation	theoretical	practical
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
8. Expected learning outcomes of the program				
				Knowledge
		Learning Outcomes Statement 1		Learning Outcomes 1

Learning	Outcomes	Learning Outcomes 2
Learning	Outcomes	Statement 2 Learning Outcomes 3
		Statement 3 Ethics
Learning	Outcomes	Learning Outcomes 4
Learning	Outcomes	Statement 4 Learning Outcomes 5
		Statement 5

9. Teaching and Learning Strategies

- Active Learning:** Encourages students to actively participate in the learning process through activities, discussions, and group projects.
- Student-Centered Learning:** Focuses on the needs and preferences of the student, allowing for a more personalized learning experience.
- Experiential Learning:** Relies on practical and hands-on experiences, helping students apply theories in real-life situations.
- Collaborative Learning:** Promotes teamwork and collaboration among students to achieve common goals.
- Technology-Based Education:** Uses technology to enhance learning through digital tools and online educational platforms.
 - Blended Learning:** Combines traditional education with online learning to achieve a comprehensive educational experience.
 - Inquiry-Based Learning:** Encourages students to ask questions and explore topics independently.

10. Evaluation methods

- Class participation

- Midterm and final exams

11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
Assistant Lecturer	English language	English literature		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.				

Acceptance Criterion	12.
(Setting regulations related to enrollment in the college or institute, whether central admission or others)	
The most important sources of information about the program	13.
Cambridge Textbooks and Curricula.	

Program Development Plan 14.

Analyzing students' academic performance.

Determining long- and short-term goals.

Identifying core competencies that graduates should possess.

Program Skills Outline

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

Course Name: Conversation1.	
Course Code:2.	
Semester / Year: 2024/20253.	
Description Preparation Date: 10/9/20244.	
5. Available Attendance Forms: In-person and online	
.....	
6. Number of Credit Hours (Total) / Number of Units (Total): 180 hours	
.....	
7. Course administrator's name (mention all, if more than one name)	
م.م. ريم عدنان حمد	
Reem.Adnan@tu.edu.iq	
8. Course Objectives	
Course Objectives	Developing Listening and Comprehension Skills: Improving students' ability to understand spoken English in various contexts is essential. This includes developing effective listening skills, which enable students to comprehend

	<p>and engage in conversations more proficiently.</p> <p>Enhancing Speaking Skills: Focusing on improving pronunciation and clarity in speaking helps students communicate more effectively. Building confidence in using English in daily conversations and academic settings is also a key goal, empowering students to express themselves with ease.</p> <p>Expanding Vocabulary: Teaching students a wide range of vocabulary and expressions that can be used in different conversations is crucial. Training students to use new vocabulary naturally and fluently ensures they can participate in diverse discussions without hesitation.</p> <p>Developing Dialogue and Discussion Skills: Enhancing students' ability to engage in dialogues and discussions is important for their overall communication skills. This includes teaching them how to ask questions and respond effectively, fostering a more interactive and engaging learning environment.</p> <p>Teaching Grammar and Proper Usage: Educating students on fundamental grammar rules and their application in conversations is vital. Correcting common speaking errors helps students construct sentences accurately, which enhances their overall language proficiency.</p>
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9. Teaching and Learning Strategies

Strategy	<p style="text-align: right;">Active Learning</p> <ul style="list-style-type: none"> ● Group Discussions: Encourage students to interact and discuss various topics to boost confidence and expressive ability. ● Language Games: Use games such as role-playing to develop speaking skills. <p style="text-align: right;">Task-Based Learning</p> <ul style="list-style-type: none"> ● Short-Term Projects: Prepare presentations or oral reports on specific topics. ● Interactive Activities: Conduct interviews and practical conversations
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with classmates.

Student-Centered Learning

- **Focusing on Student Interests:** Choose conversation topics that interest students and encourage them to speak.
- **Encouraging Student Initiative:** Allow students to propose discussion topics or practice speaking on subjects that interest them.

Integrated Learning

- **Integrating Different Skills:** Link conversation with other skills like reading and listening to create a comprehensive learning experience.
- **Using Multimedia:** Utilize videos, films, and podcasts as educational materials.

Experiential Learning

- **Simulations and Role-Playing:** Create real-life situations for students to interact with, such as simulating job interviews or public speaking.
- **Field Visits:** Organize visits to places where English can be practiced in a practical setting.

Continuous Assessment

- **Regular Reviews:** Provide periodic feedback to students on their performance and identify areas for improvement.
- **Conversation Tests:** Conduct short tests to assess students' progress and identify strengths and weaknesses.

Blended Learning

- **Using Technology:** Use applications and online educational platforms to enhance conversation skills.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Assessment method
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Student Participation	Practical Application	Introduction to the subject from all aspects	Mastery of Speaking	2	1.
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Student Participation	Practical Application	Greetings and introductions	Mastery of Speaking	2	2.
Student Participation	Practical Application	Countries and nationalities	Mastery of Speaking	2	3.
Student Participation	Practical Application	Work environment	Mastery of Speaking	2	4.
Student Participation	Practical Application	Study environment	Mastery of Speaking	2	5.
Student Participation	Practical Application	Time and daily schedule	Mastery of Speaking	2	6.
Student Participation	Practical Application	Shopping	Mastery of Speaking	2	7.
Student Participation	Practical Application	Prices	Mastery of Speaking	2	8.
Student Participation	Practical Application	Clothes and their types	Mastery of Speaking	2	9.
Student Participation	Practical Application	Colors	Mastery of Speaking	2	10.
Student Participation	Practical Application	Music	Mastery of Speaking	2	11.
Student Participation	Practical Application	Movies	Mastery of Speaking	2	12.
Student Participation	Practical Application	TV programs	Mastery of Speaking	2	13.
Student Participation	Practical Application	Games	Mastery of Speaking	2	14.
Student Participation	Practical Application	Invitations	Mastery of Speaking	2	15.
Student Participation	Practical Application	Excuses	Mastery of Speaking	2	16.
Student	Practical	Dates and times	Mastery of Speaking		

Participation	Application				
Student Participation	Practical Application	Families	Mastery of Speaking	2	1.
Student Participation	Practical Application	Types of families	Mastery of Speaking	2	2.
Student Participation	Practical Application	Sports	Mastery of Speaking	2	3.
Student Participation	Practical Application	Fitness activities	Mastery of Speaking	2	4.
Student Participation	Practical Application	Exercise	Mastery of Speaking	2	5.
Student Participation	Practical Application	Routine	Mastery of Speaking	2	6.
Student Participation	Practical Application	Free time	Mastery of Speaking	2	7.
Student Participation	Practical Application	Weekend activities	Mastery of Speaking	2	8.
Student Participation	Practical Application	Daily activities	Mastery of Speaking	2	9.
Student Participation	Practical Application	Stories	Mastery of Speaking	2	10.
Student Participation	Practical Application	Places in the city	Mastery of Speaking	2	11.
Student Participation	Practical Application	Neighbors	Mastery of Speaking	2	12.
Student Participation	Practical Application	Houses and apartments	Mastery of Speaking	2	13.
Student Participation	Practical Application	Work	Mastery of Speaking	2	14.
Student Participation	Practical Application	Job description	Mastery of Speaking	2	15.

Student Participation	Practical Application	Daily routine	Mastery of Speaking	2	16.
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11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student					
12. Learning and Teaching Resources					
Learning Resources: daily oral, monthly, or written					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					



**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

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 staP 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, quaJerly), 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: Tikrit

Faculty/Institute: Arts

Scientific Department: Translation

Academic or Professional Program Name: Bachelor

Final Certificate Name: Bachelor of translation

Academic System: Annual

Description Preparation Date: 10/9/2024

File Completion Date: 28/1/2025

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

The Bachelor's Program in English Translation aims to provide an outstanding education that prepares professional translators capable of meeting the demands of the global job market. The program seeks to achieve the following objectives:

- **Developing language skills:** Equipping students with high-level skills in written and oral translation from and into English, focusing on accuracy and fluency.
- **Understanding different cultures:** Enhancing cultural, social, and historical understanding of both source and target languages, aiding in producing accurate and culturally appropriate translations.
- **Using technology in translation:** Teaching students the latest tools and technologies used in translation, such as machine translation programs and computer-assisted translation tools.
- **Developing research and analytical skills:** Improving students' ability to research and critically analyze texts, enabling them to deliver high-quality translations.
- **Commitment to professional ethics:** Promoting ethical and professional principles in translation practice, including confidentiality, accuracy, and integrity.
- **Preparing for professional life:** Providing students with practical skills and field experience through internships and collaboration with various companies and institutions.

2. Program Mission

- Developing language skills:** Equipping students with high-level skills in foreign languages.
- Understanding cultures:** Enhancing students' understanding of different cultures and the relationship between language and culture, which contributes to improving cultural translation.
- Translation techniques:** Teaching students the latest techniques and tools used in the translation process.
- Specialized translation:** Providing specialized knowledge in various fields of translation, such as legal, political, literary, and technical translation.
- Practical training:** Offering practical training opportunities for students to apply what they have learned in real-world settings.
- Professional ethics:** Promoting adherence to ethical and professional standards in translation, including confidentiality and accuracy.
- **Confidence in speaking:** Boosting students' confidence in speaking through practical

training.

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	
2024/2025		Conversation	theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1 Learning Outcomes Statement 1

Skills

Learning Outcomes 2 Learning Outcomes Statement 2

Learning Outcomes 3 Learning Outcomes Statement 3

Statement 3 Ethics

Learning Outcomes 4 Learning Outcomes Statement 4

Learning Outcomes 5 Learning Outcomes Statement 5

Statement 5

11. Teaching and Learning Strategies

- Active Learning:** Encourages students to actively participate in the learning process through activities, discussions, and group projects.
- Student-Centered Learning:** Focuses on the needs and preferences of the student, allowing for a more personalized learning experience.
- Experiential Learning:** Relies on practical and hands-on experiences, helping students apply theories in real-life situations.
- Collaborative Learning:** Promotes teamwork and collaboration among students to achieve

common goals.

- **Technology-Based Education:** Uses technology to enhance learning through digital tools and online educational platforms.
- **Blended Learning:** Combines traditional education with online learning to achieve a comprehensive educational experience.
- **Inquiry-Based Learning:** Encourages students to ask questions and explore topics independently.

12. Evaluation methods

- Class participation
- Midterm and final exams

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Lecturer	English language	English literature				
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.						
Acceptance Criterion 12.						
(Setting regulations related to enrollment in the college or institute, whether central admission or others)						
The most important sources of information about the program 13.						
Cambridge Textbooks and Curricula.						

14. Program Development Plan

Analyzing students' academic performance.

Determining long- and short-term goals.

Identifying core competencies that graduates should possess.

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

1. Course Name: Conversation	
2. Course Code:	
3. Semester / Year: 2024/2025	
4. Description Preparation Date: 10/9/2024	
5. Available Attendance Forms: In-person and online	
6. Number of Credit Hours (Total) / Number of Units (Total): 180 hours	
7. Course administrator's name (mention all, if more than one name)	
م.م. ريم عدنان حمد Reem.Adnan@tu.edu.iq	
8. Course Objectives	
Course Objectives	<p>Developing Listening and Comprehension Skills: Improving students' ability to understand spoken English in various contexts is essential. This includes developing effective listening skills, which enable students to comprehend and engage in conversations more proficiently.</p> <p>Enhancing Speaking Skills: Focusing on improving pronunciation and clarity in speaking helps students communicate more effectively. Building confidence in using English in daily conversations and academic settings is also a key goal, empowering students to express themselves with ease.</p> <p>Expanding Vocabulary: Teaching students a wide range of vocabulary and expressions that can be used in different</p>

	<p>conversations is crucial. Training students to use new vocabulary naturally and fluently ensures they can participate in diverse discussions without hesitation.</p> <p>Developing Dialogue and Discussion Skills: Enhancing students' ability to engage in dialogues and discussions is important for their overall communication skills. This includes teaching them how to ask questions and respond effectively, fostering a more interactive and engaging learning environment.</p> <p>Teaching Grammar and Proper Usage: Educating students on fundamental grammar rules and their application in conversations is vital. Correcting common speaking errors helps students construct sentences accurately, which enhances their overall language proficiency.</p>
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9. Teaching and Learning Strategies

Strategy	<p>Active Learning</p> <ul style="list-style-type: none"> ● Group Discussions: Encourage students to interact and discuss various topics to boost confidence and expressive ability. ● Language Games: Use games such as role-playing to develop speaking skills. <p>Task-Based Learning</p> <ul style="list-style-type: none"> ● Short-Term Projects: Prepare presentations or oral reports on specific topics. ● Interactive Activities: Conduct interviews and practical conversations with classmates. <p>Student-Centered Learning</p> <ul style="list-style-type: none"> ● Focusing on Student Interests: Choose conversation topics that interest students and encourage them to speak. ● Encouraging Student Initiative: Allow students to propose discussion topics or practice speaking on subjects that interest them. <p>Integrated Learning</p> <ul style="list-style-type: none"> ● Integrating Different Skills: Link conversation with other skills like reading and listening to create a comprehensive learning experience. ● Using Multimedia: Utilize videos, films, and podcasts as educational materials. <p>Experiential Learning</p> <ul style="list-style-type: none"> ● Simulations and Role-Playing: Create real-life situations for students to interact with, such as simulating job interviews or public speaking. ● Field Visits: Organize visits to places where English can be practiced in a practical setting. <p>Continuous Assessment</p> <ul style="list-style-type: none"> ● Regular Reviews: Provide periodic feedback to students on their
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	<p>performance and identify areas for improvement.</p> <ul style="list-style-type: none"> • Conversation Tests: Conduct short tests to assess students' progress and identify strengths and weaknesses. <p>Blended Learning</p> <ul style="list-style-type: none"> • Using Technology: Use applications and online educational platforms to enhance conversation skills.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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Student Participation	Practical Application	Introduction to the subject from all aspects	Mastery of Speaking	2	17.
Student Participation	Practical Application	Greetings and introductions	Mastery of Speaking	2	18.
Student Participation	Practical Application	Countries and nationalities	Mastery of Speaking	2	19.
Student Participation	Practical Application	Work environment	Mastery of Speaking	2	20.
Student Participation	Practical Application	Study environment	Mastery of Speaking	2	21.
Student Participation	Practical Application	Time and daily schedule	Mastery of Speaking	2	22.
Student Participation	Practical Application	Shopping	Mastery of Speaking	2	23.
Student Participation	Practical Application	Prices	Mastery of Speaking	2	24.
Student Participation	Practical Application	Clothes and their types	Mastery of Speaking	2	25.
Student Participation	Practical Application	Colors	Mastery of Speaking	2	26.
Student Participation	Practical Application	Music	Mastery of Speaking	2	27.
Student Participation	Practical Application	Movies	Mastery of Speaking	2	28.
Student Participation	Practical Application	TV programs	Mastery of Speaking	2	29.
Student Participation	Practical Application	Games	Mastery of Speaking	2	30.
Student Participation	Practical Application	Invitations	Mastery of Speaking	2	31.
Student Participation	Practical Application	Excuses	Mastery of Speaking	2	32.
Student	Practical	Dates and times	Mastery of Speaking		

Participation	Application				
Student Participation	Practical Application	Families	Mastery of Speaking	2	17.
Student Participation	Practical Application	Types of families	Mastery of Speaking	2	18.
Student Participation	Practical Application	Sports	Mastery of Speaking	2	19.
Student Participation	Practical Application	Fitness activities	Mastery of Speaking	2	20.
Student Participation	Practical Application	Exercise	Mastery of Speaking	2	21.
Student Participation	Practical Application	Routine	Mastery of Speaking	2	22.
Student Participation	Practical Application	Free time	Mastery of Speaking	2	23.
Student Participation	Practical Application	Weekend activities	Mastery of Speaking	2	24.
Student Participation	Practical Application	Daily activities	Mastery of Speaking	2	25.
Student Participation	Practical Application	Stories	Mastery of Speaking	2	26.
Student Participation	Practical Application	Places in the city	Mastery of Speaking	2	27.
Student Participation	Practical Application	Neighbors	Mastery of Speaking	2	28.
Student Participation	Practical Application	Houses and apartments	Mastery of Speaking	2	29.
Student Participation	Practical Application	Work	Mastery of Speaking	2	30.
Student Participation	Practical Application	Job description	Mastery of Speaking	2	31.
Student Participation	Practical Application	Daily routine	Mastery of Speaking	2	32.

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					



**Ministry of Higher Education and Scientific Research
 Scientific Supervision and Evaluation Authority
 Department of Quality Assurance and Academic Accreditation
 Accreditation Department**

Academic Program and Course

2024

Introduction:

The educational program is a coordinated and organized package of courses that include procedures and experiences organized in the form of academic vocabulary whose main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire for students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone in obtaining program accreditation and is written jointly by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments 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 description of the academic program circulated according to the letter of the Department of Studies T 3/2906 on

3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

In this regard, we can only emphasize the importance of writing a description of academic programs and courses to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The description of the academic program 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 student to achieve, proving whether he has made the most of the available learning opportunities. It is derived from the description of the program.

Program Vision: An ambitious picture for the future of the academic program to be a sophisticated, inspiring, stimulating, realistic and applicable program.

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 (semester, yearly, Bologna track) whether it is a requirement (ministry, university, college and scientific department) with the number of study units.

Learning Outcomes: **A** compatible set of knowledge, skills and values acquired by the student 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 member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:Tikrit

Faculty/Institute:College of Arts.....

Scientific Department:Translation.....

Academic or Professional Program Name: Translation software. .

Final Certificate Name:..... Bachelor of Translation

Academic System: / Yearly

Description Preparation Date: 1/9/2024

File filling date: 10/9/2024

Signature :

Scientific Associate

Name:

Signature :

Scientific Associate

Name:

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division:

Date

Signature

Approval of the Dean

71. Program Vision
To be a leading program in the field of translation at the local and regional levels,

producing distinguished translators capable of meeting the needs of the labor market in various fields of translation.

72. Program Mission

Preparing scientifically and practically qualified translators in various fields of translation (translation, interpretation, audiovisual translation) by providing a stimulating learning environment and intensive practical training, with a focus on developing students' language and cultural skills.

73. Program Objectives

26. Providing students with the linguistic and grammatical skills which are necessary for translation between Arabic and English.
27. Develop students' grammatical skills in translation, interpretation and audiovisual.
28. Enhance students' abilities to use modern translation tools and assistive technologies.
29. Preparing graduates who are able to work in various fields of translation, including literary, media and legal translation.

74. Program Accreditation

Program accreditation details are mentioned if the program is accredited by certain bodies

75. Other external influences

Any external influences that may affect the program, such as labor market requirements or technological developments in the field of translation, are mentioned.

76. Program Structure				
Reviews*	Percentage	Unit of study	Number of Courses	Program Structure
				Requirements of the institution
				College Requirements
				Department Requirements
				Summer Training
				Other

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

77. Program Description				
Credit Hours		Course Name	Course or Course Code	Year/Level
fundamental	3	/	/	/

78. Expected learning outcomes of the program	
Knowledge	
	<p>1- The study of grammar increases students' understanding and awareness of sentence structure, sentence relationships, and help the students in translation any context from language to another.</p> <p>2- It also enables students to create and improve their Semantics maps which are webs of words visually display the meaning-based connections between words or phrase and a set of related words or concepts.</p> <p>3- Can lead to better verbal and written communication, as students learn to articulate their thoughts more clearly and effectively.</p>

Skills	
	<p>1- Increases students' understanding and awareness of word meaning, sentence relationships, discourse and context.</p> <p>2-Can lead to better verbal and written communication, as students learn to articulate their thoughts more clearly and effectively.</p> <p>3- Integrating technology and digital resources (like online corpora, semantic analysis tools, and multimedia presentations) to enhance the learning experience.</p> <p>4- Promoting critical thinking and analytical skills through problem-solving exercises, encouraging students to explore semantics in real-world contexts.</p>
Values	
	<p>1- Ability to analyze language data, identifying and explaining grammatical issues which have been faced by the students.</p> <p>2- Respect for cultural and linguistic diversity.</p>

79. Teaching and Learning Strategies

22. Theoretical lectures.
23. Practical training through workshops and field training.
24. The use of technological means in education, such as YouTube, power points, and Google Classroom to create quizzes, flashcards
25. Group discussions and presentations.
26. Integrating platforms like Instagram to share marks and PowerPoint slides and any questions

80. Evaluation methods

16. Theoretical and practical tests.
17. Research and practical projects.
18. Continuous assessment through participation in class and extra-curricular activities.

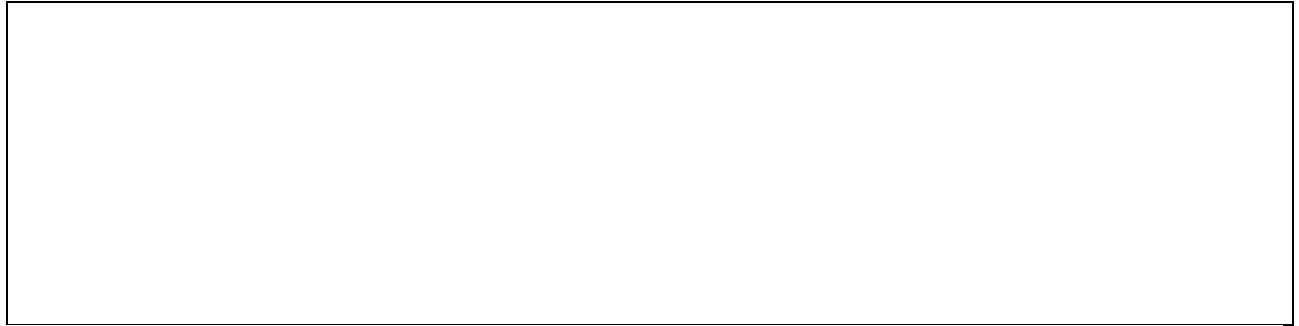
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81. Faculty						
Faculty Members						
Preparation of the teaching staff		Special Requirements/Skills (if applicable)		Specialization		Academic Rank
lecturer	angel			special	year	
	permanent			Linguistics	2019	

Professional Development
Mentoring new faculty members
Professional development of faculty members

82. Acceptance Criterion
Program admission criteria are stated, such as the required high school GPA or entrance tests

83. The most important sources of information about the program
14. The college and university website. 15. Official textbooks approved by the Ministry of Higher Education and Scientific Research.



84. Program Development Plan

16. Updating courses periodically to keep pace with developments in the field of grammar.
17. Holding workshops and training courses for faculty members.
18. Strengthening cooperation with local and international institutions and universities in the field of grammar.

Program Skills Outline

Learning outcomes required from the program

Values	Skills	Knowledge	Basic or	Course	Course	Year/Level
---------------	---------------	------------------	-----------------	---------------	---------------	-------------------

C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1	optional	Name	Code	
											✓				2023-2024
	✓					✓				✓	✓	fundamental	Grammar	L\S	



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

Course Description Form

61. Course: English Grammar					
62. Course Code:					
63. Semester/Year: Annual					
64. The history of preparation of this description					
65. Available Forms of Attendance:					
66. Number of Credit Hours (Total) / Number of Units (Total):					
67. Course administrator's name (if more than one name)					
68. Course Objectives					
1-Helping the students of using suitable grammar During their work as a translators.					
69. Teaching and Learning Strategies					
1. Weekly lectures. 2. Daily and monthly Tests. 3. Writing Assignments in groups with Focusing on grammatical mistakes.					
70. Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
Lecture		Introduction to grammar in general		3	1
Practical				3	2
Lecture		Tenses review		3	3
Practical				3	4

Lecture		Tenses review		3	5
Lecture		Tenses review		3	6
Lecture		Tenses review		3	7
Practical		Solving chapter questions		3	8
Lecture		Solving chapter questions		3	9
Practical		Monthly Exam		3	10
Lecture		Monthly Exam		3	11
Practical		Conjunction words		3	12
Lecture		Conjunction words		3	13
Practical		Coordination		3	14
Lecture		Coordination		3	15
Practical		Correlative conjunctions		3	16
Lecture		Correlative conjunctions		3	17
Practical		Solving chapter questions		3	18
Practical		Solving chapter questions		3	19
Lecture		Solving chapter questions		3	20
Practical		Solving chapter questions		3	21
Lecture		Monthly Exam		3	22
Practical		Monthly Exam		3	23
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71. Course Evaluation

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72. Learning and Teaching Resources

	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites

