

**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

2025

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2024 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: AL- Mustaqbal

Faculty/Institute: Nursing

Scientific Department: Nursing

Academic or Professional Program Name: Bachelor of Science in Nursing

Final Certificate Name: Bachelor of Nursing

Academic System: Semester

Description Preparation Date: 2025-2026

File Completion Date: 20-6-2025

Signature:

Dean of College Name:

Saadya Hadi humade

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 by University President

1. Program Vision

Academic Program Vision:

To establish the Nursing Program as a distinguished model in accredited health education, committed to the highest standards of quality in education, practice, and research.

2. Program Mission

Mission of the Academic Program:

To provide an accredited academic program that ensures the quality of nursing education and training, enhances graduates' competence in clinical performance, leadership, and working within a multidisciplinary team.

3. Program Objectives

Academic Program Objectives – College of Nursing:

1. **Enhance scientific and nursing knowledge** among students in line with advancements in health sciences, supporting a strong knowledge base for professional practice.
2. **Develop clinical competencies and practical skills** necessary to provide safe, comprehensive, and effective healthcare to individuals and communities.
3. **Foster critical thinking, problem-solving, and evidence-based decision-making skills** in various nursing situations.
4. **Instill professional ethics and promote human values and social responsibility** to ensure high-level professional and compassionate nursing practices.
5. **Encourage scientific research and participation in academic and research activities** that contribute to the advancement of nursing knowledge and practice.
6. **Prepare graduates qualified for the local and regional job markets**, capable of successfully passing professional licensing examinations with competence and confidence.

4. Program Accreditation

Is the program accredited? If so, by which body?

No, the program has not yet obtained programmatic accreditation.

5. Other external influences

Is there a sponsor for the program?

Yes, the program is supported through a twinning partnership with the College of Nursing at the University of Babylon.

NLNAC, (2002) accreditation Manual & Interpretive Guidelines for Baccalaureate and higher degree in nursing programs. National League For Nursing Accrediting Commission.

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	4	10	9	
College Requirements	42	128	91	including the supervision and evaluation of the graduation research project.
Department Requirements	-	-		
Summer Training	2	pass		
Graduation Research	1	2		

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

7. Program Description

Credit Hours		Course Name	Course or Course Code	Year/Level
practical	theoretical			
6	4	Nursing Essentials (1)	MU0811101	First Year / First Course
2	3	Biochemistry	MU0811102	
2	3	Anatomy of nurses	MU0811103	
0	2	Nursing Ethics	MU0811104	
0	2	English Language (1)	MU0811105	
0	1	Computer Science (1)	MU0811106	
0	2	Democracy and Human Rights	MU0811107	
12	4	Nursing Essentials (2)	MU0811201	First Year / Second Course
2	3	Physiology for nurses	MU0811202	
0	2	Terminology for nurses	MU0811203	
0	2	English Language (2)	MU0811204	
2	0	Computer (2)	MU0811205	

0	2	Arabic Language (1)	MU0811206	Second Year / First Course
12	4	Adult Nursing (1)	MU0812101	
2	2	Health Assessment	MU0812102	
2	2	Nurse Microbiology (1)	MU0812103	
0	2	Pharmacology for Nurses (1)	MU0812104	
2	0	Computer Science (3)	MU0812105	
0	2	Crimes of the Baath regime in Iraq	MU0812106	
12	4	Adult Nursing (2)	MU0812201	Second Year / Second Course
2	2	Nurse Microbiology (2)	MU0812202	
0	2	Physiology of diseases for nurses	MU0812203	
0	2	Pharmacology for Nurses (2)	MU0812204	
2	0	Computer Science (4)	MU0812205	
0	2	Arabic Language for Nursing (2)	MU0812206	
0	30 days	Summer Clinical Internship	MU0812207	
14	3	Maternal and Newborn Nursing	MU0813101	Third Year / First Course
0	2	Research Methods in Nursing	MU0813102	
0	2	Health Sociology	MU0813103	
0	2	Nutrition and therapeutic nutrition	MU0813104	
0	1	Human Rights	MU0813105	
14	3	Pediatric Nursing	MU0813201	Third Year / Second Course
6	3	Human growth and development	MU0813202	
0	2	Biostatistics	MU0813203	
0	1	Democracy	MU0813204	
2	1	English Language (2)	MU0813205	
0	30 days	Summer Clinical Internship	MU0813206	
12	3	Community Health Nursing	MU0814101	Fourth Year / First Course
0	2	Epidemiology	MU0814102	
3	2	Leadership and Management in Nursing	MU0814103	
0	2	Health Promotion	MU0814104	
0	2	Professional topics and issues in nursing	MU0814105	
0	1	Arabic Language (1)	MU0814106	
12	3	Psychiatric and Mental Health Nursing	MU0814201	Fourth Year / Second Course
0	2	Psychology for nurses	MU0814202	
12	2	Critical Care Nursing	MU0814203	
0	1	Arabic Language (2)	MU0814204	
0	1	English Language (4)	MU0814205	
0	0	Graduation Research	MU0814206	

8. Expected learning outcomes of the program	
Knowledge	
<p>Knowledge (A) Definition: What the student is expected to know in terms of scientific and professional concepts and information.</p> <p>Examples of Cognitive Learning Outcomes:</p> <p>A1: Explains the fundamental concepts of medical and nursing sciences.</p> <p>A2: Identifies human body functions and pathological interactions.</p> <p>A3: Differentiates between appropriate nursing interventions for various conditions.</p> <p>A4: Explains the ethical and legal principles of the nursing profession.</p>	Knowledge
Skills	
<p>Skills (B) Definition: What the student should be able to do, including analytical, critical thinking, and clinical skills.</p> <p>Examples of Skill-Based Learning Outcomes:</p> <ul style="list-style-type: none"> B1: Performs comprehensive health assessments using appropriate clinical tools. B2: Applies basic and advanced nursing procedures safely and effectively. B3: Analyzes clinical data and identifies care priorities. B4: Utilizes modern technology in documentation, research, and nursing practice. 	Cognitive skills
<p>-Take responsibility for their self-education and continue their personal and professional development</p> <p>- Work in a group effectively and practice driving when needed</p> <p>- Act responsibly in personal and professional relationships</p> <p>- Acting ethically and adhering to high moral values on the personal and social scale</p>	Interpersonal skills and taking responsibility

<ul style="list-style-type: none"> -Communicate orally and in writing effectively - Use of communication and information technology - The use of basic arithmetic and statistical methods 	Communication skills, information technology and numerical skills
It includes physical prowess and is of high importance in some fields of study	Psychomotor skills
Values	
<p>A- The cognitive component: and its criterion is "choice", that is, the selection of value from different alternatives completely freely so that the individual considers the consequences of selecting each alternative and bears the responsibility for selecting it in its entirety, and this means that involuntary reflection does not constitute a choice associated with values.</p> <p>The choice is considered the first level in the scale of degrees leading to values, and consists of three degrees or consecutive steps:</p> <p>Explore possible alternatives, consider the consequences of each alternative, and then make a free choice.</p>	<p>Components of values:</p> <p>The values consist of three main levels:</p> <p>The cognitive component, the emotional component, and the behavioral component.</p> <p>It is associated with these components and standards that control the approaches and processes of values, namely:</p> <p>Choosing, appreciating, and acting.</p> <p>A- Cognitive component</p>
<p>B- The emotional component: and its criterion is "appreciation", which is reflected in attachment to value and pride in it, and a sense of happiness for choosing it and the desire to announce it publicly.</p> <p>The estimate is considered the second level in the scale of grades leading to the values and consists of two consecutive steps:</p> <p>Feeling happy to choose value, and declaring to hold on to value publicly.</p>	B- Emotional component
<p>C- Behavioral component: its criterion "practice and action" or "action" includes the actual practice of value or practice in a manner consistent with the value selected, provided that the practice is repeated continuously in different situations whenever the opportunity arises.</p>	C. Behavioral component

<p>The practice is considered the third level in the ladder of degrees leading to values, and consists of two consecutive steps:</p> <p>Translating value into practice, building a value pattern</p>	
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9. Teaching and Learning Strategies
<p>Teaching and learning strategies and methods adopted in the implementation of the program in general.</p>
<p>The most important modern teaching strategies</p> <p>1- Brainstorming strategy</p> <p>Also called brainstorming, it means putting the mind in a state of excitement in order to think about all directions and possibilities to reach, in an atmosphere of freedom, as many ideas and opinions as possible about a particular problem or topic. Followed by the stage of collecting and discussing proposals.</p> <p>Among the most prominent objectives of teaching by adopting this method we find:</p> <ul style="list-style-type: none"> – Make the learner active and active in educational situations. – Accustom students to respect different opinions and appreciate others. – Take advantage of the ideas and information of others. <p>2- Modeling learning strategy</p> <p>Also called social learning, an individual acquires and learns new responses and behavioral patterns in a social setting or situation, through observation and attention (such as a child learning language by listening and imitating).</p> <p>In general, it is an illustrative method of education based on the use of experiments, means and models... For example: learning to write and calligraphy, learning ablution and some practical scientific applications such as anatomy and electricity...</p> <p>Note: Please find a comprehensive article on this concept here.</p> <p>3- Teamwork Strategy</p> <p>Also called cooperative learning, it is manifested in dividing learners into small groups that often consist of 3 to 4 members, who are given specific duties</p>

(common goals) and have to rely on cooperation (knowledge and skill exchange) in order to accomplish the task required of them.

Among its most important objectives:

- Adoption of active learning.
- Exchange of ideas (dialogue method) and urge to accept the ideas of others.
- Developing the spirit of responsibility and cooperation among learners.
- Building positive relationships between learners (respect for others).
- Encourage self-learning.
- Practice problem solving and decision-making.

4. Discussion Strategy

It is an ancient technique attributed to the philosopher Socrates, who used it to guide and encourage his disciples. It can be seen as an evolution of the method of delivery through the use of discussion in the form of questions that arouse the motivation of learners.

This strategy is based on pushing students to think, discuss, express opinions, ask questions and provide answers, and involve them in the preparation of the lesson, with attention to research, collection and analysis of information by following the main steps:

- Setup.
- Discussion.
- Calendar.

5- Hot chair strategy

It resembles what has come to be known as the "confessional chair". It is a strategy based on asking questions to a specific student, with the aim of developing several skills, the most important of which are building questions, exchanging ideas and reading.

Among the most important steps of the Hot Seat Strategy are:

- Place seats or tables in a circular shape, and place the "hot chair" in the center of the classroom.
- The stage of asking questions related to the topic of the lesson after it has been determined by the teacher (who plays the role of activator), preferably open-ended questions with multiple answers.

Note:

- The hot chair strategy can be used in the group system, dividing the class group into small groups.

- This strategy is adopted to discuss a general issue or problem, by pushing students to think about a specific topic from its different aspects, and then discuss different points of view.

6- Numbered Heads Strategy

It is a form of collaborative teamwork, and is manifested in:

- Dividing students into groups of 4 members. Each member carries a number from 1 to 4.
- Ask the question or clarify the task to be accomplished.
- The members of each group collaborated to find solutions.
- The teacher chooses a random number from each group, so that the learner who owns the number represents individuals. His group in answering and providing solutions.

Among the objectives of this strategy, we mention:

- Integrating students who are struggling academically and pushing them to engage and participate.
- Accustom students to cooperate and work in a team.
- Developing the spirit of fair competition.

7- Ice cream sticks strategy

This strategy is based on the excitement and motivation of learners and keeping their focus and attention at the highest levels, and is suitable for young age levels. It allows all students to actively participate in the lesson process, and is suitable for open-ended questions.

The steps of this strategy are summarized in:

- Writing the names of the students on ice cream sticks.
- Put the sticks in a box that is visible to everyone.
- During the course of the lesson, the teacher randomly draws an ice cream stick from the box, and the learner concerned must complete the task required of him or answer the question posed...

8- Reciprocal Teaching Strategy

It is an educational activity that is particularly concerned with the study of reading texts (reading, understanding, analysis...) , based on mutual dialogue between students and teacher or between students with each other.

This teaching strategy is also based on:

- Attention to thinking and mental processes.
- Linking students' new information to their tribal acquisitions.
- Observation, planning and evaluation.

While the strategy of reciprocal teaching is bold:

- Summary.

- Generate questions.

- Clarification.

This can be detailed in the following steps:

- Divide students into groups.

- Distribution of roles according to the task required of each learner (summary, generation of questions, clarification)

- Appoint a leader for each group.

- Distributing a text or reading piece to groups.

- Engage in reciprocal dialogue within groups and for each individual to perform his task.

- Give learners enough time to read silently and then write down ideas to help build the abstract.

- The teacher follows up the work of each group on a real-time and continuous basis, and provides support and assistance when necessary.

- View results.

9- Educational Bag Strategy

They are also called educational packages. It is an educational unit (an integrated structured structure) that directs the learner's activity by adopting self-learning and providing individual learning opportunities, and includes a variety of educational and knowledge materials that take into account individual differences, enhanced by pre- and post-tests, and various educational activities and means to help download the curriculum.

In general, the educational bag strategy is characterized by:

- The existence of a guide with sufficient information about the educational bag, its components and objectives.

- Taking into account individual differences.

- Availability of multiple educational materials.

- Attention to feedback and reinforcement.

- Enhance learners' self-confidence (away from fear of failure or a sense of inferiority).

- Diversity of evaluation methods and times.

- Adopting the method of individual self-learning.

- Targeting the level of proficiency in learning.

As for the elements and components of the educational bag, they vary according to the educational situation, but they often do not depart from 3 main pillars: the guide, teaching activities and evaluation.

10. Evaluation methods

Implemented at all stages of the program in general.

- Calendar and its types:
- Pre-test (initial, diagnostic).
- Structural test (formative, phased).
- Final exam (post, total).

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	-	4	Nursing Skills	Computer Skills	4	1
Assistant Professor	-	1	Nursing Skills	Computer Skills	1	
Consultant Physician	1	1	Medical Skills	Computer Skills	2	1
teacher	-	6	Nursing Skills	Computer Skills	6	2
Assistant Lecturer	-	9	Nursing Skills	Computer Skills	9	1
Teaching assistant	-	5	Nursing Skills	Nursing Skills	5	

Faculty Members – Nursing Program

Full-Time Faculty Members

No.	Full Name	Degree	Specialization	Academic Title
1	Saadya Hadi Humaidi Muhaysin	PhD	Maternal and Neonatal Health Nursing	Professor
2	Muna Abdulwahab Khalil Ibrahim	PhD	Community Health Nursing	Professor
3	Rawa Majid Mohammed Sajit Al-Bu Salih	PhD	Microbiology	Lecturer
4	Fakhriya Jabr Muhibis Abd	PhD	Adult Nursing	Professor
5	Qahtan Hadi Hussein Mohammed Al-Jubouri	PhD	Community Health Nursing	Professor
6	Reda Abdel-Aty Mahmoud Al-Fishawi	PhD	Pediatric Nursing	Assistant Professor
7	Mahdi Hamza Mandhoor Marbid Al-Ta'i	PhD	Adult Nursing	Lecturer
8	Ismail Mohammed Kazem Al-Saadi	PhD	Community Health	Lecturer

9	Fatima Kamil Salman Hamoud Al-Rikabi	PhD	Adult Nursing	Lecturer
10	Burhan Hadi Darb Jaafar Al-Bu Issa	PhD	Psychiatric and Mental Health Nursing	Lecturer
11	Mahdi Saleh Hadi Brisim Al-Inaawi	PhD	Pediatric Nursing	Lecturer
12	Ali Hussein Hasab Al-Hussain	PhD	Community Health Nursing	Lecturer
13	Ali Jassim Mohammed Abdul Khafaji	MSc	Adult Nursing	Assistant Lecturer
14	Rehab Faleh Hassan Shanbara	MSc	Maternal and Neonatal Health Nursing	Assistant Lecturer
15	Abbas Abdul-Hussein Hassan Shubr	MSc	Psychiatric and Mental Health Nursing	Assistant Lecturer
16	Wissam Mohammed Kareem Jundil	MSc	Adult Nursing	Assistant Lecturer
17	Noor Fadel Alwan Awad	MSc	Arabic Language	Assistant Lecturer
18	Kazem Hussein Jassim Fissoa Al-Fatlawi	MSc	Adult Nursing	Assistant Lecturer
19	Hatem Kareem Mansour Al-Bu Alwan	MSc	Psychiatric and Mental Health Nursing	Assistant Lecturer
20	Bara Mohammed Khudair Abbas Al-Musafir	MSc	Law	Assistant Lecturer
21	Aws Shallal Abbas Joudi Anouz	MSc	Computer Engineering	Assistant Lecturer
22	Iftikhar Hamza Shakir Al-Dujaili	Higher Diploma	Obstetrics and Gynecology	Consultant Physician
23	Ola Haider Hassan Khamza	BSc	General Medicine	General Practitioner
24	Raneem Ibrahim Yousif	BSc	Maternal and Neonatal Health Nursing	Staff Nurse
25	Mohammed Ali Hassan Jassim Al-Khafaji	BSc	General Nursing	Staff Nurse
26	Hassan Najm Abdul Mohammed Al-Kallabi	BSc	General Nursing	Staff Nurse
27	Zainab Ayed Abdul Shaheed	BSc	General Nursing	Staff Nurse
28	Jabir Mahmoud Jawad Kazem	BSc	General Nursing	Staff Nurse

Part-Time / Visiting Lecturers

No.	Full Name	Degree	Specialization	Academic Title
1	Nada Khazal Kazem	PhD	Microbiology	Professor
2	Sadiq Salam Hassouni	PhD	Adult Nursing	Lecturer
3	Alaa Hamzah Harmas	PhD	Adult Nursing	Lecturer
4	Kareem Jabr Dhi'dan	PhD	Pediatric Nursing	Lecturer

Professional Development

Mentoring new faculty members

Create a comprehensive database of faculty members and employees and update it according to developments. Developing the functional skills of all college employees and proposing appropriate courses and workshops. Identify the needs and directions of the college in research fields.

Professional development of faculty members

The professional development of faculty members and academic leaders is a strategic goal sought by universities, especially in light of the rapid technical and scientific developments, the multiplicity and diversity of knowledge resources and the ease of their dissemination and circulation, and under the complexity of academic, research and social roles that they should perform, faculty members and academic leaders

12.Acceptance Criterion

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

- 1- The student must be a graduate of the preparatory school for the scientific and biological branch or the nursing preparatory school with an acceptance rate of 70 for the morning study and 65 for the evening study.
- 2- The required original documents must be submitted in accordance with the conditions, including the preparatory study document containing grades and certified by the Directorate of Education within a period of one week from the date of submission, otherwise admission is considered null and void.

13.The most important sources of information about the program

Remember briefly.

- Dar Al Uloom University - Vice Deanship for Planning and Development - Quality Management Learning Outcomes Formulation and Measurement Guide

Trainer Prof. Abdulrahman Haidar - um Al-Qura University

14.Program Development Plan

- Continuous evaluation of the performance of the teaching staff and the work of workshops and courses to improve performance.
- Evaluating the student's learning outcomes and addressing the cases of struggling students to improve the scientific and clinical level.

Updating curricula in line with the labor market to improve learning outcomes.

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
First Year / First Course	MU0811101	Nursing Fundamentals (1)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0811102	Biochemistry	Basic	✓	✓	✓	✓								
	MU0811103	Anatomy of nurses	Basic	✓	✓	✓	✓	✓	✓	✓	✓				
	MU0811104	Nursing Ethics	optional	✓	✓	✓	✓					✓	✓	✓	✓
	MU0811105	English Language (1)	optional	✓	✓	✓	✓								
	MU0811106	Computer Science (1)	optional	✓	✓	✓	✓								
	MU0811107	Democracy and Human Rights	optional	✓	✓	✓	✓					✓	✓	✓	✓
First Year / Second Course	MU0811201	Nursing Fundamentals (2)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0811202	Physiology for nurses	Basic	✓	✓	✓	✓	✓	✓	✓	✓				
	MU0811203	Terminology for nurses	Basic	✓	✓	✓	✓								

	MU0811204	English Language (2)	optional	✓	✓	✓	✓								
	MU0811205	Computer (2)	optional	✓	✓	✓	✓								
	MU0811206	Arabic Language (1)	optional	✓	✓	✓	✓								
Second Year / First Course	MU0812101	Adult Nursing (1)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0812102	Health Assessment	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0812103	Nurse Microbiology (1)	Basic	✓	✓	✓	✓	✓	✓	✓	✓				
	MU0812104	Pharmacology for Nurses (1)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0812105	Computer Science (3)	optional	✓	✓	✓	✓								
	MU0812106	Crimes of the Baath regime in Iraq	optional	✓	✓	✓	✓								
Second Year / Second Course	MU0812201	Adult Nursing (2)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0812202	Nurse Microbiology (2)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0812203	Physiology of diseases for nurses	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0812204	Pharmacology for Nurses (2)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0812205	Computer Science (4)	optional	✓	✓	✓	✓								

	MU0812206	Arabic Language for Nursing (2)	optional	✓	✓	✓	✓								
	MU0812207	Summer Clinical Internship	optional	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third Year / First Course	MU0813101	Maternal and Newborn Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0813102	Research Methods in Nursing	Basic	✓	✓	✓	✓								
	MU0813103	Health Sociology	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0813104	Nutrition and therapeutic nutrition	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0813105	Human Rights	optional	✓	✓	✓	✓								
Third Year / Second Course	MU0813201	Pediatric Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0813202	Human growth and development	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0813203	Biostatistics	Basic	✓	✓	✓	✓	✓	✓	✓	✓				
	MU0813204	Democracy	optional	✓	✓	✓	✓								
	MU0813205	English Language (2)	optional	✓	✓	✓	✓								
	MU0813206	Summer Clinical Internship	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0814101	Community Health Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Fourth Year / First Course	MU0814102	Epidemiology	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0814103	Leadership and Management in Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0814104	Health Promotion	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0814105	Professional topics and issues in nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0814106	Arabic Language (1)	optional	✓	✓	✓	✓								
Fourth Year / Second Course	MU0814201	Psychiatric and Mental Health Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0814202	Psychology for nurses	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0814203	Critical Care Nursing	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0814204	Arabic Language (2)	optional	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MU0814205	English Language (4)	optional	✓	✓	✓	✓								
	MU0814206	Graduation Research	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					
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 preparation, daily oral, monthly, or written exams, reports etc					
12. Learning and Teaching Resources					

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