

Academic Program Description Form

University Name: Al-Farabi University

College/Institute: College of Health and Medical Technology

Scientific Department: Optics Techniques

Academic or Professional Program Name: Bachelor of Optics Technologies

Final Certificate Name: Bachelor of... Optics Technologies...

Academic System:

Description Preparation Date:

File Filling Date:

Signature:

Name of the Scientific

Associate:

Date:

Signature:

Head of Department:

Date:



الأستاذ الدكتور
مهدي حسن سهيل
رئيس القسم

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Division of Quality Assurance and University

Performance: Pr.dr. Hana A. Hammood

History

Signature

Endorsed by the Dean

د. عبد الله محمد كاظم

جامعة الفارابي
كلية التقنيات الصحية

1. Program Vision

The Department of Medical Optics Technologies should be a leading center in education, training, and scientific research in the field of optical care at the local and regional levels, and contribute to the preparation of technical competencies capable of innovation and the provision of advanced optical services that contribute to improving the quality of healthy life in the community.

2. Program Mission

The Department of Medical Optics Technologies at Al-Farabi University College seeks to prepare scientifically and professionally qualified technical cadres in the field of examination and diagnosis of vision diseases, through an interactive educational environment, modern curricula, and advanced practical training, with a focus on scientific research, community service, and contributing to the development of the visual health care system in Iraq.

3. Program Objectives

1. Preparing qualified technical cadres in the field of medical optometry, capable of practicing the profession with high efficiency, and equipped with the necessary theoretical knowledge and clinical and technical skills.
2. Developing educational and training curricula in line with scientific and technological advances in optometry technologies and modern medical devices.
3. Promoting a culture of applied scientific research, and encouraging faculty and students to produce research that serves the specialization and contributes to the development of visual health care.
4. Activating the department's role in serving the community through free eye screening campaigns, health awareness programs, and cooperation with local health institutions.
5. Establishing scientific and professional partnerships with hospitals, optical centers, and universities locally and internationally, to exchange experiences and enhance training and employment opportunities.
6. Providing a modern and stimulating learning environment based on interactive learning, e-learning, and practical training using the latest technologies and devices.
7. Instilling professional and ethical values in students, promoting the principles of teamwork, respecting patient privacy, and social responsibility.
8. Achieving national and international academic accreditation standards, through the application of total quality systems and continuous performance evaluation of students and teaching staff.
9. Contribute to sustainable development by adopting healthy, safe and environmental practices within the department that are in line with the United Nations Sustainable Development Goals.

4. Program Accreditation

waiting in preparation

5. Other External Influences

Twinning with the Bab al-Mu'azzam Health and Medical Technical College /
Department of Medical Optics Technologies

* It is possible to include notes on whether the course is basic or elective.

1. Program Structure

Program Structure	Number of Courses	Study Unit	Percentage	Notes*
Enterprise Requirements	–			
College Requirements	–			
Department Requirements	51	180	50%	Essential
Summer Training	2	4	50%	Essential
Other				

1. Program Description				
Year/Level	Course or course code	Course or course name	Credit Hours	
First Year / First Course	o.p.t.1.1	Head and neck anatomy	5	2
First Year / First Course	o.p.t.1.2	Principles of Chemistry	4	2
First Year / First Course	o.p.t.1.3.1	Medical and Optical Physics 1	5	3
First Year / First Course	o.p.t.1.4.1	Biology1	4	2
First Year / First Course	o.p.t.1.5.1	Computer Principles	2	1
First Year / First Course	o.p.t.1.6	Human Rights and Democracy	0	2
First Year / First Course	O.p.t.1.11	Medical Terminology	0	1
First Year / First Course	o.p.t.1.7	Arabic Language	0	1
First Year / Second Course	o.p.t.1.8	Eye anatomy	5	2
First Year / Second Course	o.p.t.1.9	Biochemistry	4	2
First Year / Second Course	o.p.t.1.3.2	Medical and Optical Physics2	5	3
First Year / Second Course	o.p.t.1.4.2	Biology2	4	2
First Year / Second Course	o.p.t.1.10	Arabic Language	0	1
Second Year / First Course	o.p.t.2.1.1	Eye and Vision 1	4	2
Second Year / First Course	o.p.t.2.2.1	Optical Devices 1	5	2
Second Year / First Course	o.p.t.2.3.1	Eye Health 1	4	2

Second Year / First Course	o.p.t.2.4.1	Breakage Errors 1	5	2
Second Year / First Course	o.p.t.2.5.1	Statistical Applications 1	3	1
Second Year / First Course	o.p.t.2.7	The crimes of the Baath regime in Iraq	0	2
Second Year / First Course	o.p.t.2.11	Computer Applications	2	1
Second Year / First Course	o.p.t.2.6.1	Medical Terminology	0	1
Second Year / First Course	o.p.t.2.10	Arabic Language	0	1
Second Year / Second Course	o.p.t.2.1.2	The Eye and the Vision 2	4	2
Second Year / Second Course	o.p.t.2.2.2	Optical Devices 2	5	2
Second Year / Second Course	o.p.t.2.3.2	Eye Health 2	4	2
Second Year / Second Course	o.p.t.2.4.2	Refractive Errors 2	5	2
Second Year / Second Course	o.p.t.2.5.2	Statistical Applications 2	3	1
Second Year / Second Course	o.p.t.2.8	Medications	0	2
Second Year / Second Course	o.p.t.2.9	Laser in Ophthalmology	3	1
Second Year / Second Course	o.p.t.2.10	Arabic Language	0	1
Third Year / First Course	o.p.t.3.1	Eye problems in systemic disorders 1	3	1
Third Year / First Course	o.p.t.3.2	Eyeglasses1	4	2
Third Year / First Course	o.p.t.3.3	Strabismus 1	4	2
Third Year / First Course	O.P.t.3.4	Refractive Errors 3	4	2

Third Year / First Course	o.p.t.3.7	Optical Devices 3	4	2
Third Year / First Course	o.p.t.3.9	Laser Eye Disease Treatment	2	1
Third Year / Second Course	o.p.t.3.1.2	Eye problems in systemic disorders2	3	1
Third Year / Second Course	o.p.t.3.2.2	Eyeglasses2	4	2
Third Year / Second Course	o.p.t.3.3.2	Strabismus 2	4	1
Third Year / Second Course	o.p.t.3.4.2	Breakage Errors 4	4	2
Third Year / Second Course	o.p.t. 3.7.2	Optical Devices (4)	4	2
Third Year / Second Course	o.p.t.3.5	Research Methods	0	2
Fourth Year / First Course	O.p.t.4.1	Eye Diseases1	2	2
Fourth Year / First Course	o.p.t.4.2	Strabismus 3	4	2
Fourth Year / First Course	o.p.t.4.8	Workshop 1	4	0
Fourth Year / First Course	o.p.t.4.4	Eyeglasses & Contact Lenses 1	4	2
Fourth Year / First Course	o.p.t.4.5	In-kind Alternatives1	4	2
Fourth Year / First Course	o.p.t.4.6	Eye X-ray and sonar	2	1
Fourth Year / First Course	o.p.t.4.3	Pediatric Ophthalmology	2	1
Fourth Year / Second Course	o.p.t.4.1.2	Eye Diseases 2	2	2
Fourth Year / Second Course	o.p.t.4.2.2	Strabismus 4	4	2
Fourth Year / Second Course	o.p.t.4.4.2	Eyeglasses & Contact Lenses 2	4	2

Fourth Year / Second Course	o.p.t.4.5.2	In-kind Alternatives 2	4	2
Fourth Year / Second Course	o.p.t.4.8.2	Workshop 2	4	0
Fourth Year / Second Course	o.p.t.4.10	Ethics	0	2
Fourth Year / Second Course	o.p.t.4.7	Graduation Project	6	0

6. Expected Learning Outcomes of the Program

Knowledge

The Graduate Vision Examination Program aims to enhance the skills of graduates specialized in optometry and prepare them to deal with professional challenges in this field. These goals include:

1. Explains the anatomical and physiological foundations of the visual system
2. Clarifies the optical principles of lenses, refraction, deviation, and correction of optical defects.
3. Distinguishes between common eye diseases and their primary screening methods
4. Know the types of prescription lenses and glasses and the ways to design them according to the patient's needs
5. Standard specifies vision tests and visual examinations
6. Define Procedures for Preventing Ophthalmic Infections
7. Understand the principles of visual examinations. These goals aim to prepare

Cognitive Objectives

Skills

The skills objectives of the Graduate Vision Examination Program aim to qualify graduates to practice the profession in a practical and professional manner, ensuring that they are able to deal with various visual conditions efficiently. The skills goals in this program include the following:

1. Conducting optometry tests using modern optical devices and techniques
2. Selects the right lenses according to the type of visual defect and diagnosis of the condition.
3. Adjusts eyeglasses and means of vision correction accurately according to the correct measurements and measurements.
4. Participates in providing visual advice to patients on the use of glasses or lenses.

Skills Goals

5. Uses optical software to document and analyze examinations
6. Treats children and the elderly flexibly
7. Accurately document the results of examinations. The skill objectives of the Vision Examination Program for graduates aim to equip them with integrated practical skills that enable them to deal with a variety of visual conditions professionally, taking into account the highest standards of accuracy and quality at all stages of examination and treatment.

Values

The emotional and moral objectives of the Graduate Vision Examination Program focus on developing the personal and ethical aspects of the student, in addition to promoting their professional values that contribute to improving the quality of services provided in the field of optometry. Emotional and value goals include the following:

1. Shall be committed to the confidentiality of the patient's data and respect for his privacy during the visual examination.
2. Sloe Ka shows professionalism that reflects precision, tact and humanity in dealing.
3. Takes responsibility for providing safe and effective optical services
4. Works in a team spirit with other medical staff to achieve the quality of visual care.
5. Adheres to self-development and continuous learning to keep up with visual inspection techniques
6. Adheres to hygiene and hygiene measures
7. Takes into account the psychological aspects of the patient. The emotional and value goals of the Graduate Vision Examination Program contribute to the preparation of specialists who are empowered not only in their human and ethical aspects. The development of these values ensures that in the technical and professional aspects, but also the graduates will provide a distinguished medical service of a humane and ethical nature, enhancing the level of health care provided to patients in the fields of optometry.

Emotional and Values Goals

7. Teaching and Learning Strategies

Cognitive outcomes.

The Department of Optometry Technologies aims to prepare scientifically and professionally qualified graduates to provide high-quality optical services, by adopting diverse and effective teaching and learning strategies that take into account the nature of the specialization and the requirements of the labor market, and are in line with modern academic standards.

1. Interactive Lectures and Presentations
 - Explain the anatomical and physiological foundations of the visual system.
 - Clarify the optical principles of lenses and refraction.
2. Problem-Based Learning (PBL)
 - Training students to distinguish between common eye diseases.
 - Analysis of minor clinical cases.

3. Use of multimedia and simulation

- Clarifying the design methods of prescription lenses and eyeglasses.

4. E-Learning

- Provide scientific resources on standard standards for vision tests and visual examinations.

5. Seminars and Workshops

- Enhance understanding of infection prevention measures.
- Establishing the principles of visual examinations and their application methods.

Second: Skill Outputs

Teaching and Learning Strategies

1. Hands-on training in optical laboratories

- Perform optometry tests using modern devices.

2. Case-Based Learning

Choose the right lenses.

Diagnosis of various visual defects.

3. Clinical Simulation

Training students to adjust glasses and correct vision accurately before dealing with patients.

4. Collaborative Learning

Encourage students to provide visual counseling and work in teams and groups.

5. Project-Based Learning

Training students on the use of visual software in documenting tests and analyzing their results.

6. Field Training and Internships

Providing students with the opportunity to gain practical experience in visual institutions and centers.

Linking the theoretical aspect with practical application and developing professional skills.

1 – Evaluation Methods

First: Cognitive Outputs

Objective: To measure the student's understanding and comprehension of the basic theoretical concepts in the field of optometry technologies.

Evaluation Methods

1. Written Exams (Semester and Final)

- Essay questions.
- Multiple Choice Questions (MCQ).
- True and false questions.
- Short questions to measure comprehension and analysis.

2. Quizzes

- Assessing the level of interim understanding of the subject.
- Measure the extent to which you understand the key concepts on an ongoing basis.

3. Theoretical Duties and Reports

- Preparing scientific reports on eye diseases and visual defects.
- Summarize and analyze topics specializing in optics.
- Design cases or applications associated with optical lenses.

4. Individual and group presentations

- Measuring students' ability to explain and explain scientifically.
- Develop communication skills and academic presentation.
- Assess the ability to organize and systematically present information.

5. Oral Questions to check deep understanding.

6. Theoretical Projects: Design of visual awareness racks or satisfactory case analysis.

7. Self-assessment :(self-assessment) to enhance the student's critical thinking about his or her learning

Second: Skill Outputs

Objective:

To measure the student's practical and clinical performance and the extent to which he is able to apply theoretical knowledge and professional skills in the field of optometry techniques.

Evaluation Methods

1. Direct Practical Assessment (OSCE/OSPE)

- Conducting practical and procedural tests in visual examinations.
- Assessing the student's proficiency in using optical devices and implementing the examination procedures.

2. Direct Observation

- Follow-up of the student's performance by the instructor or supervisor during practical training.
- Assess professional skills and practical behavior during the provision of visual service.

3. Checklists

- Measuring the student's accuracy in implementing the steps of the visual examination.
- Ensure adherence to the approved professional procedures and standards.

4. Practical Reports (Laboratory / Clinical Reports)

- Documenting the results of visual examinations and tests.
- Analyzing the results and writing scientific reports according to professional procedures.

5. Case Study Reports

- Analyze clinical cases related to visual defects and eye diseases.
- Prepare reports that include the initial diagnosis and appropriate recommendations.

6. Applied Projects

- Design lenses or optical systems according to specific requirements.
- Use visual software to analyze data and document results.

7. Practical Demonstrations

- Present practical skills to colleagues and supervisors.
- Explain the steps of the examination or use of optical devices in a correct and organized manner.

Third: Value Outcomes (Ethics and Professional Behaviors)

Objective:

To measure the student's professional behaviors, the extent of his commitment to professional ethics, and his ability to interact humanely and cooperate with patients, colleagues, and members of the health team.

Evaluation Methods

1. Direct observation by faculty members

- Assess student behavior while dealing with patients and colleagues.
- Follow up on the extent of adherence to professional ethics and work ethics.

2. Behavioral Rubrics

- Measuring commitment to professional values such as:
 - Confidentiality of patient information.
 - Tact and good communication.
 - Respect for patients and colleagues.
 - Compliance with professional regulations and instructions.

3. Field Assessment

- Evaluation of student performance by clinical and field training supervisors.
- Measure the extent of adherence to professional conduct during training.

4. Peer Assessment

- Assess the extent of the student's cooperation and effective participation within the team.
- Measuring communication and teamwork skills.

5. Self-Reflection Reports

- Prepare reports that reflect the student's assessment of their performance and professional behavior.
- Identify strengths and aspects that need to be developed.

6. Logbooks

- Documenting the student's daily activities and practices.
- Follow up on the level of commitment to attendance and professional and training responsibilities.

7. Collaborative Projects and Community Service

- Participate in community activities and initiatives related to eye and vision health.
- Measuring team spirit, social responsibility, and commitment to community service.

1- Faculty

Faculty Members

Academic Rank	Specialization		Special requirements/skills (if applicable)		Preparing the teaching staff	
	General	Special				
Prof. Dr. Mahdi Hassan Suhail Najm	Physics	Thin Films			Academic Staff	
Asst. Prof. Dr. Akram Nouri Mohammed Jassim	Physics	Laser			Academic Staff	
Asst. Dr. Fadel Abbas Omran Dahsh	Physics	Laser			Academic Staff	
Asst. Dr. Zeina Abdullah Khalaf Mohamed	Biotechnology	Immunity			Academic Staff	
Asst. Dr. Furqan Majed Kazem Saad	Biotechnology	Microbiology			Academic Staff	
Asst. Tch. Haider Mahmoud Hassan Rumaith	Medical Physics	Medical Physics			Academic Staff	
Asst. Dr. Tawfiq Saleh Mahdi	Physics	Laser Applications				Lecturer
Prof. Dr. Dina Ahmed Kafi	Physics	Laser Applications				Lecturer
Asst. Tch Rand Haider Sadeq	Materials Science	Materials Science				Lecturer
Asst. Tch Tabarak Ammar	Physics	Laser Applications				Lecturer
D. Ghaith Ali Mohammed	Ophthalmology	Ophthalmology				Consultant

Professional Development

Mentoring new faculty members

This plan aims to support new faculty members and enable them to integrate into the academic environment, and to enhance their educational, research, and professional competencies.

1. Orientation and induction program

- Develop a comprehensive orientation program to introduce new faculty members to the institution.
- Clarify the approved academic and administrative policies, regulations, and procedures.
- Introduce them to the organizational structure, regulations and instructions for academic work.

2. Academic Mentoring System

- Pairing new faculty with experienced faculty.
- Provide guidance, support, and advice in educational, research, and administrative aspects.
- Assist in adapting to the work environment and its requirements.

3. Training and professional development

- Organizing regular workshops and training courses in:
 - Modern Teaching Strategies.
 - Evaluation and measurement methods.
 - Scientific Research and Academic Publishing Techniques.
 - Use of educational technologies and electronic platforms.

4. Feedback and Performance Evaluation

- Establish an effective mechanism to provide feedback to new faculty members.
- Provide them with constructive feedback on their academic and teaching performance.
- Identify areas of strength, opportunities for improvement and development.

5. Support research and academic activities

- Encouraging participation in scientific conferences and symposiums.
- Support engagement in research projects and academic activities.
- Promote opportunities for scientific collaboration with researchers and other academic institutions.

6. Ongoing Support and Follow-up

- Hold regular meetings to monitor progress and address challenges that may face new faculty members.
- Providing the necessary academic resources and scientific references.
- Provide access to continuing professional development programs and materials.

Faculty Professional Development

1. Evaluating the skills of faculty members to study their educational and technical needs.
- 2 . Providing training courses to help develop faculty skills in areas such as advanced education, teaching techniques, and rigorous assessment.
3. Encouraging teamwork among faculty members to exchange knowledge and knowledge.
4. Providing continuous updates on the latest scientific findings in the fields of education and educational technologies.
5. Providing continuous support to the faculty members to help solve the problems and challenges they face.
- 6 . Conduct periodic evaluations to review faculty members' professional development and identify advantages and disadvantages

2– Admission Criteria

Students who graduated from the preparatory studies in the scientific branch are allowed to be admitted to the university in the Department of Optometry with a rate of 70% or more, and the department accepts graduates of the preparatory study in scientific-biological only

3– Key sources of information about the program

These resources aim to support the educational process and provide students with the necessary knowledge and skills in the field of optometry and vision sciences, in accordance with modern academic standards.

1. Basic Textbooks

- Books specializing in **physical optics** and lensology.
- References in **ophthalmology** and visual examinations.
- Applied optics **and optical lens** design books.

2. Additional References

- Refereed scientific journals in the field of optometry and vision sciences.
- Medical Journals Specialized in Ophthalmology and Visual Health.
- Recent books and references relevant to the discipline.

3. E-Resources

- Scientific and medical databases, such as:
 - PubMed
 - Scopus
 - ScienceDirect
- Global educational platforms, such as:
 - Coursera
 - edX
- Digital repositories and specialized electronic libraries.

4. University Library

- Providing books and paper and digital references.
- Making available previous university theses and theses.
- Providing modern scientific resources that serve the requirements of the specialization.

5. Academic Guides & Regulations

- University Student Handbook.
- Examination Regulations and Academic Instructions.
- Approved Ministerial Instructions and Controls.

6. Teaching Laboratories

- Optical Lenses Laboratory.
- Visual Examinations Laboratory.
- Laboratories and equipment for practical training.
- Educational clinics affiliated with the department.

7. Conferences & Seminars

- Participation in local and international scientific conferences.
- Attend seminars and workshops specialized in optometry and vision sciences.
- Following up on scientific developments and modern technologies in the field of eye health.

8. Trusted Online Sources

- Websites of international associations and institutions specialized in optics and vision sciences, such as:
 - American Optometric Association
- Official websites of international health organizations, such as:
 - World Health Organization regarding eye and vision health.
- Academic websites and approved scientific databases.

4– Program Development Plan

Introduction

The development of an optometry program is a comprehensive process that requires a review of the educational objectives, curriculum, training methods, and techniques used. This plan aims to improve the quality of the program and raise its efficiency in preparing and qualifying trainees to provide accurate and effective vision screening services in accordance with the latest professional and academic standards.

1. Analyze the current situation and identify needs

Objectives

- Identify gaps in program content and techniques used.
- Assess the extent to which the program meets the needs of trainees and the labor market.
- Review the program's efficiency in achieving the targeted learning outcomes.

Procedures

- Conduct surveys and interviews with trainees and trainers to identify current challenges.
- Review the results of previous evaluations and analyze feedback.
- Compare the current curriculum with the latest practices and developments in the field of optometry.

2. Curriculum Update

Objectives

- Updating scientific content to comply with recent developments in vision examination.
- Adding new topics that meet the needs of the labor market and modern professional practices.

Procedures

Modernization of technologies and devices

- Introduction of the latest vision examination devices used in professional practice.
- Training students on corneal topography.
- Train them to measure intraocular pressure and diagnose associated conditions.

Focus on common diseases

- Glaucoma (glaucoma).
- Age-related macular degeneration.
- Diabetic retinopathy.

Add recent topics

- Vision test in children.
- The impact of systemic diseases such as diabetes and high blood pressure on vision.
- Community Visual Health Principles and Prevention of Eye Diseases.

3. Enhance training and learning methods**Objectives**

- Improving the efficiency of the educational process by integrating theoretical education with practical training.
- Enhance trainees' participation in the learning process.

Procedures**Employing modern technology**

- Use of simulation and virtual reality in training for eye exams.
- Provide a safe training environment before dealing with real cases.

Interactive Learning

- Group discussions.
- Clinical Case Studies.
- Analysis of real-world professional problems.

Practical Training

- Organizing laboratories and applied workshops.
- Providing training on modern optical devices under the supervision of specialists.

4. Develop evaluation and feedback methods**Objectives**

- Ensure an accurate measurement of the knowledge and skills acquired.
- Supporting the continuous improvement of the trainees' performance.

Procedures**Continuous Evaluation**

- Theoretical and practical tests.
- Clinical case-based assessment.
- Assessment of professional skills during training.

Direct Feedback

- Provide immediate feedback after hands-on activities and assessments.
- Clarify strengths and opportunities for improvement.
-

Peer Assessment

- Involve trainees in evaluating each other within a structured learning framework.
- Enhance teamwork and critical thinking skills.

5. Developing the technical architecture of the program**Objectives**

- Providing a modern and sophisticated learning environment.
- Enhance the quality of hands-on training.

Procedures**Hardware Update**

- Intraocular pressure monitors.
- Digital visual acuity meters.
- Modern refractive and vision inspection devices.

Software Development

- Use of visual test results analysis software.
- Introduction of digital systems for documenting records and reports.

Smart Applications

- Providing educational applications that help you learn the procedures of the eye exam.
 - Training students on the use of modern digital technologies.
-

6. Develop the capabilities of trainers**Objectives**

- Raising the efficiency of trainers in scientific, technical and educational aspects.

Procedures**Continuing Professional Training**

- Organizing courses and workshops for trainers.
- Training in the use of modern devices and contemporary teaching methods.

Scientific Development Support

- Encouraging participation in scientific conferences and symposiums.
 - Following up on research developments in optometry and vision sciences.
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7. Enhance cooperation with specialized institutions**Objectives**

- Providing advanced training opportunities for trainees.
- Benefit from external professional and academic expertise.

Procedures

Collaboration with health institutions

- Partnering with eye hospitals and optical centers.
- Providing field clinical training opportunities for trainees.

Academic and research collaboration

- Organizing joint seminars and workshops with universities and research centers.
 - Exchange of modern scientific experiences and knowledge.
-

8. Performance Evaluation After Development Implementation

Objectives

- Measure the impact of updates on program quality and output.

Procedures

- Conducting periodic questionnaires to measure the satisfaction of trainees and trainers.
 - Comparing students' results before and after development.
 - Periodically analyze academic and professional performance indicators.
-

9. Keep abreast of future developments

Objectives

- Ensuring the sustainability of the program's development and keeping pace with scientific and technical developments.

Procedures

Periodic Review of the Program

- Reviewing the scientific curriculum and vocabulary annually.
- Updating the content according to professional and academic developments.

Embracing futuristic technologies

- Leverage AI applications in visual examinations.
 - Studying the possibility of incorporating modern digital technologies into training and assessment.
-

Conclusion

This plan contributes to the development of the optometry program by updating the curriculum, enhancing teaching and training methods, developing the technical infrastructure, raising the efficiency of trainers, and expanding professional and academic partnerships. These measures will ensure the preparation of qualified cadres who possess the necessary knowledge and skills to provide accurate and reliable vision screening services, in line with the requirements of the labor market and recent developments in the field of optometry and vision sciences.

Program Skills Outline															
Learning Outcomes Required from the Program															
Year/Level	Course Code	Course Name	Essential Or optional	Knowledge				Skills				Values			
				A1	A2	A3	A4	B1	B2	B3	B4	A1	C2	C3	C4
First Year / First Course	o.p.t.1.1	Head and neck anatomy	Essential	√	√	√	√	√	√	√	√	√	√	√	√
First Year / First Course	o.p.t.1.2	Principles of Chemistry	Essential	√	√	√	√	√	√	√	√	√	√	√	√
First Year / First Course	o.p.t.1.3.1	Medical and Optical Physics 1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
First Year / First Course	o.p.t.1.4.1	Biology1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
First Year / First Course	o.p.t.1.5.1	Computer Principles	Help	√	√	√	√	√	√						
First Year / First Course	o.p.t.1.6	Human Rights and Democracy	Help	√	√	√	√	√					√	√	√
First Year / First Course	O.p.t.1.11	Medical Terminology	Help	√	√	√	√	√	√	√	√	√	√	√	√
First Year / First Course	o.p.t.1.7	Arabic Language	Help	√	√	√	√	√							
First Year / Second Course	o.p.t.1.8	Eye anatomy	Essential	√	√	√	√	√	√	√	√	√	√	√	√
First Year / Second Course	o.p.t.1.9	Biochemistry	Essential	√	√	√	√	√	√	√	√	√	√	√	√
First Year / Second Course	o.p.t.1.3.2	Medical and Optical Physics2	Essential	√	√	√	√	√	√	√	√	√	√	√	√

First Year / Second Course	o.p.t.1.4.2	Biology2	Essential	√	√	√	√	√	√	√	√	√	√	√	√
First Year / Second Course	o.p.t.1.10	Arabic Language	Help	√	√	√	√	√							
Second Year / First Course	o.p.t.2.1.1	Eye and Vision 1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Second Year / First Course	o.p.t.2.2.1	Optical Devices 1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Second Year / First Course	o.p.t.2.3.1	Eye Health 1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Second Year / First Course	o.p.t.2.4.1	Breakage Errors 1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Second Year / First Course	o.p.t.2.5.1	Statistical Applications 1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Second Year / First Course	o.p.t.2.7	The crimes of the Baath regime in Iraq	Help	√	√	√	√	√					√	√	√
Second Year / First Course	o.p.t.2.11	Computer Applications	Help	√	√	√	√	√	√	√	√				
Second Year / First Course	o.p.t.2.6.1	Medical Terminology	Help	√	√	√	√	√	√	√	√	√	√	√	√
Second Year / First Course	o.p.t.2.10	Arabic Language	Help	√	√	√	√	√							
Second Year / Second Course	o.p.t.2.1.2	The Eye and the Vision 2	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Second Year / Second Course	o.p.t.2.2.2	Optical Devices 2	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Second Year / Second Course	o.p.t.2.3.2	Eye Health 2	Essential	√	√	√	√	√	√	√	√	√	√	√	√

Second Year / Second Course	o.p.t.2.4.2	Refractive Errors 2	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Second Year / Second Course	o.p.t.2.5.2	Statistical Applications 2	Help	√	√	√	√	√					√	√	√
Second Year / Second Course	o.p.t.2.8	Medications	Help	√	√	√	√		√	√	√	√			
Second Year / Second Course	o.p.t.2.9	Laser in Ophthalmology	Help	√	√	√	√	√	√	√	√	√	√	√	√
Second Year / Second Course	o.p.t.2.10	Arabic Language	Help	√	√	√	√	√	√						
Third Year / First Course	o.p.t.3.1	Eye problems in systemic disorders 1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Third Year / First Course	o.p.t.3.2	Eyeglasses1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Third Year / First Course	o.p.t.3.3	Strabismus 1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Third Year / First Course	O.P.t.3.4	Refractive Errors 3	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Third Year / First Course	o.p.t.3.7	Optical Devices 3	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Third Year / First Course	o.p.t.3.9	Laser Eye Disease Treatment	Help	√	√	√	√	√	√	√			√	√	√
Third Year / Second Course	o.p.t.3.1.2	Eye problems in systemic disorders2	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Third Year / Second Course	o.p.t.3.2.2	Eyeglasses2	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Third Year / Second Course	o.p.t.3.3.2	Strabismus 2	Essential	√	√	√	√	√	√	√	√	√	√	√	√

Third Year / Second Course	o.p.t.3.4.2	Breakage Errors 4	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Third Year / Second Course	o.p.t. 3.7.2	Optical Devices (4)	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Third Year / Second Course	o.p.t.3.5	Research Methods	Help	√	√	√	√	√							
Fourth Year / First Course	O.p.t.4.1	Eye Diseases1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Year / First Course	o.p.t.4.2	Strabismus 3	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Year / First Course	o.p.t.4.8	Workshop 1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Year / First Course	o.p.t.4.4	Eyeglasses & Contact Lenses 1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Year / First Course	o.p.t.4.5	In-kind Alternatives1	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Year / First Course	o.p.t.4.6	Eye X-ray and sonar	Help	√	√	√	√	√				√	√	√	√
Fourth Year / First Course	o.p.t.4.3	Pediatric Ophthalmology	Help												
Fourth Year / Second Course	o.p.t.4.1.2	Eye Diseases 2	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Year / Second Course	o.p.t.4.2.2	Strabismus 4	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Year / Second Course	o.p.t.4.4.2	Eyeglasses & Contact Lenses 2	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Year / Second Course	o.p.t.4.5.2	In-kind Alternatives 2	Essential	√	√	√	√	√	√	√	√	√	√	√	√

Fourth Year / Second Course	o.p.t.4.8.2	Workshop 2	Essential	√	√	√	√	√	√	√	√	√	√	√	√
Fourth Year / Second Course	o.p.t.4.10	Ethics	Help	√	√	√	√	√	√					√	√
Fourth Year / Second Course	o.p.t.4.7	Graduation Project		√	√	√	√	√	√	√	√	√	√	√	√

- Please indicate the boxes corresponding to the individual learning outcomes from the program being evaluated

Course Description Form

1. Course Name					
2. Course Code					
3. Semester/ Year					
4. Date this description was prepared					
5. Available Forms of Attendance					
6. Number of Hours (Total) / Number of Credits (Total)					
7. Course administrator name (if more than one name mentioned)					
Name: Email :					
8. Course Objectives					
..... 			Course Objectives		
9. Teaching and Learning Strategies					
					Strategy
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week

11. Course Evaluation

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.

12. Learning and Teaching Resources

	Required Textbooks (Methodology, if any)
	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites