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

Academic Program and Course Description Guide

2024

Introduction:

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

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

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.
In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

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

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

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of History

Academic or Professional Program Name: Bachelor's degree

Final Certificate Name: Bachelor's degree in History.

Academic System: yearly

Description Preparation Date: 14/3/2024

File Completion Date: 20/3/2024

جامعة ديالى
كلية التربية للعلوم الانسانية
قسم التاريخ
٢٠١ / /

Signature:

Head of Department Name:

Prof. Dr. Abdulkhaliq Khames Ali

Date: 25/3/2024

Signature:

Scientific Associate Name:

Ghazwan Adnan Muhammad

Date:26/3/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Ehab Sami Husain

Date: 27/3/2024

Signature:

Approval of the Dean

4

1. Program Vision

The Department of history at the College of Education for Humanities/University of Diyala aspires to leadership in the field of teaching and scientific research in the Arabic language and literature locally, regionally and globally and seeks to provide integrated, high-quality education and distinguished educational programs with modern teaching methods and educational means. The department also seeks to attract distinguished teaching talents with experience and academic excellence.

2. Program Mission

1. Leadership in providing academic programs in the field of the history distinguished by research and creativity for community development.
2. Graduating qualified cadres in the field of the history, , This can only be achieved by applying quality standards in providing good information .
3. Enhancing the intellectual, cultural, and educational level of students by developing their linguistic, intellectual, and research skills to meet the requirements of the labor market, providing distinguished graduates to serve the community, advancing the country's reality, and preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing scientific cadres with the ability to take the initiative to be accredited to lead the educational process in society.
- Graduation of qualified cadres in the fields of history by applying quality standards in giving good information to the student
-Conducting basic and Applied Studies and Research, holding seminars and scientific conferences that contribute to the progress of society.

-Keep abreast of the labor market and knowledge developments.

- Enable the student to write technical research, drafting, and creativity.

- Creativity and innovation in the fields of the history department.

4. Program Accreditation

Does the program have program accreditation? And from which agency? No

5. Other external influences

Is there a sponsor for the program?No

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	37	4	%10،8108	/
College Requirements	37	4	%10،8108	/
Department Requirements	37	29	%78،3785	/
Summer Training	/	/	/	/
Other				

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

First Stage

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Second stage		Computer	1	2

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.

1-enabling students to obtain knowledge and understanding of the intellectual framework of the history subject.

2-preparing students "psychologically" and educationally " for the teaching profession in secondary schools.

3 - preparing students" psychologically" and educationally " for the profession of teaching history in secondary schools

The Marathi objectives of the program

1-determines the mechanism of transferring theoretical knowledge to the Applied side within the school class.

2-applies exchange strategies within the school classroom.

3-applies appropriate methods to reduce the impact of forgetfulness.

Applies learning theories in educational situations.

10. Evaluation methods

1-Calculating the correct answer as a typical approved answer in the daily or final exam.

2-supporting students who have good competence under the requirements of the Department.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor, Assistant Professor. Teacher doctor, assistant teacher	history	modern Islamic				

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

1-using the method of delivery and lecture in providing students with the basics and topics related to knowledge
Illustrated .

2-through the method of questioning and discussion, the study materials are clarified and explained by the academic staff

3-directing students to visit the library and the international Informatics network to obtain

information and facts

12. Acceptance Criterion

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

1- Admission is central

2- The student's desire.

3- Competitive rate between departments.

13. The most important sources of information about the program

State briefly the sources of information about the program.

1 - Books, periodicals, theses and university dissertations that meet the latest study requirements in the morphology major

2- International Information Network.

3- The personal experience of the person teaching the course.

14. Program Development Plan

1- The curriculum denies taking into account students' inclinations, trends, needs, and problems.

2- The curriculum should be adapted to the students' present and future, and there should be a compatibility between learning methods and the characteristics of students' development.

3- The teacher must have an influential personality on his students, because the student is influenced - firstly - by the teacher, and the capable professor adds a special style to the student's personality in teaching.

Periodic (annual) updating of approved training plans.

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 stage		Computer	Basic	√	√	√	√	√	√	√	√	√	√	√	

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

Course Description Form

1. Course Name:
Computer
2. Course Code:
3. Semester / Year:
Annual
4. Description Preparation Date:
2024/4/1
5. Available Attendance Forms:
first stage students
6. Number of Credit Hours (Total) / Number of Units (Total)
(90) Hours / (4) Units
7. Course administrator's name (mention all, if more than one name)
Name: hazim salman Email: .hazimhs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	*** Providing the stude in the field of c mput his life and the eeds * Introducing th e stu and software) a d its * Provide the st dent applications su h as Providing the st dent**

9. Teaching and Learning Strategies	
Strategy	1- Presentation. 2- Discussion. 3- Training. 4- Brainstorming

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject	Le arnin

			name	method
1	3	phases of the computer cycle its generations, data and information	Computer basics	
2	3	Computer features, areas of Use and components	Computer basics	
3	3	Types and classification of computers	Computer basics	
4	3	Computer components physical parts input and output devices	Computer basics	
5 5	3	Computer and software entit f	Computer basics	
6	3	Preparation systems and the sixth computer	Computer basics	
7	3	Computer platform and facto to consider when buying a computer	Computer basics	
8	3	The main features of the personal computer	Computer basics	
9	3	Ethics of the electronic worl forms of abuses and comput security	Computer basics	
10	3	Software licenses and types licenses	Computer basics	

	11	3	Intellectual property and electronic penetration	Computer basics	
	12	3	Electronic hacking and its types	Computer basics	
	13	3	The most common sources o hacking and security risks	Computer basics	
	14	3	Malicious software-compute viruses	Computer basics	
14	15	3	Virus damage and virus recipes - the most important steps needed to protect against hacking	Computer basics	
	16	3	Components and types of viruses - computer damage t health	Computer basics	
	18	3	The beginning of the second chapter introduction definiti of the operating system, its functions and objectives	Computer basics	
	19	3	Operating system classification examples of operating systems	Computer basic	
	20	3	Operating system Windows '	Computer basic	
	21	3	Requirements for its installation and desktop components (use the calculator to find out its contents)	Computer basic	

22	3	Start list and its contents (us the calculator to find out its contents)	Computer basic	
23	3	New features of Windows 7	Computer basic	
24	3	Use the taskbar calculator to see its contents	Computer basic	
25	3	Media Zone use the calculato to find out its contents	Computer basic	
26	3	Folders, files, icons	Computer basic	
27	3	Use the calculator to find out its contents	Computer basic	
28	3	Perform operations on Windows (use the calculator find out their contents)	Computer basic	
29	3	Desktop and control panel wallpapers	Computer basic	
30	3	Using the calculator to navigate between Windows Windows	Computer basic	

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily prepar ation, exams, reports .... etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	The mos imp that have an u uncompl cate
Recommended books and references (scientific journals, reports…)	Some bo ks, t include t e co recomm nde
Electronic References, Websites	Digital li rari everythi g re

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
year		History of Europe in the Middle Age	theoretical	practical
			3	

2. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1 he student should know information about the curriculum subject Explains the importance of studying the history of the Arab world	Learning Outcomes Statement 1 Preparing the student to be a future teacher
Skills	
Learning Outcomes 2 Designs educational lessons	Learning Outcomes Statement 2Preparing a student who has scientific potential in his specialty
Learning Outcomes 3defrent between history events	Learning Outcomes Statement 3 Enabling the student in the future to use historical sense in teaching
Ethics	
Learning Outcomes 4 Preparing an enthusiastic student who loves his specialty	Learning Outcomes Statement 4 kind for him job
Learning Outcomes 5 Good preparation for the student to be proficient in teaching	Learning Outcomes Statement 5 Positive interaction with students

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. (Lecture method, interrogation, discussion, information processing, investigation)

4. Evaluation methods

Implemented at all stages of the program in general. Monthly and quarterly traditional tests and extracurricular activities

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Majid Mizhar Hussin Hindi	The history modernand and contemporary	The modern and contemporary history of Africa			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.

6. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others) The student's average in the preparatory stage depends on the flow within the college in addition to his desire

7. **The most important sources of information about the program**
State briefly the sources of information about the program. References and sources from books, research, studies, periodicals, various means of communication from the Internet and others

8. Program Development Plan
Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

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
year		History of Europe in the Middle Age	Basic												

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

Course Description Form

1. Course Name:
History of Europe in the Middle Age
2. Course Code:
3. Semester / Year:
2024
4. Description Preparation Date:
March 2024
5. Available Attendance Forms:
Lecture and questioning
6. Number of Credit Hours (Total) / Number of Units (Total)
The hours are 45 hours and the number of units is 45 units
7. Course administrator's name (mention all, if more than one name)
Name: Majid Mazhar Hussin Hindi Email: Majid.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives Knowing and understandi the history of the Arab world	• . **Informing students about factors that led to the collapse the Roman Empire**…. • . **To give students understanding of the extent the events caused by feudali in Europe at that time**…. • …..

9. Teaching and Learning Strategies

Strategy	(Lecture method, interrogation, discussion, informati processing, investigation)

10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning	Evaluation

		Outcomes	name	method	method
week	3	Add master	Subject vocabulary	Lecture a interrogatio	Examinatio

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)	Joseph Nissim, The History European Antiquity and Civilization
Main references (sources)	Devens, Medieval Europe
Recommended books and references (scientific journals, reports…)	C,C, Colinton, the medieval scho of systems and civilization
Electronic References, Websites	Various communication si (Google, YouTube)...etc

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
year		History of Europe in the Middle Age	theoretical	practical
			3	

2. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1 he student should know information about the curriculum subject Explains the importance of studying the history of the Arab world	Learning Outcomes Statement 1 Preparing the student to be a future teacher
Skills	
Learning Outcomes 2 Designs educational lessons	Learning Outcomes Statement 2Preparing a student who has scientific potential in his specialty
Learning Outcomes 3defrent between history events	Learning Outcomes Statement 3 Enabling the student in the future to use historical sense in teaching
Ethics	
Learning Outcomes 4 Preparing an enthusiastic student who loves his specialty	Learning Outcomes Statement 4 kind for him job
Learning Outcomes 5 Good preparation for the student to be proficient in teaching	Learning Outcomes Statement 5 Positive interaction with students

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. (Lecture method, interrogation, discussion, information processing, investigation)

4. Evaluation methods

Implemented at all stages of the program in general. Monthly and quarterly traditional tests and extracurricular activities

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Muwafaq Hadi Salim	The history modernand and contemporary	The modern and contemporary history of Africa			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.

6. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others) The student's average in the preparatory stage depends on the flow within the college in addition to his desire

7. **The most important sources of information about the program**
State briefly the sources of information about the program. References and sources from books, research, studies, periodicals, various means of communication from the Internet and others

8. Program Development Plan
Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

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
year		History of Europe in the Middle Age	Basic												

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

Course Description Form

1. Course Name:
History of Europe in the Middle Age
2. Course Code:
3. Semester / Year:
2024
4. Description Preparation Date:
March 2024
5. Available Attendance Forms:
Lecture and questioning
6. Number of Credit Hours (Total) / Number of Units (Total)
The hours are 45 hours and the number of units is 45 units
7. Course administrator's name (mention all, if more than one name)
Name: Email:
8. Course Objectives

Course Objectives Knowing and understandi the history of the Arab world	• . **Informing students about factors that led to the collapse the Roman Empire**…. • . **To give students understanding of the extent the events caused by feudali in Europe at that time**…. • …..

9. Teaching and Learning Strategies	
Strategy	(Lecture method, interrogation, discussion, informati processing, investigation)

10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning	Evaluation

		Outcomes	name	method	method
week	3	Add master	Subject vocabulary	Lecture a interrogatio	Examinatio

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)	Joseph Nissim, The History European Antiquity and Civilization
Main references (sources)	Devens, Medieval Europe
Recommended books and references (scientific journals, reports…)	C,C, Colinton, the medieval scho of systems and civilization
Electronic References, Websites	Various communication si (Google, YouTube)...etc

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
First stage		Arabic language	theoretical	practical
			✔	

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer

Assistant teacher	Arabic lang. and literature	The grammar and language			✔	

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.

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. 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
1st		Arabic lang.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

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

Course Description Form

1. Course Name:
Arabic language
2. Course Code:
3. Semester / Year:
2023-2024
4. Description Preparation Date:
2/11/2023
5. Available Attendance Forms
weekly
6. Number of Credit Hours (Total) / Number of Units (Total):
60
7. Course administrator's name (mention all, if more than one name)
Name: Assis. Teacher: Inaam j. abed Email: enaamjabbar2@gmail.com
8. Course Objectives

Course Objectives	•Help students develop sound reading and writing skills. • Developing literary appreciation skills • Helping students to form correct sentences in terms of grammar and spelling, -Helping students to form correct sentences in terms of grammar and spelling, • Guiding students to fluent language. • Introducing students to literary eras and their most prominent poets

9. Teaching and Learning Strategies	
Strategy	Lecture method Discussion method Dialogue method ask questions

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

11. Course Evaluation
Monthly exam: 15 Daily exam :5 Outstanding participation:5 and attendance:5 Report:10 Added and divided by 2 to extract the monthly grade for each semester
12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	General Arabic book for non-specialist departments

Main references (sources)	Jamei Al doross Al arabia/Mustafa Al-Ghalayini
Recommended books and references (scientific journals, reports…)	Sharh Ibn Aqeel Jamei Al doross Al Arabia Book of Clear dictation Alnahw Alshafi Alshamil
Electronic References, Websites	Al-Ustath Magazine website Discreet digital library sites

13. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2	Recognizing the importance of the human language and the identity of the Arabic language and being proud of it	The nature of language, its definition & function	lecture	Feedback
2.	2		The status of the Arabic language, its characteristics and advantages		
3.	2	The student distinguishes between a noun, a verb, and a letter and extracts them easily by understanding their basic essence and distinguishing signs.	Speech definition, what it consists of, and the signs of each part of it	Lecturer & discussion	Construct examples & the test
4.	2	Understanding the components of a simple sentence, its nouns, how to transform between them, and the difference that this transformation makes between the stability of meaning and its change	The Arabic sentence and its types (nominal and verbal sentences)	Lecturer & discussion	Construct examples & the test
5.	2	Acquire the skill of distinguishing the types of subject and predicate and understanding the case of presenting the predicate and that each of them is in the nominative case in parsing	The subject, the predicate, and their types	Lecturer & discussion	Construct examples & the test
6.	2	Knowing the locations of words and their grammatical merit, formulating the passive construction of the past and present tense, and distinguishing the real subject from the deputy subject.	The Doer and its types	Lecturer & discussion	Construct examples & the test
7.	2		Subject of the passive.	Lecturer & discussion	Construct examples & the test
8.	2		The object	Lecturer & discussion	Construct examples & the test
9.	2	Developing literary taste and getting to know literary figures with a distinguished influence and the circumstances of their upbringing and era	Literary Subject: 1 - Al-Mutanabbi /Abbasid	Lecturer & discussion	Instant feedback, testing & saving
10.	2	Knowing the virtues of the Noble Surah, the principles of reading, and explaining the meanings, extracting the values it calls for	The end of Surah Al-Baqarah (Qur'anic text)	Lecturer & discussion	Instant feedback testing & saving

11.	2	Preparing students for literary appreciation and developing reading and writing skills	Al-Jawahiri/Modern era	Lecturer & discussion	Instant feedback, testing & saving
12.	2	-Helping students get rid of their fear of delving into grammatical, morphological, and spelling topics	Spelling topics: common linguistic and morphological errors and their corrections	Lecturer & discussion	Instant feedback, testing & saving
13.	2	-Developing correct and eloquent writing and reading skills.	The hamza and its rulings	Lecturer & discussion	Apply concepts and carry out assignments & tests
14.	2	-Enabling students to express their linguistic abilities	punctuation marks	Lecturer & discussion	Apply concepts and carry out assignments & tests
15.	2	Enabling students to know the correct language and its grammar . Preventing students from making grammatical and spelling errors	The difference between dhad and dhaa Drawing of the	Lecturer & discussion	Apply concepts and carry out assignments & tests
16.	2		Drawing of the hamza: the hamza of cutting and connecting	Lecturer & discussion	Apply concepts and carry out assignments & tests
17.	2		Drawing the middle hamza	Lecturer & discussion	Apply concepts and carry out assignments & tests
18.	2		The shortened and extended alif.	Lecturer & discussion	Apply concepts and carry out assignments & tests

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2024-2023		History of ancient Iraq	theoretical	practical
The first			3	

2. Expected learning outcomes of the program

Knowledge	
1- Remembering	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

3. Teaching and Learning Strategies

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

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills	Number of the teaching staff

			(if applicable)			
	General	**Special**			**Staff**	**Lecturer**
D. Ziad Tariq HAtem	Ancient history	Ancient Iraq of history				

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.

6. Acceptance Criterion

The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. The most important sources of information about the program

References and sources from books, research, studies and periodicals related to the history of ancieny Iraq , and various means of information from the Internet..

8. Program Development Plan

Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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
The first		History of ancient Iraq	basic	- The student should know History of ancient	- The student should explain the importance of the geogra	- The student should put the names of the Histor	The student will analyze the hist	The student draws a map of the Iraq Peninsul	The student must count the names of the countr	The student should use the histori	To draw up a plan for the kingdoms of northern Iraq or Mali	The exams	oral	editorial	The quarterly

				Iraq and its most important kingdoms	phy of the Arabian Peninsula	y of ancient Iraq Peninsula on the map	orical sources in the Iraq Peninsula	a	ies in the Iraq Peninsula	cal atlas to identify the cities of the Iraq Peninsula	k				

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

Course Description Form

1. Course Name:
History of ancient Iraq
2. Course Code:
3. Semester / Year:
The first
4. Description Preparation Date:
: :20/3/2024
5. Available Attendance Forms:
The students
6. Number of Credit Hours (Total) / Number of Units (Total)
7. Course administrator's name (mention all, if more than one name)
Name: D. Ziad Tariq HAtem Email: zeidtariq85@gmail.com
8. Course Objectives

Course Objectives	1 Informing students about the sources of ancient Iraqi history. • Students' knowledge of the importance and depth of Iraq's ancient histor • Students' knowledge of the cultural value of ancient Iraq. • Informing students about the many achievements of ancient Iraq's civilization • Informing students about urban landmarks in ancient Iraq

9. Teaching and Learning Strategies	
Strategy	Lecture, discussion, and delivery using the interrogati method.

10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning method	Evaluation method

		Outcomes	name		
32 tot 32 weeks includ tests		Bachelo degree Educati (History	Histo of ancie Iraq	Diction And interrogati	Achieveme tests. Monthly And the quarterly And finalit

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)	Lectures on ancient history - Am Suleiman and Ahmed Al-Fatiyan
Main references (sources)	Introduction to the history of ancie civilizations - Taha Baqir
Recommended books and references (scientific journals, reports…)	Al-Wajeez in the History of Ancie Iraq - Abdul Qadir Al-Sheikhli
Electronic References, Websites	Websites specialized in the histo and civilization of ancient Iraq

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2024-2023		History of ancient Iraq	theoretical	practical
The first			3	

2. Expected learning outcomes of the program

Knowledge	
1- Remembering	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

3. Teaching and Learning Strategies

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

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills	Number of the teaching staff

			(if applicable)			
	General	**Special**			**Staff**	**Lecturer**
Pr.D. Shakir Mahmood Ismaeel	Ancient history	Ancient Iraq of history				

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.

6. Acceptance Criterion

The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. The most important sources of information about the program

References and sources from books, research, studies and periodicals related to the history of ancieny Iraq , and various means of information from the Internet..

8. Program Development Plan

Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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
The first		History of ancient Iraq	basic	- The student should know History of ancient	- The student should explain the importance of the geogra	- The student should put the names of the Histor	The student will analyze the hist	The student draws a map of the Iraq Peninsul	The student must count the names of the countr	The student should use the histori	To draw up a plan for the kingdoms of northern Iraq or Mali	The exams	oral	editorial	The quarterly

				Iraq and its most important kingdoms	phy of the Arabian Peninsula	y of ancient Iraq Peninsula on the map	orical sources in the Iraq Peninsula	a	ies in the Iraq Peninsula	cal atlas to identify the cities of the Iraq Peninsula	k				

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

Course Description Form

1. Course Name:
History of ancient Iraq
2. Course Code:
3. Semester / Year:
The first
4. Description Preparation Date:
: :20/3/2024
5. Available Attendance Forms:
The students
6. Number of Credit Hours (Total) / Number of Units (Total)
7. Course administrator's name (mention all, if more than one name)
Name: shakier Mahmood Ismael (Pro.D.0 Email:
8. Course Objectives

Course Objectives	1 Informing students about the sources of ancient Iraqi history. • Students' knowledge of the importance and depth of Iraq's ancient histor • Students' knowledge of the cultural value of ancient Iraq. • Informing students about the many achievements of ancient Iraq's civilization • Informing students about urban landmarks in ancient Iraq

9. Teaching and Learning Strategies	
Strategy	Lecture, discussion, and delivery using the interrogati method.

10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning method	Evaluation method

		Outcomes	name		
32 tot 32 weeks includ tests		Bachelo degree Educati (History	Histo of ancie Iraq	Diction And interrogati	Achieveme tests. Monthly And the quarterly And finalit

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)	Lectures on ancient history - Am Suleiman and Ahmed Al-Fatiyan
Main references (sources)	Introduction to the history of ancie civilizations - Taha Baqir
Recommended books and references (scientific journals, reports…)	Al-Wajeez in the History of Ancie Iraq - Abdul Qadir Al-Sheikhli
Electronic References, Websites	Websites specialized in the histo and civilization of ancient Iraq

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
			theoretical	**practical**
The first		**History of the Arabs before Islam**	**3**	

2. Expected learning outcomes of the program	
Knowledge	
1- Remembering 2- Understanding and comprehending 3- Application 4- Analysis 5- Installation 6- -CALENDER	Learning Outcomes Statement 1
Skills	
1- The student draws a plan to learn the teaching methods for the subject 2- The student must submit a research paper 3- That the student uses the data show device to display the types of objective tests	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
1- For the student to conclude the importance of the essay questions.	Learning Outcomes Statement 5

2- The student should analyze the types of objective questions. 3- That the student understands the relationship between historical eras. 4- The student should explain the causes of historical events.	

3. Teaching and Learning Strategies

Lecture, discussion, and presentation with the method of questioning

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
(Ph.D.)	HISTORY	Islamic history			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.

6. **Acceptance Criterion**
The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. **The most important sources of information about the program**
References and sources from books, research, studies and periodicals related to the history of the Arabs before Islam, and various means of information from the Internet.

8. Program Development Plan
Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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
The first		History of the Arabs before Islam	basic	- The student should know the Arabian Peninsula and its most important kingdoms	- The student should explain the importance of the geography of the Arabian Peninsula	- The student should put the names of the countries surrounding the Arabian Peninsula on the map	-The student will analyze the historical sources in the Arabian Peninsula	The student draws a map of the Arabian Peninsula	The student must count the names of the countries in the Arabian Penin	The student should use the historical atlas to identify the cities of the Arabian Peninsula	To draw up a plan for the kingdoms of northern Arabia or Malik the	The exams	oral	editorial	The quarterly

									sula before Islam	before Islam	South				

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

Course Description Form

1. Course Name:

History of the Arabs before Islam

2. Course Code:

3. Semester / Year:

The first

4. Description Preparation Date

:2024/3/20:

5. Available Attendance Forms:

The students

6. Number of Credit Hours (Total) / Number of Units (Total)

3

7. Course administrator's name (mention all, if more than one name)

Name: Inam Safi Abid Al-Rubbai (Ph.D.)
Email: inam.hsv.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives	1	– Introducing students to the sources of Arab history before Islam.
	2	– Students' knowledge of the geography of the Arabian Peninsula and its countries before Islam
	3	Students' knowledge of the commercial, religious and cultural importance of Mecca.
	4	Informing students about social life among Arabs before Islam
	5	Informing students about the most important characteristics of Arab women and their roles
	6	Informing students about religious life in the Arabian Peninsula and its idols.

9. Teaching and Learning Strategies

Strategy	- Lecture, discussion, and presentation with interrogation method

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the week 32 to weeks	3	Bachelor's Degree	Curriculu vocabular	Lecture, recitatio discussi and	Achiev eme tests. Montl ly,

including exam		Education (History)	In sequence	interrog on	quarte rly and fi al

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as d aily preparation, daily, oral, monthly, written exams, reports... 40 grades for semester and daily exams and 60 grades for final exams.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Hashem Yahya Al-Mallah the m ediat in the history of the Arabs before I slam
Main references (sources)	(Al-Tabari, History of the Apostles and Kings Ibn Hisham Biography of the Prop het Ibn al-Atheer al-Kamil in history
Recommended books and references (scientific journals, reports…)	(Scientific journals, reports on top related to pre-Islamic Arabs)
Electronic References, Websites	Internet sites specialized in the histo of Arabs before Islam, such as Goog YouTube, and others

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
			theoretical	**practical**
The first		**History of the Arabs before Islam**	**3**	

2. Expected learning outcomes of the program	
Knowledge	
1- Remembering 2- Understanding and comprehending 3- Application 4- Analysis 5- Installation 6- -CALENDER	Learning Outcomes Statement 1
Skills	
1- The student draws a plan to learn the teaching methods for the subject 2- The student must submit a research paper 3- That the student uses the data show device to display the types of objective tests	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
1- For the student to conclude the importance of the essay questions.	Learning Outcomes Statement 5

2- The student should analyze the types of objective questions. 3- That the student understands the relationship between historical eras. 4- The student should explain the causes of historical events.	

3. Teaching and Learning Strategies

Lecture, discussion, and presentation with the method of questioning

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
(P.D.)	HISTORY	Islamic history			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.

6. **Acceptance Criterion**
The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. **The most important sources of information about the program**
References and sources from books, research, studies and periodicals related to the history of the Arabs before Islam, and various means of information from the Internet.

8. Program Development Plan
Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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
The first		History of the Arabs before Islam	basic	- The student should know the Arabian Peninsula and its most important kingdoms	- The student should explain the importance of the geography of the Arabian Peninsula	- The student should put the names of the countries surrounding the Arabian Peninsula on the map	-The student will analyze the historical sources in the Arabian Peninsula	The student draws a map of the Arabian Peninsula	The student must count the names of the countries in the Arabian Penin	The student should use the historical atlas to identify the cities of the Arabian Peninsula	To draw up a plan for the kingdoms of northern Arabia or Malik the	The exams	oral	editorial	The quarterly

									sula before Islam	before Islam	South				

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

Course Description Form

1. Course Name:

History of the Arabs before Islam

2. Course Code:

3. Semester / Year:

The first

4. Description Preparation Date

:2024/3/20:

5. Available Attendance Forms:

The students

6. Number of Credit Hours (Total) / Number of Units (Total)

3

7. Course administrator's name (mention all, if more than one name)

Name: Dhafer Akram Qaddoori (P.D.)
Email: dhafer.akramakram@gmail.com

8. Course Objectives

Course Objectives	1	– Introducing students to the sources of Arab history before Islam.
	2	– Students' knowledge of the geography of the Arabian Peninsula and its countries before Islam
	3	Students' knowledge of the commercial, religious and cultural importance of Mecca.
	4	Informing students about social life among Arabs before Islam
	5	Informing students about the most important characteristics of Arab women and their roles
	6	Informing students about religious life in the Arabian Peninsula and its idols.

9. Teaching and Learning Strategies

Strategy	- Lecture, discussion, and presentation with interrogation method

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the week 32 to weeks	3	Bachelor's Degree	Curriculu vocabular	Lecture, recitatio discussi and	Achiev eme tests. Montl ly,

including exam		Education (History)	In sequence	interrog on	quarte rly and fi al

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as d aily preparation, daily, oral, monthly, written exams, reports... 40 grades for semester and daily exams and 60 grades for final exams.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Hashem Yahya Al-Mallah the m ediat in the history of the Arabs before I slam
Main references (sources)	(Al-Tabari, History of the Apostles and Kings Ibn Hisham Biography of the Prop het Ibn al-Atheer al-Kamil in history
Recommended books and references (scientific journals, reports…)	(Scientific journals, reports on top related to pre-Islamic Arabs)
Electronic References, Websites	Internet sites specialized in the histo of Arabs before Islam, such as Goog YouTube, and others

7. Program description				
Year/level Course or	Course or course code	course name	Credit hours	
The first		human rights	theoretical	Practical
		2	2	

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**
	Lecturer History Islamic History Faculty				46	

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 development plan

The curriculum denies taking into account students' inclinations, trends, needs, and problems. The curriculum should be adapted to the students' present and future, and there should be a compatibility between learning .methods and the characteristics of students' growth

The teacher must have an influential personality on his students, because the student is influenced – first – by the teacher and the professor

Being proficient adds a special style to the student's personality in .teaching

Periodic (annual) updating of approved training plans

Developing the curriculum vocabulary by (20) modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically

15-'an yaerif altaalib mafhum

an tuadih

an yuadih liltaalib huquq alansan fi aleusur alhaditha

altaalib

huquq alansan wama hi kulat

huquq alansan

huquq

alansan fi albayanat 1

alsamawia

waminha al'iislam

wan yataearaf ealaa dawr almufakirin waleulama' fi hadha almajal

almalk

almutahida

alkhayr

an mutaearif an

bitieruf altifi

muelan almaria

mahy

ealaa qawl

batan wamahi ainiwaeuha

aleilm

huquq

alati nashaha

huquq alansan

ealaa alsaeid alansan

altaarikhiat waljul

fiha aldiyqara

walhalat

rama wakulu huquq athir alansan

mil wahmad

alduwal fi

wanwat

alwataniu

nashanuha

man sabaqaha min alsuwa

Course Name : Human rights and democracy

Course Code Semester/Year Year

Date this description was prepare

Available forms of attendance: Students

(Number of study hours (total) Number of units (total

hours for (2) units 60

(Name of the course administrator (if more than one name is mentioned

Name: samr2.hs.hum@uodiyala.edu.iq Dr.. Samar Akram Abdel Rahman email

Course objectives

Course objectives8:

Objectives of the study subject
Making the product that emerges from history in the College of Education an effective .
element in serving the community and delivering the required educational message in the best
.possible way

Scientific and educational levels: A- Cognitive objectives

Enabling students to obtain knowledge and understanding of the framework - 1

Intellectual human rights subject. 2 - Preparing students "psychologically and educationally" for the teaching profession

Secondary schools prepare students "psychologically and educationally" for the profession of teaching a subject

Human rights B. Course objectives. 1 - Determines the mechanism for transferring theoretical knowledge to the applied aspect within

School class. - Applies teaching strategies in the classroom - Applies appropriate methods to
[.reduce the effect of forgetting - Applies learning theories in educational situations

Contact rights

B. Skills objectives for the course - 1- Determines the mechanism for transferring theoretical knowledge to the applied aspect within

The school classroom is appropriate for teaching strategies within the school classroom. It applies supportive methods to reduce the effect of forgetting. It applies learning theories in
.educational situations

Using the presentation and lecture method to provide students with the basics and topics -1
related to knowledge

.(described in (1

Through the method of questioning and discussion, the study materials are clarified and explained by the staff

Academic. 3- Directing students to visit the library and the International Informatics Network to obtain information and facts. 1- Methods of submission

semester exams, and attendance, daily participation, and attendance are taken into %40 -1
.consideration

.end-of-semester exams %60-2

Teaching and learning methods.

Houzz

Abjad is

Abjad is

A nation of horrors

Generation

on 1

Forms rings reminding you of Kafi on the Majesty, the student coughed, and corrects his money, I am Sala

.Teaching the union how to build their methods of thinking and analysis

The topic and the value of our consideration of Laila Fartham on her position and place by turning her into a queen is this

The topic and the theoretical understanding of our messengers and their ability to understand and trust it

And turning her into a queen is all this knowledge

Wide on)

Persian
Pure comfort of light seeking

Arabs (Human rights in Islam

It becomes suspicio

educational

Underground units (3) The student's presence) And dialogue

And their participation

Democracy in the modern era, the Qabbani regime, and the girls of democracy in the countries of the world

11- Distributing the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily, oral, and monthly exams | For editorial and reports, 10 marks for entertaining and awareness exams, and 10 marks for final exams

12- Learning and teaching resources

(Required textbooks (methodology, if any

(Main references (sources

Ayn Maqdam, The Biography of the Prophet, The History of the Declaration of Human Rights, Dr. Muhammad Mandour, Islamic Perspectives on the Declaration of Human Rights, The Rights of the Martyr Master

The most important scientific journals are reports on current rights topics

Mainstream recommended books and references for scientific journals

Reports, electronic references, Internet sites

Internet sites dedic

7. Program description				
Year/level Course or	Course or course code	course name	Credit hours	
The first		The era of the message and the Rightly Guided Caliphate	theoretical	Practical
		3	2	1

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
	Lecturer History Islamic History Faculty				46	

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

:

Required Learning Outcomes of the Program

Year/Level Course Code Course Name Mandatory or Elective Knowledge Skills Values

A1 A2 A3 A4 B1 B2 B3 B4 C1 C2 C3 C4

Fourth Year Dynasties and Islamic Emirates History Mandatory - The student should know the factors that led to the emergence of Islamic dynasties. The student should explain the governance policy in these dynasties. The student should illustrate the importance of these dynasties and their role in spreading Islam. The student should explain the administrative, financial, and economic aspects of these dynasties. The student should draw a map illustrating the area of these dynasties and Islamic emirates. The student should list the names of these dynasties and Islamic emirates. The student should use the historical atlas to identify Islamic dynasties. The student should draw a diagram showing the relationship of the Abbasid Caliphate to these dynasties. Oral Written Periodic Examinations

Please mark the boxes corresponding to individual learning outcomes from the program subject to • .evaluation

Course Description Form

Course Title: The era of Prophethood and the Rightly Guided Caliphate .1

:Course Code .2

Semester/Year: One Year .3

Date of Description Preparation: 24/3/2024 .4

5. Available Attendee Forms: Students

6. Total Study Hours/Units: 3/3

7. Course Coordinator Name (if more than one name, specify):

Name: Prof. Ahmed Mater Khudhair

Email: ahmedm.hs.hum@uodiyala.edu.iq

8. Course Objectives:

- To familiarize students with the sources of The era of Prophethood and the Rightly Guided Caliphate
- To inform students about the reasons for the independence of The era of Prophethood and the Rightly Guided Caliphate .
- To identify the most important of these dynasties.
- To acquaint students with the prominent figures of these states and their relationship with the Abbasid Caliphate.
- To educate students about the role played by these emirates and dynasties in the Islamic world.
- To familiarize students with the political and administrative organizations of these dynasties.

9. Teaching and Learning Strategies:

- Lecture, discussion, presentation, and questioning style.

10. Course Structure:

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
Including Exams)	2	Bachelor's Degree in Education (History)	Curriculum Content	) 32	Lecture, Presentation, Discussion, and Questioning	Formative and Summative Assessments

:Course Evaluation .11

Distribution of Grades out of 100 based on tasks assigned to students such as daily preparation, daily exams, oral exams, monthly exams, written exams, and reports. 40 points for mid-term and .daily exams and 60 points for final exams

:Teaching and Learning Resources .12

:(Required Textbooks (Methodology if applicable

".Al-Jamili, Rashid. "History of Arab-Islamic Dynasties in the East and West .1

Al-Hajji, Abdul Rahman. "The History of Andalusia from the Arab Conquest to the Fall of .2 ".Granada

".Al-Hadithi, Qahtan. "The Arab-Islamic State in the Late Abbasid Era .3

".Al-Samar, Faisal. "The Hamdanid State .4

Surur, Muhammad Jamal al-Din. "Fatimid Influence in Bilad al-Sham and Iraq in the Fourth .5 ".and Fifth Centuries AH

:(Primary References (Sources

".Al-Tabari, "The History of Prophets and Kings -

".Ibn al-Jawzi, "The Arranged History -

".Ibn al-Athir, "The Complete History -

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

Scientific journals and reports related to the subject of Islamic dynasties and emirates in the East .and West

:Electronic Resources, Internet Sites

Internet sites specialized in the history of Islamic emirates and dynasties, such as Google, YouTube, and others

1. **Program Objectives**
General statements describing what the program or institution intends to achieve.

2. **Program Accreditation**
Does the program have program accreditation? And from which agency?

3. **Other external influences**
Is there a sponsor for the program?

4. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	7	1	40%	optional
College Requireme	2	2		optional

nts				
Department Requirements	**8**	**2**	**40%**	optional
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	
2023_2024		**M.M.** Wafaa Alaa Hussein	theoretical	**practical**

			16	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			Theoretical	practical

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills	Number of the teaching staff

			(if applicable)			
	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.

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. 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
2023_2			Option	2	2	2	2	2	2	2	2	2	2	2	2

024			**al**												

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

Course Description Form

Course Name: M.M. Ali Musa Jaafar
1.
2. Course Code:
3. Semester / Year: 2023_2024
4. Description Preparation Dat 16_3_2024
5.Available Attendance Forms:
6.Number of Credit Hours (Total) / Number of Units (Total) 15
7. Course administrator's name (mention all, if more than one name)

Name: M.M. Ali Musa Jaafar Email:

8. Course Objectives	
Course Objectives	• ….. • ….. • …..

1. Teaching and Learning Strategies	
Strategy	Teaching and learning str program in general.

2. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject nam**
The first week: crime, its types	1		Baath Pa crimes

and divisions The second week An overview of the political systems in Iraq (1921_2003) Week Three: The Baathist regime's violations of rights and freedoms Week Four: Violation of the right to party pluralism Week Five: Violations of social, political and cultural right Week Six: Violation of international law Week Seven: The impact of the Baathist regime's			

behavior on society and its control over the state Week Eight: Limiting powers to the Baathist regime Week 9: The impact of the transitional period on fightin authoritarian politics The tenth week: the psychological and social field Week Eleven: Murders of scholars and religious youth. Ban on religious parties Week Twelve: Culture, media,			

and the militarization of society under the control of the Baathist regime Week Thirteen: The use of internationally prohibited weapons and environmental pollution Week fourteen: scorched earth policy Week fifteen: drying of the marshes and forced migration The first week: Definition of rights, their goals characteristics,	2		Human

and the most important categories of human rights The second week Rights and freedoms in ancient times Week Three: Human rights in heavenly religion Week Four: The concept of rights and freedoms according to Imam Ali (peace be upon him) Week Five: International Organizations Week Six: Regional recognition of human rights Week Seven: The			rights public freedoms

position of international organizations on human rights Week Eight: Universal Declaration of Human Rights Week Nine: The Constitution, its importance Week Ten: Types of human rights i the modern era Week Eleven: Democracy Week Twelve: Th development of historical democracy Week Thirteen: Principles of Democracy Week Fourteen: Constitutional			

Democracy Week fifteen Representative democracy			

3. Course Evaluation	
Distributing the score out of 100 according to th preparation, daily oral, monthly, or written exams, re	

4. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Baat Hum
Main references (sources)	Mini
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. 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.

6. **Acceptance Criterion**
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

7. **The most important sources of information about the program**
State briefly the sources of information about the program.

8. 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
Marhaluh alawlaa 20224/2023															

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

Course Description Form

1. Course Name:
Aljughrafia aleama
2. Course
3. Semester / Year:
2024-2023
4. Description Preparation Date:
2023/10/1
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
Two jawad two yunt
7. Course administrator's name (mention all, if more than one name)
Name: lames saad hamed Email: lames 7125@gmail.com
8. Course Objectives

Course Objectives	• **Introduces students to nature of geography …..** • **Introduces them to the branc of general …..** • **..geography and the importa of studying geography** • **Familiarize students with cli and is elements…**

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	

Second Stage

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
srcond		History of the Umayyad state	theoretical	practical
		1		

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
P. D.	History	Islamic History			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.

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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		History of the Umayyad state	Basic	- The student should know the factors that led	The student will explain the politicians of government in the	The student should explain the reasons that	The student will explain the liberation movements and	The student should explain the administrative, financ	The student must count the names of the caliphs	The student draws a map showing th	The student should explain the reasons for the fall of the Uma	the exams	Oral	Editorial	The quarterly

				to the establishment of the Umayyad state.	Umayyad era.	led to the emergence of opposition movements.	conquests in the Umayyad era	ial, and economic aspects of the Umayyad era	who assumed power in the Umayyad era.	e relationship of the Umayyad state with neighbori	yyad dynasty				

										ng co un tri es					

- **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: Prof. Dr. Hamid Hamid Attia Email: hamid.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1 – Introducing students to the sources the history of the Umayyad state.** **2– . Informing students about establishment of the Umayyad state.** **3–. Students' knowledge of the Cro Prince system.** **4–. Informing students about political a religious opposition movements during Umayyad era.** **5–. Informing students about the liberat movements and Islamic conquests during Umayyad era** **6–. Informing students about administrative, financial, and econo organizations during the Umayyad era**

9. Teaching and Learning Strategies

Strategy	- Lecture, discussion, and presentation using the interrogati method.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
32 to weeks includi exams	2	Bachelor's degr in Educati (History)	Curriculum vocabulary In sequence	lecture Speaking a discussion And interrogatio	Achievemer tests. Monthly

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)	1 History of the Umayyad dynasty. M. The time of Mahmoud Shaker Al-Majma'i 2- The Arab Islamic State in t Umayyad Era Dr. Abdelkader a others 3- History of the Arab State / M Abdul Aziz Salem
Main references (sources)	Al-Tabari / History of the Apost and Kings Ibn al-Jawzi, the regular in history Ibn al-Atheer al-Kamil in history
Recommended books and references (scientific journals, reports…)	(Scientific journals, reports on top related to the history of the Umayy state
Electronic References, Websites	Internet sites specialized in t history of the Umayyad state, such Google, YouTube, and others

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
srcond		History of the Umayyad state	theoretical	practical
		1		

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. Faculty

Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
P. D.	History	Islamic History			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.

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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		History of the Umayyad state	Basic	- The student should know the factors that led	The student will explain the politicians of government in the	The student should explain the reasons that	The student will explain the liberation movements and	The student should explain the administrative, financ	The student must count the names of the caliphs	The student draws a map showing th	The student should explain the reasons for the fall of the Uma	the exams	Oral	Editorial	The quarterly

				to the establishment of the Umayyad state.	Umayyad era.	led to the emergence of opposition movements.	conquests in the Umayyad era	ial, and economic aspects of the Umayyad era	who assumed power in the Umayyad era.	e relationship of the Umayyad state with neighbori	yyad dynasty				

										ng co un tri es					

- **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: A. T. Zaman Mahmoud Shaker Email: zaman.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1 – Introducing students to the sources the history of the Umayyad state.** **2– . Informing students about establishment of the Umayyad state.** **3–. Students' knowledge of the Cro Prince system.** **4–. Informing students about political a religious opposition movements during Umayyad era.** **5–. Informing students about the liberat movements and Islamic conquests during Umayyad era** **6–. Informing students about administrative, financial, and econo organizations during the Umayyad era**

9. Teaching and Learning Strategies

Strategy	- Lecture, discussion, and presentation using the interrogati method.

10. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
32 to weeks includi exams	2	Bachelor's degr in Educati (History)	Curriculum vocabulary In sequence	lecture Speaking a discussion And interrogatio	Achievemer tests. Monthly

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)	1 History of the Umayyad dynasty. M. The time of Mahmoud Shaker Al-Majma'i 2- The Arab Islamic State in t Umayyad Era Dr. Abdelkader a others 3- History of the Arab State / M Abdul Aziz Salem
Main references (sources)	Al-Tabari / History of the Apost and Kings Ibn al-Jawzi, the regular in history Ibn al-Atheer al-Kamil in history
Recommended books and references (scientific journals, reports…)	(Scientific journals, reports on top related to the history of the Umayy state
Electronic References, Websites	Internet sites specialized in t history of the Umayyad state, such Google, YouTube, and others

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Second stage		Computer	1	2

2. 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

3. Teaching and Learning Strategies

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

1-enabling students to obtain knowledge and understanding of the intellectual framework of the history subject.

2-preparing students "psychologically" and educationally " for the teaching profession in secondary schools.

3 - preparing students" psychologically" and educationally " for the profession of teaching history in secondary schools

The Marathi objectives of the program

1-determines the mechanism of transferring theoretical knowledge to the Applied side within the school class.

2-applies exchange strategies within the school classroom.

3-applies appropriate methods to reduce the impact of forgetfulness.

Applies learning theories in educational situations.

4. Evaluation methods

1-Calculating the correct answer as a typical approved answer in the daily or final exam.

2-supporting students who have good competence under the requirements of the Department.

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor, Assistant Professor. Teacher doctor, assistant teacher	history	modern Islamic				

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

1-using the method of delivery and lecture in providing students with the basics and topics related to knowledge
Illustrated .

2-through the method of questioning and discussion, the study materials are clarified and explained by the academic staff

3-directing students to visit the library and the international Informatics network to obtain

information and facts

6. Acceptance Criterion

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

1- Admission is central

2- The student's desire.

3- Competitive rate between departments.

7. The most important sources of information about the program

State briefly the sources of information about the program.

1 - Books, periodicals, theses and university dissertations that meet the latest study requirements in the morphology major

2- International Information Network.

3- The personal experience of the person teaching the course.

8. Program Development Plan

1- The curriculum denies taking into account students' inclinations, trends, needs, and problems.

2- The curriculum should be adapted to the students' present and future, and there should be a compatibility between learning methods and the characteristics of students' development.

3- The teacher must have an influential personality on his students, because the student is influenced - firstly - by the teacher, and the capable professor adds a special style to the student's personality in teaching.

Periodic (annual) updating of approved training plans.

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 Stage		Computer	Basic	√	√	√	√	√	√	√	√	√	√	√	

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

Course Description Form

1. Course Name:
Computer
2. Course Code:
3. Semester / Year:
Annual
4. Description Preparation Date:
2024/4/1
5. Available Attendance Forms:
Second stage students
6. Number of Credit Hours (Total) / Number of Units (Total)
(90) Hours / (4) Units
7. Course administrator's name (mention all, if more than one name)
Name: hazim salman Email: hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	*** Providing the stude in the field of c mput his life and the eeds * Introducing th stu and software) a d its * Provide the st dent applications su h as Providing the st dent**

9. Teaching and Learning Strategies	
Strategy	1- Presentation. 2- Discussion. 3- Training. 4- Brainstorming

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject	Learnin

			name	method
1	3	Run the Excel File tab Program, program interfaces and tapes	Excel	
2	3	Home page tab, clipboard group, font and paragraph	Excel	
3	3	Style collection and editing collection	Excel	
434	3	Tab page layout group layou	Excel	
5 5	3	Group Paragraph tab view ar document view methods	Excel	
6	3	Group show and group zoom in /zoom out	Excel	
7	3	Insert Page Group and Table tab	Excel	
8	3	Insert a table and draw a tab	Excel	
9	3	Collection of illustrations	Excel	
10	3	Link Group, header and foote group	Excel	

11	3	Hyperlink group	Excel	
12		Spring break		
13		Spring break		
14	3	Collection of captions	Excel	
15	3	Filter group	Excel	
16	3	Text collection	Excel	
17	3	Tab codes	Excel	
18	3	Introduction to the internet	internet	
19	3	Types of computer networks	internet	
20	3	Benefits of networking	internet	

21	3	Internet protocols	internet	
22	3	World Wide Web	internet	
23	3	Uses and harms of the Interr	internet	
24	3	Internet service provider	internet	
25	3	Internet ownership	internet	
26	3	Internet networks	internet	
27	3	Data transfer rate	internet	
28	3	Cloud computing	internet	
29	3	Browsing and searching the internet	internet	
30	3	Use of search engines	internet	

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily prepar ation exams, reports .... etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	The mos imp that have an u uncompl cate

Recommended books and references (scientific journals, reports…)	Some bo ks, t include t e co recomm nde
Electronic References, Websites	Digital li rari everythi g re

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

Program Skills Outline																
				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics				

- **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:

2023-2024

4. Description Preparation Date:

17/9/2023

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: Hala Qahtan Dawood
Email: hala.en.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives	**Empowering students to acquire the skill comprehension and understanding in Englis**

9. Teaching and Learning Strategies

Strategy	Learning will be through lectures in English. I read it front of the students and explain all the diffic meanings in it and do the exercises.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	8	Getting to know you	Chapter One	Discussion and explanatio	Participating the daily discussion a answering t

					questions insi the class
Second	8	Using a bilin dictionary	Chapter One	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Third	8	The way we live	Chapter Two	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Fourth	8	Reading and speaking	Chapter Two	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Fifth		Monthly exam			
Sixth	8	It all went wrong	Chapter Three	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Seventh	8	Word formation	Chapter Three	Discussion and explanatio	Participati in the da d discussi and

					answering the questions inside t class
Eighth	8	Let`s go shopping	Chapter Four	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Ninth	8	Articles	Chapter Four	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Tenth		Monthly exam			
Eleventh	8	What do you want to	Chapter Five	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Twelfth	8	Future Forms	Chapter Five	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
hirteenth	8	Tell me/ what`s it like	Chapter Six	Discussion	Participati

				and explanatio	in the da d discussi and answering the questions inside t class
ourteenth		Mid- ye vacation	Mid-year vacation		
Fifteenth		Mid- ye vacation	Mid-year vacation		
Sixteenth	8	Famous couples	Chapter Seven	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
enteenth	8	Adverbs, word pairs	Chapter Seven	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
ighteenth	8	Do`s and don'ts	Chapter Eight	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
ineteenth	8	Words that go togethe	Chapter Eight	Discussion and explanatio	Participati in the da d discussi and

					answering the questions inside t class
wentieth	8	going places	Chapter Nine	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Twenty-First		Monthly exam			
Twenty-Second	8	Scared to death	Chapter Ten	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Twenty-Third	8	ed/ ing adjectives	Chapter Ten	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Twenty-Fourth	8	Things that changed world	Chapter Eleven	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class

Twenty-Fifth		Monthly exam			Participati in the da d discussi and answering the questions inside t class
Twenty-Sixth	8	Dreams and reality	Chapter Twelve	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Twenty-Seventh	8	Phrasal verbs	Chapter Twelve	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Twenty-Eight	8	Earning a living	Chapter Thirteen	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
Twenty-Ninth	8	Love you and leave yo	Chapter Fourteen	Discussion and explanatio	Participati in the da d discussi and answering the questions

					inside t class
Thirtieth	8	Reported statements	Chapter Fourteen	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	New Headway English Course
Main references (sources)	New Headway English Course
Recommended books and references (scientific journals, reports…)	None
Electronic References, Websites	None

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
The second phase		**History of Europe in the Renaissance**	**Sixty house per year**	

2. Expected learning outcomes of the program

Knowledge	
Enabling students to gain insight into history and understand the intellectual framework of history	Preparing the dog historically for the profession of teaching history in schools
Skills	
- It determines the transfer of theoretical knowledge to the practical side within school classroom	Love learning and eliminating boredom and boredom
- measurement and evaluation are applied within the school classroom	Increase academic achievement
Ethics	
Introducing the impact of measurement and evaluation on the development of the History of Europe in the Renaissance	Paying attention to measurement and evaluation as it is one of the approaches to teaching the History of Europe in the Renaissance
Modifying negative trends in the learning and teaching process regarding the course	Developing positives towards the learning process

3. Teaching and Learning Strategies

Using the presentation and lecture method to provide students with the basics and topics related to the knowledge demonstrated.

4. Evaluation methods

40% semester exams, and attendance, daily participation, and electronic attendance are taken into consideration.

60% end-of-semester exams.

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
LEC. Rafal Ali Lateef	Recent history	International erlations	- Modern teaching methods - Modern methods of class control - The element of suspense through scientific activities	LEC. Rafal Ali Lateef	angel	

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.

6. Acceptance Criterion

A) Admission is central

2- The student's desire.

3- Competitive rate between departments

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. 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
The second phase		History of Europe in the Renaissance	Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name: History of Europe in the Renaissance
2. Course Code:
3. Semester / Year: The second phase
4. Description Preparation Date: The second phase
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
Sixty hours sixty units
7. Course administrator's name (mention all, if more than one name)
Name: Rafal Ali Lateef Email: rafal.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• **Knowledge f His** • **Knowing the even** • **Knowing peo les e**
9. Teaching and Learning Strategies	
Strategy	Use of recition and lecture

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name
	Sixty hours	• Knowledge of History Europe in the Renaissan • Knowing the ever and benefiting	History of Europe Renaissance

		Knowing peoples experinces	

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Abinding history of Europe in the Renassan
Main references (sources)	Some books, theses, and dissertations that i
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	The online critical library includes everythi

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
year		World history	theoretical	practical
			3	

2. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1 he student should know information about the curriculum subject Explains the most important details of the history of Europe in the Renaissance	Learning Outcomes Statement 1 Preparing the student to be a future teacher
Skills	
Learning Outcomes 2 Designs educational lessons	Learning Outcomes Statement 2Preparing a student who has scientific potential in his specialty
Learning Outcomes 3defrent between history events	Learning Outcomes Statement 3 Enabling the student in the future to use historical sense in teaching
Ethics	
Learning Outcomes 4 Preparing an enthusiastic student who loves his specialty	Learning Outcomes Statement 4 kind for him job
Learning Outcomes 5 Good preparation for the student to be proficient in teaching	Learning Outcomes Statement 5 Positive interaction with students

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. (Lecture method, interrogation, discussion, information processing, investigation)

4. Evaluation methods

Implemented at all stages of the program in general. Monthly and quarterly traditional tests and extracurricular activities

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Majid Mizhar Hussein Hindi	history	Modern and contemporary history of Africa	Master, PHD		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.

6. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others) The student's average in the preparatory stage depends on the flow within the college in addition to his desire

7. **The most important sources of information about the program**
State briefly the sources of information about the program. References and sources from books, research, studies, periodicals, various means of communication from the Internet and others

8. Program Development Plan
Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

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
year		Recent World History	Basic												

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

Course Description Form

1. Course Name:
History of Europe in the Renaissance
2. Course Code:
3. Semester / Year:
Year
4. Description Preparation Date:
March 2024
5. Available Attendance Forms:
Daily
6. Number of Credit Hours (Total) / Number of Units (Total)
The hours are 45 hours and the number of units is 45 units
7. Course administrator's name (mention all, if more than one name)
Name: Majid Mizhar Hussin Hindi Email: Majid.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives : Introducing the history Europe in the Renaissance era a understanding its goals	• ..... • ..... • .....

9. Teaching and Learning Strategies	
Strategy	(Lecture method, interrogation, discussion, informati processing, investigation)

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
week	3	Add master	Subject vocabulary	Lecture a interrogatio	Examinatio

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	

1. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
The second		History of the Andalusis	2	

2. Expected learning outcomes of the program	
Knowledge	
1-	Learning Outcomes Statement

Rememberi ng 2- Understanding and comprehending 3- Application 4- Analysis 5- Installation 6- - CALENDER	1
Skills	
1- The student	Learning Outcomes Statement

draws a plan to learn the teaching methods for the subject 2- The student must submit a research paper 3- That the student uses the data show device to display the types of	2

objective tests	
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
1- For the student to conclude the importance of the essay questions. 2- The student should analyze the types of	Learning Outcomes Statement 5

objective questions. 3- That the student understands the relationship between historical eras. 4- The student should explain the causes of historical events.	

3. Teaching and Learning Strategies
Lecture, discussion, and presentation with the method of questioning

4. Evaluation methods
1- Assigning students to prepare reports and research. 2- Interrogating students using traditional questions 3- Achievement tests, oral, written, and semester

5. Faculty
Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
(P.D.)Sahira Awad Abdel Ali	HISTORY	Islamic history			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.

6. **Acceptance Criterion**
The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. **The most important sources of information about the program**
References and sources from books, research, studies and periodicals related to the history of the Arabs before Islam, and various means of information from the Internet.

8. Program Development Plan
Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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

the second		**History of Andalusia**	**basic**	**-** For the student to know Andalusia and its most	**- -** For the student to explain the importan	**- - The student puts the names of**	**- student analyzes the historica**	**The student draws a m**	**The student should count**	**The student should use the historical**	**To draw up the plan of Andalusi**	**Oral exams**	**Editorial**	**The quarterl**	**quarterl**

				important main places	ce of the geography of Andalusia	**the surrounding countries in Andalus**	**l sources in Andalusia**	**ap of Andalusia**	**the names of the countries an**	**atlas to identify the cities of Andalus**	**a to the north and east**			**y**	

						ia on the map. - The			d princes in Andalusia	i					

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

Course Description Form

1. Course Name:	
History of the Arabs in Andalusia	
2. Course Code:	
3. Semester / Year:	
the second	
4. Description Preparation Date	
:2024/3/20:	
5.Available Attendance Forms:	
The students	
6.Number of Credit Hours (Total) / Number of Units (Total)	
2	
7. Course administrator's name (mention all, if more than one name)	
Name: Sahira Awad Abdel A Sahraawad639@gmail.com	
8. Course Objectives	
Course	Informing students about the sources of the

Objectiv **s**	history of Andalusian civilization. 2 – Students' knowledge of the geography of Andalusian civilization 3 Students know the importance of the state of Andalusia. 4 Informing students about social life in Andalusia 5 Informing students about the most importan characteristics of Arab women and their roles 6 Informing students about religious life in Andalusia and its ancient civilization. 7 Informing students about the mos prominent and important stages o development of social and intellectual life
9. Teaching and Learning Strategies	
Strategy	- Lecture, discussion, and presentatio with interrogation method.

10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the week 32 total weeks including exam	2	Bachelors Degree in Education (History	Curriculum vocabulary In sequence	Lecture, recitation, discussion and interogation	Achievement tests. Monthly, quarterly and final

11. Course Evaluation
Distribution of the grade out of 100 according to

the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... 40 grades for semester and daily exams and 60 grades for final exams.	
12. Learning and Teaching Resources	
Required textbook (curricular books, if any)	History of the Arabs i Andalusia / Abd a Rahman Ali al-Hajji
Main references (sources)	History of the Maghre and Andalusia / Ahme Mukhtar Al-Abad
Recommended books and references (scientific journals, reports…)	(Scientific journal reports on topic related to pre-Islam Arabs)
Electronic Reference Websites	Internet site specialized in th history of Arabs befor Islam, such as Googl YouTube, and others

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
			theoretical	**practical**
The second		**History of the Andalusis**	**2**	

2. Expected learning outcomes of the program	
Knowledge	
1- Remembering 2- Understanding and comprehending 3- Application 4- Analysis 5- Installation 6- -CALENDER	Learning Outcomes Statement 1
Skills	
1- The student draws a plan to learn the teaching methods for the subject 2- The student must submit a research paper 3- That the student uses the data show device to display the types of objective tests	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
1- For the student to conclude the importance of the essay questions.	Learning Outcomes Statement 5

2- The student should analyze the types of objective questions. 3- That the student understands the relationship between historical eras. 4- The student should explain the causes of historical events.	

3. Teaching and Learning Strategies

Lecture, discussion, and presentation with the method of questioning

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
(P.D.)	HISTORY	Islamic history			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.

6. **Acceptance Criterion**
The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. **The most important sources of information about the program**
References and sources from books, research, studies and periodicals related to the history of the Arabs before Islam, and various means of information from the Internet.

8. Program Development Plan
Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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
the second		History of Andalusia	basic	- For the student to know Andalusia and its most important main places	- - For the student to explain the importance of the geography of Andalusia	- - The student puts the names of the surrounding countries in Andalusia on the map. - The	- student analyzes the historical sources in Andalusia	The student draws a map of Andalusia	The student should count the names of the countries and princes in	The student should use the historical atlas to identify the cities of Andalusi	To draw up the plan of Andalusia to the north and east	Oral exams	Editorial	The quarterly	quarterl

									Andalusia						

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

Course Description Form

1. Course Name:
History of the Arabs in Andalusia
2. Course Code:
3. Semester / Year:
the second
4. Description Preparation Date
:2024/3/20:
5. Available Attendance Forms:
The students
6. Number of Credit Hours (Total) / Number of Units (Total)
2
7. Course administrator's name (mention all, if more than one name)
Adnan Khalaf Kazem altmymyddnan@gmail.com
8. Course Objectives

Course Objectives	Informing students about the sources of the history of Andalusian civilization. 2 – Students' knowledge of the geography of Andalusian civilization 3 Students know the importance of the state of Andalusia. 4 Informing students about social life in Andalusia 5 Informing students about the most important characteristics of Arab women and their roles 6 Informing students about religious life in Andalusia and its ancient civilization. 7 Informing students about the most prominent and important stages of development of social and ntellec life

9. Teaching and Learning Strategies

Strategy	- Lecture, discussion, and presentation with interrogation m etho

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the week	2		Curriculu	Lecture, recitatio	Achiev eme tests.

32 to weeks including exam		Bachelor's Degree Education (History)	vocabular In sequence	discussio and interroga on	Montl ly, quarte rly and fi al

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as d aily preparation, daily, oral, monthly, written exams, reports... 40 grades for semester and daily exams and 60 grades for final exams.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	History of the Arabs in Andalusia / A bd Rahman Ali al-Hajji
Main references (sources)	History of the Maghreb and Anda lusia Ahmed Mukhtar Al-Abad
Recommended books and references (scientific journals, reports…)	(Scientific journals, reports on top related to pre-Islamic Arabs)
Electronic References, Websites	Internet sites specialized in the histo of Arabs before Islam, such as Goog YouTube, and others

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
			theoretical	**practical**
The second		**History of the Andalusis**	**2**	

2. Expected learning outcomes of the program	
Knowledge	
1- Remembering 2- Understanding and comprehending 3- Application 4- Analysis 5- Installation 6- -CALENDER	Learning Outcomes Statement 1
Skills	
1- The student draws a plan to learn the teaching methods for the subject 2- The student must submit a research paper 3- That the student uses the data show device to display the types of objective tests	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
1- For the student to conclude the importance of the essay questions.	Learning Outcomes Statement 5

2- The student should analyze the types of objective questions. 3- That the student understands the relationship between historical eras. 4- The student should explain the causes of historical events.	

3. Teaching and Learning Strategies

Lecture, discussion, and presentation with the method of questioning

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Lecturer	HISTORY	Islamic history			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.

6. **Acceptance Criterion**
The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. **The most important sources of information about the program**
References and sources from books, research, studies and periodicals related to the history of the Arabs before Islam, and various means of information from the Internet.

8. Program Development Plan
Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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
the second		History of Andalusia	basic	- For the student to know Andalusia and its most important main places	- - For the student to explain the importance of the geography of Andalusia	- - The student puts the names of the surrounding countries in Andalusia on the map. - The	- student analyzes the historical sources in Andalusia	The student draws a map of Andalusia	The student should count the names of the countries and princes in	The student should use the historical atlas to identify the cities of Andalusi	To draw up the plan of Andalusia to the north and east	Oral exams	Editorial	The quarterly	quarterl

									Andalusia						

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

Course Description Form

1. Course Name:
History of the Arabs in Andalusia
2. Course Code:
3. Semester / Year:
the second
4. Description Preparation Date
:2024/3/20:
5. Available Attendance Forms:
The students
6. Number of Credit Hours (Total) / Number of Units (Total)
2
7. Course administrator's name (mention all, if more than one name)
Anasmuqdad Jassim Hum.23.hs.3@uodiyala.edu.iq
8. Course Objectives

Course Objectives	Informing students about the sources of the history of Andalusian civilization. 2 – Students' knowledge of the geography of Andalusian civilization 3 Students know the importance of the state of Andalusia. 4 Informing students about social life in Andalusia 5 Informing students about the most important characteristics of Arab women and their roles 6 Informing students about religious life in Andalusia and its ancient civilization. 7 Informing students about the most prominent and important stages of development of social and ntellec life

9. Teaching and Learning Strategies

Strategy	- Lecture, discussion, and presentation with interrogation m etho

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the week	2		Curriculu	Lecture, recitatio	Achiev eme tests.

32 to weeks including exam		Bachelor's Degree Education (History)	vocabular In sequence	discussio and interroga on	Montl ly, quarte rly and fi al

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as d aily preparation, daily, oral, monthly, written exams, reports... 40 grades for semester and daily exams and 60 grades for final exams.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	History of the Arabs in Andalusia / A bd Rahman Ali al-Hajji
Main references (sources)	History of the Maghreb and Anda lusia Ahmed Mukhtar Al-Abad
Recommended books and references (scientific journals, reports…)	(Scientific journals, reports on top related to pre-Islamic Arabs)
Electronic References, Websites	Internet sites specialized in the histo of Arabs before Islam, such as Goog YouTube, and others

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2024-2023		Ancient Arab civilization	theoretical	practical
The Second			3	

2. Expected learning outcomes of the program

Knowledge	
1- Remembering	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

3. Teaching and Learning Strategies

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

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills	Number of the teaching staff

			(if applicable)			
	General	**Special**			**Staff**	**Lecturer**
D. Ziad Tariq HAtem	Ancient history	Ancient Iraq of history				

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.

6. Acceptance Criterion

The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. The most important sources of information about the program

References and sources from books, research, studies and periodicals related to the history of ancieny Iraq , and various means of information from the Internet..

8. Program Development Plan

Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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
The first		History of ancient Iraq	basic	- The student should know History of ancient	- The student should explain the importance of the geogra	- The student should put the names of the Histor	The student will analyze the hist	The student draws a map of the Arab Peninsul	The student must count the names of the countr	The student should use the histori	To draw up a plan for the kingdoms of northern Arab or Mali	The exams	oral	editorial	The quarterly

				Arab and its most important kingdoms	phy of the Arabian Peninsula	y of ancient Arab Peninsula on the map	orical sources in the Arab Peninsula	a	ies in the Arab Peninsula	cal atlas to identify the cities of the Arab Peninsula	k				

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

Course Description Form

1. Course Name:
History of ancient Iraq and Arab
2. Course Code:
3. Semester / Year:
The second
4. Description Preparation Date:
: :20/3/2024
5. Available Attendance Forms:
The students
6. Number of Credit Hours (Total) / Number of Units (Total)
7. Course administrator's name (mention all, if more than one name)
Name: D. Ziad Tariq HAtem : zeidtariq85@gmail.com Email:

8. Course Objectives	
Course Objectives	1 Informing students about the sources of ancient Arab history. • Students' knowledge of the importance and depth of Arab ancient history • Students' knowledge of the cultural value of ancient Arab. • Informing students about the many achievements of ancient Arab's civilization • Informing students about urban landmarks in ancient Arab

9. Teaching and Learning Strategies	
Strategy	Lecture, discussion, and delivery using the interrogati method.

10. Course Structure

Week	Hours	Required	Unit or	Learning method	Evaluation

		Learning Outcomes	subject name		method
32 tot 32 weeks includ tests		Bachelo degree Educati (History	Histo of ancie Arab	Diction And interrogati	Achieveme tests. Monthly And the quarterly And finalit

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)	Lectures on ancient history - Am Suleiman and Ahmed Al-Fatiyan
Main references (sources)	Introduction to the history of ancie civilizations - Taha Baqir
Recommended books and references (scientific journals, reports…)	Al-Wajeez in the History of Ancie Arab - Abdul Qadir Al-Sheikhli
Electronic References, Websites	Websites specialized in the histo and civilization of ancient Arab

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2024-2023		Ancient Arab civilization	theoretical	practical
The Second			3	

2. Expected learning outcomes of the program

Knowledge	
1- Remembering	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

3. Teaching and Learning Strategies

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

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills	Number of the teaching staff

			(if applicable)			
	General	**Special**			**Staff**	**Lecturer**
Pr.D. Shakir Mahmood Ismaeel	Ancient history	Ancient Iraq of history				

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.

6. Acceptance Criterion

The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. The most important sources of information about the program

References and sources from books, research, studies and periodicals related to the history of ancieny Iraq , and various means of information from the Internet..

8. Program Development Plan

Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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
The first		History of ancient Iraq	basic	- The student should know History of ancient	- The student should explain the importance of the geogra	- The student should put the names of the Histor	The student will analyze the hist	The student draws a map of the Arab Peninsul	The student must count the names of the countr	The student should use the histori	To draw up a plan for the kingdoms of northern Arab or Mali	The exams	oral	editorial	The quarterly

				Arab and its most important kingdoms	phy of the Arabian Peninsula	y of ancient Arab Peninsula on the map	orical sources in the Arab Peninsula	a	ies in the Arab Peninsula	cal atlas to identify the cities of the Arab Peninsula	k				

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

Course Description Form

1. Course Name:
History of ancient Iraq and Arab
2. Course Code:
3. Semester / Year:
The second
4. Description Preparation Date:
: :20/3/2024
5. Available Attendance Forms:
The students
6. Number of Credit Hours (Total) / Number of Units (Total)
7. Course administrator's name (mention all, if more than one name)
Name: shakier Mahmood Ismael (Pro.D.0 Email:
8. Course Objectives

Course Objectives	1 Informing students about the sources of ancient Arab history. • Students' knowledge of the importance and depth of Arab ancient history • Students' knowledge of the cultural value of ancient Arab. • Informing students about the many achievements of ancient Arab's civilization • Informing students about urban landmarks in ancient Arab
9. Teaching and Learning Strategies	
Strategy	Lecture, discussion, and delivery using the interrogati method.

10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning method	Evaluation method

		Outcomes	**name**		
32 tot 32 weeks includ tests		Bachelo degree Educati (History	Histo of ancie Arab	Diction And interrogati	Achieveme tests. Monthly And the quarterly And finalit

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)	Lectures on ancient history - Am Suleiman and Ahmed Al-Fatiyan
Main references (sources)	Introduction to the history of ancie civilizations - Taha Baqir
Recommended books and references (scientific journals, reports…)	Al-Wajeez in the History of Ancie Arab - Abdul Qadir Al-Sheikhli
Electronic References, Websites	Websites specialized in the histo and civilization of ancient Arab

1. **Program Objectives**
General statements describing what the program or institution intends to achieve.

2. **Program Accreditation**
Does the program have program accreditation? And from which agency?

3. **Other external influences**
Is there a sponsor for the program?

4. Program Structure				
Program Structure	**Number of Courses**	**Credit hours**	**Percentage**	**Reviews***
Institution Requirements	**4**	**1**	**40%**	Optional
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	
2023_2024		M.M. Ahmed Mohame	theoretical	practical

		d Hussein		
			4	

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
			theoretical	**Practical**

2. 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

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

4. Evaluation methods
Implemented at all stages of the program in general.

5. 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.

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. 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
2023_2			option	2	2	2	2	2	2	2	2	2	2	2	2

024			**al**												

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

Course Description Form

1. Course Name: M.M. Abdul Hakim Tala Jaafar Mahdi
2. Course Code:
3. Semester / Year: 2023_2024
4. Description Preparation Dat 26_3_2024
5.Available Attendance Forms:
6.Number of Credit Hours (Total) / Number of Units (Total) 4
7. Course administrator's name (mention all, if more than one name)

Name: M.M. Ahmed Mohamed Hussein Email: hum21hsh227@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	• ….. • ….. • …..

1. Teaching and Learning Strategies	
Strategy	Teaching and learning str program in general.

2. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject nam**
The first week: crime, its types and divisions	1		Baath Pa crimes

The second week The most prominent cases and crimes committed by the previous regime. The third week: The Baathist regime's violations of rights and freedoms. Week Four: Type of international crimes Week Five: Violations of social, political and cultural right Week Six: Genocide and its forms Week Seven: Decisions issued by the Iraqi			

Supreme Crimina Court Week Eight: Violations of the Baathist regime i Iraq Week 9: Destruction of cities and village The tenth week: the psychological and social field Week Eleven: Murders of scholars and religious youth. Ban on religious parties Week Twelve: Culture, media, and the militarization of society under the control of the Baathist regime			

Week Thirteen: The use of internationally prohibited weapons and environmental pollution Week fourteen: scorched earth policy Week fifteen drying of the marshes and forced migration			

3. Course Evaluation	
Distributing the score out of 100 according to th preparation, daily oral, monthly, or written exams, r	
4. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Baat Hum
Main references (sources)	Mini
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. 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.

6. **Acceptance Criterion**
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

7. **The most important sources of information about the program**
State briefly the sources of information about the program.

8. 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
	The second tow	Geography of the arab world	Basic												

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

Course Description Form

1. Course Name:
Geography of the arab world
2. Course Code:
3. Semester / Year:
2023-2024
4. Description Preparation Date:
1/10/2024
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
Tow hour
7. Course administrator's name (mention all, if more than one name)
Name:Zainab kamel taeh Email: zainb.gev.hum@uodiyala.edu.iq Name;Ahmad tlala krma tlalakrma@gmail.com
8. Course Objectives

Course Objectives	**Enabling students to obtain knowledge and understanding of services and their importance in Preparing students to teach in secondary schools**

9. Teaching and Learning Strategies	
Strategy	Strategies for teaching and leatning methods adpted implementing the program in general,with reports submitted studebts on the sudject

10. Course Structure

Week	**Hours**	**Required Learning**	**Unit or subject name**	**Learning method**	**Evaluation method**

		Outcomes			
Lectu week	To ho	The student Must be Familiar with the Sudject Geograp Of services	Geograp Of services	Using Mode mean	Monthly Exam With Daily assignmer

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)	Abdul Rahman Hamid
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2024/second phase		Ancient world civilization	theoretical	

2. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1. Familiarize students with the civilizations of the ancient world	Learning Outcomes Statement 1.Developing the student's ability to understand the importance of ancient civilizations and their impact on humanity
Skills	
Learning Outcomes 2. critical thinking	Learning Outcomes Statement 2. After identifying the problem and analyzing the details of the situation, then formulating an effective solution to the problems in the civilizations of the ancient world
Learning Outcomes 3. Creativity in solving problems	Learning Outcomes Statement 3. Many problems are not obvious and are addressed through inference after comparing them with current civilizations
Ethics	
Learning Outcomes 4.Ethical dilemmas	Learning Outcomes Statement 4. . Students must adhere to professional codes of conduct, respect the principles of privacy and security, and demonstrate integrity and responsibility in their interactions with colleagues and the community.
Learning Outcomes 5. Integrity and professional competence	Learning Outcomes Statement 5. Encouraging honesty and integrity in all aspects of their work, which includes taking responsibility for one's work, maintaining confidentiality, and respecting diversity and culture.

3. Teaching and Learning Strategies

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

1- Students gain knowledge and understanding through learning by observing relics of ancient civilizations in the form of pictures, drawings, or maps, or by presenting them to the Datoshu.

2- Learning by preparing research projects related to the history of the ancient world, workshops and seminars that enable students to develop their skills in understanding and absorbing the importance of ancient civilizations.

4. Evaluation methods
Implemented at all stages of the program in general.

Oral and written tests / 40% semester

Final written exam / 60%

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor	, Ancient History	, Greece and Roman,			Malak	

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.

6. **Acceptance Criterion**
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

7. **The most important sources of information about the program**
State briefly the sources of information about the program.

8. 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:
Ancient world civilizations
2. Course Code:
3. Semester / Year:
Annual / 2023-2024
4. Description Preparation Date:
2024/3/13
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
2 hours
7. Course administrator's name (mention all, if more than one name)
Name: farha hadi otaiwi Email: farhidattawi@gmail.com
8. Course Objectives

Course Objectives	• **1. Introducing students to ancient civilizations in Europe and Asia, such as Aegean civilization, Greece, and the Hittite civilization.** • **Understanding the importance of ancient civilizations and their impact modern civilizations** • **Developing national and national awareness through students' understand of the importance of development and civilization to create a sophistica civilization**

9. Teaching and Learning Strategies	
Strategy	Method of delivery, interrogation and discussion

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

		Introducing students to the civilizations of Bahraja and Gre Knowledge of the aspects of Hi civilization. Understanding and assimila the aspects of Roman Byzantine civilization	~~Ancient world civilizations~~	diction Questioning discussion, oral written tests	Oral and written tests

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)	1- F. Dyakov/S. Kovalev, Ancient Civilizations 2- Abdul Latif Ahmed Ali, Greek history, the Hellenistic period 3- Qahtan Abdul Sattar Al Hadithi and Salah Abdul Hadi Al Haidari, Studies Sassanid and Byzantine History 4- Many other sources
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
The second		Research methodology	theoretical	practical
			2	

2. Expected learning outcomes of the program

Knowledge	
1. remembering 2-understanding and assimilation 3. application 4. analysis 5. installation 6-the calendar	Learning Outcomes Statement 1
Skills	
1-the student should draw a scheme by learning the teaching methods of the subject 2-the student should submit a research paper	Learning Outcomes Statement 2
1-the student should use the data show device to display the types of objective tests 2-the skill of linking the material with reality using reinforcing examples from everyday life.	Learning Outcomes Statement 3
Ethics	
1-to make the student write a scientific research that meets the research conditions . 2-the student should learn the	Learning Outcomes Statement 4

research sections sequentially . 3-the student learns how to write margins . 4-students should use their professors on how to extract the scientific material from its sources .	
1-the student should analyze the types of objective questions. 2-the student should understand the relationship between the methods of historical research in different countries . 3-the student should explain the reasons for choosing the appropriate research curriculum .	Learning Outcomes Statement 5

3. Teaching and Learning Strategies

Lecture, discussion and delivery with the style of interrogation.

4. Evaluation methods

1-assigning students to prepare reports and research.

2-questioning students using traditional questions

3-achievement tests, oral, written, quarterly

5. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills	Number of the teaching staff

			(if applicable)			
	General	**Special**			**Staff**	**Lecturer**
Teacher doctor	History	Islamic history			staff	

Professional Development
Mentoring new faculty members
It briefly describes the process used to mentor new, visiting, full-time and part-time faculty at the institution and Department levels.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty members as teaching and learning strategies, assessment of learning outcomes, professional development etc.

6. Acceptance Criterion

The student's average at the preparatory study stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy at Iraqi universities, colleges and institutes.

7. The most important sources of information about the program

. References and sources from books, researches, monographs, periodicals that relate to the historical research methodology, various means of communication from the internet and others .

8. Program Development Plan

Developing the vocabulary of the curriculum by (20%) of modern subjects in line with the latest developments of the era for the purpose of preparing the student for

professional, educational and psychological preparation correctly.

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
The second		method of historical research	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Course Description Form

1. Course Name:

method of historical research

2. Course Code:

3. Semester / Year:

2024

4. Description Preparation Date:

2024/3/20

5. Available Attendance Forms:

Students

6. Number of Credit Hours (Total) / Number of Units (Total)

2

7. Course administrator's name (mention all, if more than one name)

Name: M.Dr. Amina Abdulkarim Abdul Sattar
Email: amina.hsv.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives	**1-to make the student write a scientific research that meets the research conditions .** **2-the student should learn the research sections sequentially .** **3-the student learns how to write margins .** **4-the student analyzes the sources that the researcher relies on .**

9. Teaching and Learning Strategies

Strategy	Lecture, discussion and delivery with interrogation style

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

32 total 32 wee are guarante by tests	1 each divisi with two units	Bachelo degree educati (history	Historical research methodolc	Lecture, discussio and questioni	Monthl quarter and achieve tests

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as da preparation, daily, oral, monthly, written exams and reports .... 40 grades for quarterly and daily exams nd 60 grades for final exams

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Required textbooks (methodology if any)
Main references (sources)	Main references (sources)
Recommended books and references (scientific journals, reports…)	Books and supporting references that are recomm nded journals, reports....)
Electronic References, Websites	Electronic references, Internet sites

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
The second		Research methodology	theoretical	practical
			2	

2. Expected learning outcomes of the program

Knowledge	
1. remembering 2-understanding and assimilation 3. application 4. analysis 5. installation 6-the calendar	Learning Outcomes Statement 1
Skills	
1-the student should draw a scheme by learning the teaching methods of the subject 2-the student should submit a research paper	Learning Outcomes Statement 2
1-the student should use the data show device to display the types of objective tests 2-the skill of linking the material with reality using reinforcing examples from everyday life.	Learning Outcomes Statement 3
Ethics	
1-to make the student write a scientific research that meets the research conditions . 2-the student should learn the	Learning Outcomes Statement 4

research sections sequentially . 3-the student learns how to write margins . 4-students should use their professors on how to extract the scientific material from its sources .	
1-the student should analyze the types of objective questions. 2-the student should understand the relationship between the methods of historical research in different countries . 3-the student should explain the reasons for choosing the appropriate research curriculum .	Learning Outcomes Statement 5

3. Teaching and Learning Strategies

Lecture, discussion and delivery with the style of interrogation.

4. Evaluation methods

1-assigning students to prepare reports and research.

2-questioning students using traditional questions

3-achievement tests, oral, written, quarterly

5. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills	Number of the teaching staff

			(if applicable)			
	General	**Special**			**Staff**	**Lecturer**
Teacher doctor	History	Islamic history			staff	

Professional Development
Mentoring new faculty members
It briefly describes the process used to mentor new, visiting, full-time and part-time faculty at the institution and Department levels.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty members as teaching and learning strategies, assessment of learning outcomes, professional development etc.

6. Acceptance Criterion

The student's average at the preparatory study stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy at Iraqi universities, colleges and institutes.

7. The most important sources of information about the program

. References and sources from books, researches, monographs, periodicals that relate to the historical research methodology, various means of communication from the internet and others .

8. Program Development Plan

Developing the vocabulary of the curriculum by (20%) of modern subjects in line with the latest developments of the era for the purpose of preparing the student for

professional, educational and psychological preparation correctly.

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
The second		method of historical research	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Course Description Form

1. Course Name:

method of historical research

2. Course Code:

3. Semester / Year:

2024

4. Description Preparation Date:

5. Available Attendance Forms:

Students

6. Number of Credit Hours (Total) / Number of Units (Total)

2024/3/31

7. Course administrator's name (mention all, if more than one name)

a.p.d.ghusoon abed Saleh
ghusoon.hs.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives	**1-to make the student write a scientific research that meets the research conditions .** **2-the student should learn the research sections sequentially .** **3-the student learns how to write margins .** **4-the student analyzes the sources that the researcher relies on .**

9. Teaching and Learning Strategies

Strategy	Lecture, discussion and delivery with interrogation style

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

32 total 32 wee are guarante by tests	1 each divisi with two units	Bachelo degree educati (history	Historical research methodolc	Lecture, discussio and questioni	Monthl quarter and achieve tests

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as da preparation, daily, oral, monthly, written exams and reports .... 40 grades for quarterly and daily exams nd 60 grades for final exams

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Required textbooks (methodology if any)
Main references (sources)	Main references (sources)
Recommended books and references (scientific journals, reports…)	Books and supporting references that are recomm nded journals, reports....)
Electronic References, Websites	Electronic references, Internet sites

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. 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.

6. **Acceptance Criterion**
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

7. **The most important sources of information about the program**
State briefly the sources of information about the program.

8. 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 2023-2024			Basic	√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name:
Educational management
2. Course Code:
3. Semester / Year:
3023-2024
4. Description Preparation Date:
2023-10-1
5. Available Attendance Fomate:
Attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
60 hours
7. Course administrator's name (mention all, if more than one name)
Name: Nadia Hassan Mohammed Email: NADIA ALDLUME1984@GMAIL.COM

8. Course Objectives

Course Objectives Cognitive Objectives A1- Understands the concept of educational administration A2- Explains the most important functions of educational administration A3- Differentiates between educational administration and educational supervision A4- Clarifies the concept of leadership Skills Objectives B1- Masters educational administration in its comprehensive concept B2- The student can deal with various management styles B3- Students have the ability to work on simulations or models of different management styles B4- Encourages the student to write a report in the course material Affective and Values Objectives C1- Pays attention in the lecture by directing some questions related to the lecture topic that attract his attention encourage him to participate and answer. C2- Discusses the managerial information related to the lecture topic to assess his response to the lecture content. C3- Participates in a specific activity to assess his appreciation and love for this subject. C4- The student should be keen on attending to feel the importance of the subject in academic and professional life.	• ..... • ..... • .....

9. Teaching and Learning Strategies

Strategy	Using several methods for teaching, including lectures, discussions, field visits, and practical training. Additionally: 1- Using educational tools to deliver the scientific material. 2- Utilizing modern electronic teaching tools such as computers and data shows.

10. Course Structure

Week	Hours	Required	Unit or subject name	Learn	Evaluation

		Learning Outcomes		ing meth od	method
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	2 hours every week		The concept of educational administrati Styles of educational administration School administration Classroom management Concept of administration and leadershi Concept of educational supervision Roles of educational supervision Discipline and school system Management theories Classroom management techniques Classroom management skills Roles of classroom management Qualities of a successful manager Types of educational supervision	-The lecture, - the interrog ation	The daily and monthly exams Reports related to the subject matter

11. Course Evaluation

The written test
- The student's daily participation by answering classroom questions related to the lecture topic.
- Completing reports related to the subject by the student to encourage research and learn how to extract information from various reliable sources.

First semester 20% Second semester 20% Final exam 60%

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no specific textbook
Main references (sources)	Reviewer in Educational Administration for Dr. Ibrahim Mohammed Khudair
Recommended books and references (scientific journals, reports…)	An Introduction to Educational Management by Fahti Mohammed Abu Nasser
Electronic References, Websites	The electronic reference for informatics Dar Al-Meessarah website

third stage

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2024- quarterly		History of Arab-Islamic civilization	theoretical	practical
			3 hours	

2. Expected learning outcomes of the program

Knowledge	
Students' knowledge of the most prominent and important sources on the history of Arab-Islamic civilization	Learning Outcomes Statement 1 The student will prepare examples of the sources of Arab-Islamic civilizations, including administrative and financial systems for the Islamic world.
Skills	
1- Identify historical terminology related to Islamic civilization	Skills objectives for the course: 1- That the student prepares complete illustrations of famous and well-known historical cities in the history of Arab-Islamic civilization
2- Identifying the historical eras that Arab-Islamic civilization passed through.	2- That the student prepares models in the systems of the Islamic world and other systems of the countries of the Islamic East.
Ethics	
3- Recognizing the importance of studying the historical characteristics of Islamic civilization.	3- To draw historical comparisons between the policies of countries that were under the rule of Muslim Arabs.
4- Students' knowledge of the most prominent and important sources on the history of Arab-Islamic civilization	4- The student should have knowledge of the importance of studying historical terminology in the history of Arab-Islamic civilization

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in implementing the program in general:

Use lecture delivery, discussion and questioning

4. Evaluation methods

Achievement tests.

(A) Oral (B) Written (C) Daily, monthly and quarterly.

5. Faculty

Faculty Members: samaher mohi mosaa

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
t Professor	Islamic history	Islamic civilization			permanent	

Professional Development

Mentoring new faculty members

Urging the teaching staff to participate in development programs to familiarize themselves with the Civil Service Law, highlighting their knowledge of basic information related to public administration, learning about relevant legislation, what are the responsibilities of university professors, and providing them with the necessary skills to enable them to carry out their duties.

Professional development of faculty members

He urged the teaching staff to expand the students' understanding of the program subjects and other programs to work on creating a model of students of the type that will be relied upon in the future to qualify for higher academic degrees and to create good researchers from them, which is the desired goal..

6. Acceptance Criterion

The student's average in the preparatory school stage, in addition to the student's

desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. **The most important sources of information about the program**
References and sources from books, research, studies, periodicals, various means of communication from the Internet and others.

8. Program Development Plan
Developing the curriculum vocabulary by 20% of modern topics in line with the latest developments of the times for the purpose of preparing the student properly professionally, educationally and psychologically.

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
Semester/2024		History of Arab-Islamic civilization	Basic												

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

Course Description Form

1. Course Name:
History of Arab-Islamic civilization
2. Course Code:
3. Semester / Year:
2024
4. Description Preparation Date:
– 3– 2024
5. Available Attendance Forms:
theoretical
6. Number of Credit Hours (Total) / Number of Units (Total)
3 hours - 3 units
7. Course administrator's name (mention all, if more than one name)
Name: **samaher mohi mosaa** Email: malik.ge.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• ..... • ..... • .....

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	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2023/2024		Modernization in contemporary Islamic countries	theoretical	practical
			6	

2. Expected learning outcomes of the program

Knowledge	
Make the student able to understand the meaning of modernization	Enabling students to absorb historical lessons from previous international experiences
Skills	
1. Designs educational lessons	2. Preparing a student who has scientific potential in his specialty
3. Compares the events of history	4. Enabling the student in the future to use historical sense in teaching
Ethics	
1. Adad is an enthusiastic student who loves his specialty	2. The student's love for his future profession
3. Good preparation for the student to be proficient in teaching	4. Positive interaction with students

3. Teaching and Learning Strategies

Using a variety of teaching methods, including lecture, interrogation, discussion, information processing, and investigation.

4. Evaluation methods

Conducting many traditional daily, monthly and quarterly tests and extracurricular activities.

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Ass.Prof. Dr. Nabeel Khalil Ibrahim	history	Modern and contemporary	Teaching		Staff	

Professional Development

Mentoring new faculty members

Holding courses to familiarize new staff with teaching methods and modern teaching techniques for use in their new academic lives.

Professional development of faculty members

Developing teaching and learning strategies, assessing learning outcomes, professional development, etc. Holding seminars and discussion panels and exchanging experiences with corresponding colleges and research centers, especially outside the country, to benefit from international expertise in the specialty and attract the most prominent researchers and writers from the specialty to give lectures and scientific seminars within the scientific institution.

6. **Acceptance Criterion**
The student's average in the preparatory stage depends on the flow within the college in addition to his desire

7. **The most important sources of information about the program**
A large number of diverse sources, including books, research, studies, periodicals, and various means of communication from the Internet and others.

8. Program Development Plan
Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

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
Year 2023/2024		Modernization in contemporary Islamic countries	Basic			3									

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

Course Description Form

1. Course Name:
Modernization in contemporary Islamic countries
2. Course Code:
3. Semester / Year:
annual
4. Description Preparation Date:
March 2024
5. Available Attendance Forms:
Lecture, questioning and discussion
6. Number of Credit Hours (Total) / Number of Units (Total)
90 hours and 90 units
7. Course administrator's name (mention all, if more than one name)
Name: Dr.. Nabeel Khalil Ibrahim Email: nabeel.khalil.75@gmail.com
8. Course Objectives

Course Objectives Knowing and understanding	• **Introducing the concept of modernization** • **Explaining the reform experience in the Ottoman Empire** • **Knowing the reasons for the failure of modernization experiments in some Asian countries** • **Shows the most prominent reform leaders in Iran** • **Lists the most prominent reforms of Mustafa Kemal Ataturk in Türkiye**

9. Teaching and Learning Strategies

Strategy	(Lecture method, interrogation, discussion, information processing, investigation)

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
week	2	Preparing teachers	The concept of modernization and problems Modernization in the Ottoman Empire Modernization experience in Türk The Iranian modernization experience Modernization experience in Malaysia Modernization experience in Indonesia Modernization experience Pakistan	Lecture interrogation	Examination

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)	Ibrahim Khalil Ahmed and others, studies in history of Iran and Turkey and the book of the birth Al-Megrahi, modern and contemporary history of A
Main references (sources)	All books written under the title:: History of contemporary Türkiye History of the Ottoman Empire Modern and contemporary history of Iran History of Malaysia Modern and contemporary history of Indonesia History of Pakistan
Recommended books and references (scientific journals, reports…)	Diyala Journal for Humanitarian Research Journal of Studies in History and Archeology Arab Historian Magazine Journal of Historical Studies
Electronic References, Websites	Nour Studies website Archive website for scientific studies and research

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
First stage	\	History of Asia	theoretical	practical

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer

	Modern and contemporary history	History of Asia			Staff member	

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.

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

The references and sources from books, research, and studies related to the history of Asia, and various information sources from the internet.

8. Program Development Plan

Developing the curriculum vocabulary by (20%) of the modern topics in line with the developments of the era for the purpose of preparing the student professionally, educationally, and psychologically correctly.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024		History of Asia	Basic	√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√
				√	√	√	√	√	√	√	√	√	√	√	√

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

Course Description Form

1. Course Name:
History of Asia
2. Course Code:
History of Asia
3. Semester / Year:
2023-2024
4. Description Preparation Date:
2024\3\30
5. Available Attendance Forms:
Attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)
NAME :Asisstant .Prof Hussien Jabber Abdulla Email : Hussen.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives 1- Informing students about the sources of modern and contemporary Asian history. 2- Students' knowledge of the geography of Asia and the most influential historical events. 3- Students' awareness of the importance of Asia's position for trade, strategy, and culture. 4- Familiarizing students with the social life in China and India, as well as the major political and economic changes. 5- Introducing students to the characteristics of national movement leaders, including Ho Chi Minh. 6- Providing students with an overview of the key stages of the First and Second Opium Wars	• • •

9. Teaching and Learning Strategies

Strategy	- Lecture, discussion, and presentation with the style of interrogation.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
32 weeks, including exams.	2 hours e week	Bachelor's degree in Education (History)	Curriculumvocabulary In sequence	The lecture, the interrogation	-The daily exam -The monthly exam -Reports related to subject matter

11. Course Evaluation

The written test
- The student's daily participation by answering classroom questions related to the lecture topic.
- Completion of reports related to the subject by the student to encourage research and learn how to summarize information from various reliable sources.
First semester 20% Second semester 20% Final exam 60%

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nouri Abdul Ghani and others, History of Modern and Contempo Asia
Main references (sources)	The birth of Al-Muqrhi, a history of modern and contempo Asia, Ismael Baghi, a history of modern East Asia.
Recommended books and references (scientific journals, reports…)	Academic scientific journals, reports specialized in modern Iraq topics.
Electronic References, Websites	Specialized websites and documentary films

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
year		World history	theoretical	practical
			3	

2. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1 he student should know information about the curriculum subject Explains the importance of studying the history of the Arab world	Learning Outcomes Statement 1 Preparing the student to be a future teacher
Skills	
Learning Outcomes 2 Designs educational lessons	Learning Outcomes Statement 2Preparing a student who has scientific potential in his specialty
Learning Outcomes 3defrent between history events	Learning Outcomes Statement 3 Enabling the student in the future to use historical sense in teaching
Ethics	
Learning Outcomes 4 Preparing an enthusiastic student who loves his specialty	Learning Outcomes Statement 4 kind for him job
Learning Outcomes 5 Good preparation for the student to be proficient in teaching	Learning Outcomes Statement 5 Positive interaction with students

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. (Lecture method, interrogation, discussion, information processing, investigation)

4. Evaluation methods

Implemented at all stages of the program in general. Monthly and quarterly traditional tests and extracurricular activities

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Hazbar hasan shalookh	history	Europe History	Master, PHD		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.

6. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others) The student's average in the preparatory stage depends on the flow within the college in addition to his desire

7. **The most important sources of information about the program**
State briefly the sources of information about the program. References and sources from books, research, studies, periodicals, various means of communication from the Internet and others

8. Program Development Plan
Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

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
Year		Recent asai History	Basic												

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

Course Description Form

1. Course Name:
Recent asai History
2. Course Code:
3. Semester / Year:
Year
4. Description Preparation Date:
March 2024
5. Available Attendance Forms:
Daily
6. Number of Credit Hours (Total) / Number of Units (Total)
The hours are 45 hours and the number of units is 45 units
7. Course administrator's name (mention all, if more than one name)
Name: Email:
8. Course Objectives

Course Objectives Knowing and understandi the history of the world	• ..... • ..... • .....

9. Teaching and Learning Strategies	
Strategy	(Lecture method, interrogation, discussion, informati processing, investigation)

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
week	2	Add master	Subject vocabulary	Lecture a interrogatio	Examination

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	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2024- quarterly		History of Arab-Islamic civilization	theoretical	practical
			3 hours	

2. Expected learning outcomes of the program

Knowledge	
Students' knowledge of the most prominent and important sources on the history of Arab-Islamic civilization	Learning Outcomes Statement 1 The student will prepare examples of the sources of Arab-Islamic civilizations, including administrative and financial systems for the Islamic world.
Skills	
1- Identify historical terminology related to Islamic civilization	Skills objectives for the course: 1- That the student prepares complete illustrations of famous and well-known historical cities in the history of Arab-Islamic civilization
2- Identifying the historical eras that Arab-Islamic civilization passed through.	2- That the student prepares models in the systems of the Islamic world and other systems of the countries of the Islamic East.
Ethics	
3- Recognizing the importance of studying the historical characteristics of Islamic civilization.	3- To draw historical comparisons between the policies of countries that were under the rule of Muslim Arabs.
4- Students' knowledge of the most prominent and important sources on the history of Arab-Islamic civilization	4- The student should have knowledge of the importance of studying historical terminology in the history of Arab-Islamic civilization

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in implementing the program in general:

Use lecture delivery, discussion and questioning

4. Evaluation methods

Achievement tests.

(A) Oral (B) Written (C) Daily, monthly and quarterly.

5. Faculty

Faculty Members: maha abdalrahman hasen

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
t Professor	Islamic history	Islamic civilization			permanent	

Professional Development

Mentoring new faculty members

Urging the teaching staff to participate in development programs to familiarize themselves with the Civil Service Law, highlighting their knowledge of basic information related to public administration, learning about relevant legislation, what are the responsibilities of university professors, and providing them with the necessary skills to enable them to carry out their duties.

Professional development of faculty members

He urged the teaching staff to expand the students' understanding of the program subjects and other programs to work on creating a model of students of the type that will be relied upon in the future to qualify for higher academic degrees and to create good researchers from them, which is the desired goal..

6. Acceptance Criterion

The student's average in the preparatory school stage, in addition to the student's

desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. **The most important sources of information about the program**
References and sources from books, research, studies, periodicals, various means of communication from the Internet and others.

8. Program Development Plan
Developing the curriculum vocabulary by 20% of modern topics in line with the latest developments of the times for the purpose of preparing the student properly professionally, educationally and psychologically.

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
Semester/2024		History of Arab-Islamic abasse	Basic												

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

Course Description Form

1. Course Name:
History of Arab-Islamic civilization
2. Course Code:
3. Semester / Year:
2024
4. Description Preparation Date:
– 3– 2024
5. Available Attendance Forms:
theoretical
6. Number of Credit Hours (Total) / Number of Units (Total)
3 hours - 3 units
7. Course administrator's name (mention all, if more than one name)
Name **maha abdalrahman hasen** Email: malik.ge.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• ….. • ….. • …..
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	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2024- quarterly		History of Arab-Islamic civilization	theoretical	practical
			3 hours	

2. Expected learning outcomes of the program

Knowledge	
Students' knowledge of the most prominent and important sources on the history of Arab-Islamic civilization	Learning Outcomes Statement 1 The student will prepare examples of the sources of Arab-Islamic civilizations, including administrative and financial systems for the Islamic world.
Skills	
1- Identify historical terminology related to Islamic civilization	Skills objectives for the course: 1- That the student prepares complete illustrations of famous and well-known historical cities in the history of Arab-Islamic civilization
2- Identifying the historical eras that Arab-Islamic civilization passed through.	2- That the student prepares models in the systems of the Islamic world and other systems of the countries of the Islamic East.
Ethics	
3- Recognizing the importance of studying the historical characteristics of Islamic civilization.	3- To draw historical comparisons between the policies of countries that were under the rule of Muslim Arabs.
4- Students' knowledge of the most prominent and important sources on the history of Arab-Islamic civilization	4- The student should have knowledge of the importance of studying historical terminology in the history of Arab-Islamic civilization

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in implementing the program in general:

Use lecture delivery, discussion and questioning

4. Evaluation methods

Achievement tests.

(A) Oral (B) Written (C) Daily, monthly and quarterly.

5. Faculty

Faculty Members: maha abdalrahman hasen

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Dr.Bashaer hadi Hassan rizg	Islamic history	Islamic civilization			permanent	

Professional Development

Mentoring new faculty members

Urging the teaching staff to participate in development programs to familiarize themselves with the Civil Service Law, highlighting their knowledge of basic information related to public administration, learning about relevant legislation, what are the responsibilities of university professors, and providing them with the necessary skills to enable them to carry out their duties.

Professional development of faculty members

He urged the teaching staff to expand the students' understanding of the program subjects and other programs to work on creating a model of students of the type that will be relied upon in the future to qualify for higher academic degrees and to create good researchers from them, which is the desired goal..

6. Acceptance Criterion

The student's average in the preparatory school stage, in addition to the student's

desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. **The most important sources of information about the program**
References and sources from books, research, studies, periodicals, various means of communication from the Internet and others.

8. Program Development Plan
Developing the curriculum vocabulary by 20% of modern topics in line with the latest developments of the times for the purpose of preparing the student properly professionally, educationally and psychologically.

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
Semester/2024		History of Arab-Islamic abasse	Basic												

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

Course Description Form

1. Course Name:
History of Arab-Islamic civilization
2. Course Code:
3. Semester / Year:
2024
4. Description Preparation Date:
– 3– 2024
5. Available Attendance Forms:
Theoretical
6. Number of Credit Hours (Total) / Number of Units (Total)
3 hours - 3 units
7. Course administrator's name (mention all, if more than one name)
Name Dr.Bashaer hadi Hassan rizg Email: bashair.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• ….. • ….. • …..
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	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
First year		Modern History of Iraq	theoretical	practical
			2	

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1- Remembering 2- Understanding and comprehending 3- Application 4- Analysis 5- Installation 6- Evaluation	1. **Knowledge and Understanding of Linguistic Rules and Statement of learning outcomes 1
Skills	**Learning Outcomes**
1- Achievement tests. 2- The student should conclude the importance of the essay questions. 3- The student should analyze the types of objective questions. 4- That the student understands the relationship between the eras and then understands the events of Iraq in the modern era. 5- That the student explains the causes of historical events and their importance in understanding the events he witnessed during the era of the Ottoman presence	Statement of learning outcomes 2

The student should use the historical atlas to identify similar cities	Statement of learning outcomes 3
Ethics	**Learning Outcomes**
1- Achievement tests. 2- The student should conclude the importance of the essay questions. 3- The student should analyze the types of objective questions. 4- That the student understands the relationship between the eras and then understands the events of Iraq in the modern era. 5- That the student explains the causes of historical events and their importance in understanding the events he witnessed during the era of the Ottoman presence	Statement of learning outcomes 4
Tests: A- Oral, B- Written, C- Daily, monthly and quarterly.	Statement of learning outcomes 5

3. Teaching and Learning Strategies

Lecture, discussion, and delivery using the interrogation method.

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Scientific rank	Specialization		Special requirements/skills (if any)		Preparing the teaching staff	
	general	private				
Assistant Professor Dr	Modern and contemporary history	History of the modern and contemporary Arab world				

Professional Development

Mentoring new faculty members

Briefly describes the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

6. Acceptance Criterion

The student's average in the middle school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. The most important sources of information about the program

References and sources from books, research and studies related to the modern history of Iraq, and various means of information from the Internet.

8. Program Development Plan

Developing the curriculum vocabulary by 20% of modern topics in line with the

developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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		Modern History of Iraq	Basic	For the student to know the influential events and personalities in the modern history of Iraq	The student explains the importance of the events and their causes and identifies some of the results in the modern history of	- The student should put the names of historical figures, including governors and others, who contributed to the	The student should analyze historical sources, especially those related to the history	The student will draw a map of Iraq and identify the most important roads followed by the first and	The student should list the names of the countries surrounding Iraq and the most important relations that linke	The student should use the historical atlas to identify the most important Iraqi citie	To draw up a plan for the movements of the Iraqi tribes and their locations, and explain the reasons for those tribal movements	the exams	Oral	Editorial	Editorial

					Iraq	development of Iraqi society	of Iraq the talk	second Ottoman campaigns, and show the locations of Nader Shah in Mosul.	d them, as well as the influences *	s and biblical regions					
			Basic	*			*	*		*	*	*		*	*
			Basic		*	*		*	*		*	*		*	*
			Basic		*	*		*		*		*	*	*	
			Basic	*		*			*	*			*	*	
			Basic		*		*	*	*		*	*		*	
			Basic	*	*	*				*	*	*	*	*	
			Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Modern History of Iraq
2. Course Code:
3. Semester / Year:
2023-2024
4. Description Preparation Date:
25/3/2023
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
2
7. Course administrator's name (mention all, if more than one name)
Name: Assistant Prof. Qahtan Ahmed Farhood (Ph.D.) Email: qahtan.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1 – Introducing students to the sources of modern Iraqi history** **2 – Students' knowledge of the geography of Iraq and the most important influential historical events** **3 Students' knowledge of the importance of Iraq's commercial, strategic and cultural status.** **4 Informing students about social life in Iraq and the most important political and economic variables there.** **5 Informing students about the most important characteristics of those who took over the administration the provinces of Iraq during the Ottoman era.** **6 Informing students about the most prominent important stages of the development of social intellectual life that Iraq witnessed under Ottoman control.**
9. Teaching and Learning Strategies	
Strategy	- Lecture, discussion, and presentation using the interrogati

	method.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
32		Bachelor's degree Education (History)	Curriculum In sequence	Presentation and raising questions discussion	Quizzes, weekly monthly and f exams. And pap discussions

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	Modern history of Iraq (Muhammad Asfour Salman)
Main references (sources)	(Enas Saadi, Modern History of Iraq 1258-1918/Khalil Murad, Iraq in the Second Ottoman Era/Ali Shaker History of Iraq in the Ottoman Era/Abdul Razzaq al-Hi History of Education in Ottoman Iraq)
Recommended books and references (scientific journals, reports…)	(Scientific journals, reports on modern Iraq topics)
Electronic References, Websites	Internet sites specialized in the history of Iraq, such as films Documentaries, YouTube, etc

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
year		History of Europe in the nineteenth century	theoretical	practical
			3	

2. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1 he student should know information about the curriculum subject Explains the importance of studying the history of the Arab world	Learning Outcomes Statement 1 Preparing the student to be a future teacher
Skills	
Learning Outcomes 2 Designs educational lessons	Learning Outcomes Statement 2Preparing a student who has scientific potential in his specialty
Learning Outcomes 3defrent between history events	Learning Outcomes Statement 3 Enabling the student in the future to use historical sense in teaching
Ethics	
Learning Outcomes 4 Preparing an enthusiastic student who loves his specialty	Learning Outcomes Statement 4 kind for him job
Learning Outcomes 5 Good preparation for the student to be proficient in teaching	Learning Outcomes Statement 5 Positive interaction with students

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. (Lecture method, interrogation, discussion, information

processing, investigation)

4. Evaluation methods

Implemented at all stages of the program in general. Monthly and quarterly traditional tests and extracurricular activities

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Waleed Kamil Ibrahim Abd	The history modernand and contemporary	The modern and contemporary history of Africa			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.

6. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others) The student's average in the preparatory stage depends on the flow

within the college in addition to his desire

7. The most important sources of information about the program

State briefly the sources of information about the program. References and sources from books, research, studies, periodicals, various means of communication from the Internet and others

8. Program Development Plan

Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

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
year		History of Europe in the nineteenth century	Basic												

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

Course Description Form

1. Course Name:
History of Europe in the nineteenth century
2. Course Code:
3. Semester / Year:
2024
4. Description Preparation Date:
March 2024
5. Available Attendance Forms:
Lecture and questioning
6. Number of Credit Hours (Total) / Number of Units (Total)
The hours are 45 hours and the number of units is 45 units
7. Course administrator's name (mention all, if more than one name)
Name: Waleed Kamil Ibrahim Abd Email: walid.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives : Introduction to the histo of Europe in the nineteenth century	• . **Students learned about factors that led to the causes the French Revolution and impact on European countries** • . **To give students understanding of the extent which the results of revolutions affected Europ countries….**

9. Teaching and Learning Strategies

Strategy	(Lecture method, interrogation, discussion, informati processing, investigation)

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
week	3	Add master	Subject vocabulary	Lecture a interrogatio	Examinatio

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)	Muhammad Qasim and Husse Hosni, the history of Europe in t nineteenth century
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	Various communication sit (Google, YouTube)...etc

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. 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.

6. **Acceptance Criterion**
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

7. **The most important sources of information about the program**
State briefly the sources of information about the program.

8. 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
Three stag 2023/2024		Geography of Iraq		-	-	-	-	-	-	-	-				

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

Course Description Form

1. Course Name:
Geography of Iraq
2. Course Code:
3. Semester / Year:
2023/2024
4. Description Preparation Date:
1/10/2023
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
8 hours / 8 unite
7. Course administrator's name (mention all, if more than one name)
Name: Ahmed Talal Akrm Email: tlalakrma@gmail.cim
8. Course Objectives

Course Objectives	• **Introducing stunts to the** • **Importance of Iraq's** • **geography** • **Introducing him to economic . Importance of Ira** • **Introducing him to t Importance of water resiu es Iraq ..** • ..... • .....

9. Teaching and Learning Strategies

Strategy	Delivering lectures. Students preparing reports on t topic

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation	metho
One ctu per ek	8hour	For the Student To be Familiar With the Concepts Related To the Geograph Of iraq	Geography Of Iraq's	Lecture Video presentation	Month Exam Daily Assignments Student Attendance And Their Participation In lectures	

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)	Abdul Zahra Ali ,Geography of Ira From a contemporary perspecti ,First Edition ,Dar Al-sadiq Cultu Foundation 2020 Abbas Fadel Al-saady, Regional Geography of Iraq its Natu Framework Economic Activ Human Aspect , Dar Dijlah for Publishing and Distribution 200
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2023		manahij watarayiq tadris	**theoretical**	**practical**
2024			2	1

2. Expected learning outcomes of the program

Knowledge	
altaealum 1 yaerif altaalib tarayiq altadris yuadih ahimiat altarayiq	altaealum 1 yuadih ahimiat altarayi
Skills	
mukhrajat altaealum 2.yusamim durus taelimiat wayatamakan min eamaliat altadris	bayan natayij altaealum 2. aedad talib ladayh amakaniaat eilmiat fi akhtisasih
mukhrajat altaealum 3.yuqaran bayn altarayiq alhadithat waltarayiq alqadima	bayan natayij altaealum 3.tamkin altaalib mustaqbalan min aistikhdam tarayiq wastiratijiaat hadithat wasalib taelimiat mutajadidat wawasayil watiknulujia taelim mutatawir
Ethics	
mukhrajat altaealum 4.aedad talib mutahamis wayaeshaq akhtisasatan	bayan natayij altaealum 4.hab altaalib limihnatih mustaqbalan
mukhrajat altaealum 5.alaedad aljayid liltaalib likay yakun mutamakinan fi altadris	bayan natayij altaealum 5. altafaeul alayjabi mae altalaba

3. Teaching and Learning Strategies

aistiratjiat watarayiq altaelim waltaealum almuetamadat fi tanfidh albarnamaj bishakl eamin . (tariqat almuhadarat ,alaistijwabi,almunaqashati,muealajat almaelumati,alaistiqsa'i, altarkiz , aldukhul aleashwayiyu)

4. Evaluation methods

tanfidhuha fi jamie marahil albarnamaj bishakl eamin .alaikhtibarat altahsiliat bimukhtalif ainwaeiha,alanshitat alsafiat w allaasifia

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
mu.m mustafaa fadil eabaas	eulum tarbawiat wanafsia	tarayiq tadris altaarikh				

Professional Development

Mentoring new faculty members

aqamat dawrat litaerif alkadir aljadid bialtarayiq waliastiratijiaat alhadithat liaistikhdamiha fi altadris

Professional development of faculty members

aiqamat nadawat wanashatat khasat biwahdat altaahil waltawzif

6. Acceptance Criterion

mueadal altaalib fi almarhalat alaeidadiat adafatan alaa raghbatihi)

7. **The most important sources of information about the program**
tudhakar bisurat mukhtasara . almarajie walmasadir min alkutub walbuhuth waldirasat waldawriaat wawasayil alaitisal almukhtalifat min alaintirnit waghayriha

8. Program Development Plan
tatwir mufradat almanhaj binisba (20%) min almawdueat alhadithat tamashian mae mustajidaat aleasr

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023_2024															
		asas i	tarayiq altadris	2	2	2	2	2	2	2		2	2	2	

- **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	• ..... • ..... • .....

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	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
The third		Philosophy of history	theoretical	practical
			2	

2. Expected learning outcomes of the program

Knowledge	
1-knowledge and understanding . 2-identify the historical and cultural heritage . 3-knowledge of the skills of the philosophy of history and the method of historical research .	Learning Outcomes Statement 1
Skills	
1-to master teaching, research ethics and debate 2-scientific research	Learning Outcomes Statement 2
3-the student Masters the research practice in the field of specialization .	Learning Outcomes Statement 3
Ethics	
1. Programming 2. Auditioning 3. Mission analysis 4. Problem solving	Learning Outcomes Statement 4
1. Content analysis 2. Cooperative education	Learning Outcomes Statement 5

3. Teaching and Learning Strategies

Brainstorming

Induction The blackboard E-learning

4. Evaluation methods

1. Programming
2. Auditioning
3. Mission analysis
4. Problem solving
5. Content analysis
6. Cooperative education

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Teacher doctor	History	Islamic history			staff	

Professional Development

Mentoring new faculty members

It briefly describes the process used to mentor new, visiting, full-time and part-time faculty at the institution and Department levels.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty members as teaching and learning strategies, assessment of learning outcomes, professional development etc..

6. Acceptance Criterion

The student's average at the preparatory study stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy at Iraqi universities, colleges and institutes.

7. The most important sources of information about the program

References and sources of books, research, monographs, periodicals related to the philosophy of history, various means of communication from the internet and others .

8. Program Development Plan

Developing the vocabulary of the curriculum by (20%) of modern subjects in line with the latest developments of the era for the purpose of preparing the student for professional, educational and psychological preparation correctly.

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
The third		Philosophy of history	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Course Description Form

1. Course Name:
Philosophy of history
2. Course Code:
3. Semester / Year:
2024
4. Description Preparation Date:
20/3/2024
5. Available Attendance Forms:
Students
6. Number of Credit Hours (Total) / Number of Units (Total)
2/2
7. Course administrator's name (mention all, if more than one name)
Name: M.Dr. Amina Abdulkarim Abdul Sattar Email: amina.hsv.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1–familiarizing students with th sources of studying the philosophy of history** **2 – Preparing Students scientifically to be able to acqu scientific knowledge and apply in the teaching process** **3 – empowering students intellectually to absorb the scientific curriculum** **4–enabling students to write scientific research and reports a correct scientific style** **5–familiarizing students with methods of research a scientific thinking**

9. Teaching and Learning Strategies

Strategy	Lecture, discussion and delivery with interrogation style

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Observation	The concept development history	Inductive method	Observatio
2	2	Miscellaneous questions	The term philosc of history and relationship betw it and the scienc history	Direct observatio	Miscellane questions
3	2	Problem solving	Those involved the field of his and their duties	The blackboarc	Problem solving
4	2	Observation		Brainstorn	Observatio
5	2	Miscellaneous questions	The reasons for emergence of philosophy of hist	Direct observatio and discussion	Miscellane questions
6	2	Assignments and tests		Inductive method	Assignmer and tests
7	2	Miscellaneous questions	Features of philosophy of hist	Discussior	Miscellane questions
8	2	Miscellaneous questions	Motives and goal the philosophy history	Direct observatio	Miscellane questions
9	2	Assignments and tests	The developmen historical nota approaches Muslim historian the interpretation history	Inductive method	Assignmer and tests
10	2	Observation	Approaches Muslim philosop and historians in interpretation history	Brainstorn	Observatio
11	2	Miscellaneous questions	Approaches Muslim philosop and historians in interpretation history	Discussior	Miscellane questions
12	2	Assignments and tests	Approaches modern philosop in the interpreta of history	Inductive method	Assignmer and tests
13	2	Assignments and tests	Approaches modern philosop in the interpreta of history	Reports	Assignmer and tests

14	2		The legend history of anc nations	Reports	
15	2	Duties		Exam	Duties
16	2	And tests	Elements of legend and features	Inductive method	And tests
17	2	Written Exam		Inductive method	Written Ex
18	2	Assignments and tests	Superstitious interpretation history	Inductive method	Assignmer and tests
19	2	Assignments and tests	Exam	Direct observatio	Assignmer and tests
20	2	Assignments and tests		Inductive method	Assignmer and tests
21	2	Miscellaneous questions	The interpretatior the great heave religions of histor	Brainstorn	Miscellane questions
22	2	Assignments and tests		Direct observatio	Assignmer and tests
23	2	Assignments and tests		Discussior	Assignmer and tests
24	2	Miscellaneous questions	The interpretatior the great heave religions of histor	Inductive method	Miscellane questions
25	2	Miscellaneous questions		Direct observatio	Miscellane questions
26	2	Assignments and tests	Islamic interpreta of history	The blackboarc	Assignmer and tests
27	2	Miscellaneous questions	Ibn al-Athir's vi on the interpreta of the his movement	Discussior	Miscellane questions
28	2	Problem solving	Interpretation history	Inductive method	Problem solving
29	2	Miscellaneous questions	The geograph factor	Inductive method	Miscellane questions
30	2	Assignments and tests	The geograph factor	Inductive method	Assignmer and tests

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams and reports .... 40 grades for quarterly and daily exams and 60 grades for final exams

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Philosophy of history / Qais Hatem Hani al-Janabi
Main references (sources)	Philosophy of history
Recommended books and references (scientific journals, reports…)	Dr. Ahmed Mahmoud Sobhi
Electronic References, Websites	Philosophy of history and civilization

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
year		World history	theoretical	practical
althaalith		Philosophy of history	2	

2. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1 he student should know information about the curriculum subject Explains the importance of studying the history of the Arab world	Learning Outcomes Statement 1 Preparing the student to be a future teacher
Skills	
Learning Outcomes 2 Designs educational lessons	Learning Outcomes Statement 2Preparing a student who has scientific potential in his specialty
Learning Outcomes 3defrent between history events	The student should use authentic sources to learn about Muslim philosophers and their scientific contributions.
Ethics	
Learning Outcomes 4 Preparing an enthusiastic student who loves his specialty	Learning Outcomes Statement 4 kind for him job
Learning Outcomes 5 Good preparation for the student to be proficient in teaching	For the student to realize the relationship between historical eras and study their events in a philosophical manner.

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. (Lecture method, interrogation, discussion, information processing, investigation)

4. Evaluation methods

Implemented at all stages of the program in general. Monthly and quarterly traditional tests and extracurricular activities

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
M0hammed ali hussein	history	Islamic history	Master, PHD		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.

6. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others) The student's average in the preparatory stage depends on the flow within the college in addition to his desire

7. **The most important sources of information about the program**
References and sources from books, research, studies and periodicals related to the history of philosophy, its origins and appearance, and various means of information from the Internet.

8. Program Development Plan
Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

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
year		Philosophy of history	Basic	The student should know the factors that led to the emergence and development of philosophy	The student explains the meaning of philosophy and the philosophy of history	To show the student The most important scientific opinions of philos	The student should explain th	The student gets to know the well-know	To clarify the scientific criticisms that face scientific philosophical theories	To become familiar with the scien	To explain the theories of cyclical succession in interpreting historical events				

						ophers	**e difficulties that researchers face in studying philoso**	**n philosophers and their scientific products**		**tific explanations related to philosophy's interpretation of**					

							phy			**religions**					

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

Course Description Form

1. Course Name:
History of philosophy
2. Course Code:
3. Semester / Year:
Third
4. Description Preparation Date:
July 2024
5. Available Attendance Forms:
Students
6. Number of Credit Hours (Total) / Number of Units (Total)
The hours are 45 hours and the number of units is 45 units
7. Course administrator's name (mention all, if more than one name)
Name: Mr. Dr Mohammed Ali Hussein Email: mohammed.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives Knowing and understandi the history of the world	• **Introducing students to sources for studying philosophy of history** • **Informing students about reasons for the emergence development of philosophy** • **Know the difference betw philosophy and the philoso of history.**
9. Teaching and Learning Strategies	
Strategy	(Lecture method, interrogation, discussion, informati processing, investigation)
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
32 to wee inclu ng	2	Bachelor's degree Education (History)	Curriculum vocabulary In sequence	lecture Speaking an discussion And interrogatio	Achievemen tests. Monthly

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)	Philosophy of history / Dr. Qais Hatem Historical research method / Mahmoud Al-Huwairi
Main references (sources)	Philosophy of history / Dr. Q Hatem
Recommended books and references (scientific journals, reports…)	Methodology of historical archaeological research / Dr. Kamel Haider As for scientific journals, repo on the topics of philosophy, emergence, development, and most important theories
Electronic References, Websites	Internet sites specialized in t history of philosophy, such Google, YouTube, and others

Program description .1

Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Psychological counseling and educational guidance		2024-2023
	6			

Expected learning outcomes of the programme .2

Knowledge	
Statement of learning outcomes 1 Preparing the student to be a future teacher	Learning outcomes 1. The student knows teaching methods Explains the importance of methods
Skills	
Statement of learning outcomes 2. Preparing a student who has scientific potential in his specialty	outcomes 2. Design Learning educational lessons
dent in the future Statement of learning outcomes 3. Enabling the stu to use modern methods and strategies	Learning Outcomes 3. Compares modern methods with ancient methods
Value	
Statement of learning outcomes 4. The student's love for his future profession	Learning outcomes 4. Preparing an enthusiastic student who loves his specialty
Statement of learning outcomes 5. Positive interaction with students	Learning outcomes 5. Good preparation for the student to be proficient in teaching

Teaching and learning strategies .3
Teaching and learning strategies and methods adopted in implementing the program in general (processing, investigation, information) .Lecturer method, interrogation, discussion

Evaluation methods .4
Implementing them in all stages of the program in general. Achievement tests of various types, extracurricular activities.

education institution .5						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	general	
	angel			Psychological counseling and educational guidance	Psychological counseling and educational guidance	.M.Da Ayad Talib Mahmoud

Professional development
Orienting new faculty members
Holding courses to familiarize new staff with modern methods and strategies for use in teaching
Professional development for faculty members
discussions and exchanging experiences with other corresponding colleges Holding seminars and for development

Acceptance standard .6
(The student's average in the preparatory stage in addition to his desire)

The most important sources of information about the program .7
References and sources from books, research, studies, periodicals, various means of communication from the Internet and others .Remember briefly

Program development plan .8
Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

skills chart Program															
programme Learning outcomes required from the															
Value				Skills				Knowledge				Essential or ?optional	Course Name	Course Code	Year/level
C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2	A1				
	2	2	2		2	2	2	2	2	2	2	Basic	Psychological counseling and educational guidance		2024-2023

check the boxes corresponding to the individual learning outcomes from the program subject to evaluation Please

Course description form

1. Course name: Teaching methods	
2. Code Course	
3. year /Semester	
2024-2023	
4. description was prepared Date this	
5. Available attendance forms .A	
6. (Number of study hours (total)/number of units (total	
7. Name of the course administrator (mentioned if more than one name is)	
: Amiel- Name: Al	
8. objectives Course	
Objectives of the study subject	• ..... • ..... • .....
9. Teaching and learning strategies	
The strategy	
10. Course structure	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

evaluation Course .11
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

Learning and teaching resources .12	
	(Required textbooks (methodology, if any
	(references (sources Main
	Recommended supporting books and (….references (scientific journals, reports
	Electronic references, Internet sites

Fourth Stage

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2023		Al ways w altqwem	theoretical	practical
2024			2	1

2. Expected learning outcomes of the program

Knowledge	
altaealum 1 yaerif altaalib tarayiq altadris yuadih ahimiat altarayiq	altaealum 1 yuadih ahimiat altarayi
Skills	
mukhrajat altaealum 2.yusamim durus taelimiat wayatamakan min eamaliat altadris	bayan natayij altaealum 2. aedad talib ladayh amakaniaat eilmiat fi akhtisasih
mukhrajat altaealum 3.yuqaran bayn altarayiq alhadithat waltarayiq alqadima	bayan natayij altaealum 3.tamkin altaalib mustaqbalan min aistikhdam tarayiq wastiratijiaat hadithat wasalib taelimiat mutajadidat wawasayil watiknulujia taelim mutatawir
Ethics	
mukhrajat altaealum 4.aedad talib mutahamis wayaeshaq akhtisasatan	bayan natayij altaealum 4.hab altaalib limihnatih mustaqbalan
mukhrajat altaealum 5.alaedad aljayid liltaalib likay yakun mutamakinan fi altadris	bayan natayij altaealum 5. altafaeul alayjabi mae altalaba

3. Teaching and Learning Strategies

aistiratjiat watarayiq altaelim waltaealum almuetamadat fi tanfidh albarnamaj bishakl eamin . (tariqat almuhadarat ,alaistijwabi,almunaqashati,muealajat almaelumati,alaistiqsa'i, altarkiz , aldukhul aleashwayiyu)

4. Evaluation methods

tanfidhuha fi jamie marahil albarnamaj bishakl eamin .alaikhtibarat altahsiliat bimukhtalif ainwaeiha,alanshitat alsafiat w allaasifia

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
mu.m mustafaa fadil eabaas	eulum tarbawiat wanafsia	tarayiq tadris altaarikh				

Professional Development

Mentoring new faculty members

aqamat dawrat litaerif alkadir aljadid bialtarayiq waliastiratijiaat alhadithat liaistikhdamiha fi altadris

Professional development of faculty members

aiqamat nadawat wanashatat khasat biwahdat altaahil waltawzif

6. Acceptance Criterion

mueadal altaalib fi almarhalat alaeidadiat adafatan alaa raghbatihi)

7. The most important sources of information about the program

tudhakar bisurat mukhtasara . almarajie walmasadir min alkutub walbuhuth waldirasat waldawriaat wawasayil alaitisal almukhtalifat min alaintirnit waghayriha

8. Program Development Plan

tatwir mufradat almanhaj binisba (20%) min almawdueat alhadithat tamashian mae mustajidaat aleasr

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023_2024															
		asas i	tarayiq altadris	2	2	2	2	2	2	2		2	2	2	

- **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	• ..... • ..... • .....
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	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
year		Modern Arab history	theoretical	practical
			3	

2. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1 he student should know information about the curriculum subject Explains the importance of studying the history of the Arab world	Learning Outcomes Statement 1 Preparing the student to be a future teacher
Skills	
Learning Outcomes 2 Designs educational lessons	Learning Outcomes Statement 2Preparing a student who has scientific potential in his specialty
Learning Outcomes 3defrent between history events	Learning Outcomes Statement 3 Enabling the student in the future to use historical sense in teaching
Ethics	
Learning Outcomes 4 Preparing an enthusiastic student who loves his specialty	Learning Outcomes Statement 4 kind for him job
Learning Outcomes 5 Good preparation for the student to be proficient in teaching	Learning Outcomes Statement 5 Positive interaction with students

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. (Lecture method, interrogation, discussion, information processing, investigation)

4. Evaluation methods

Implemented at all stages of the program in general. Monthly and quarterly traditional tests and extracurricular activities

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Ahmed Amajid Abdulrazzaq	history	Arab Modern history	Master, PHD		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.

6. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others) The student's average in the preparatory stage depends on the flow within the college in addition to his desire

7. **The most important sources of information about the program**
State briefly the sources of information about the program. References and sources from books, research, studies, periodicals, various means of communication from the Internet and others

8. Program Development Plan
Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

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
year		Modern Arab history	Basic												

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

Course Description Form

1. Course Name:
Modern Arab History
2. Course Code:
3. Semester / Year:
2024
4. Description Preparation Date:
March 2024
5. Available Attendance Forms:
Daily
6. Number of Credit Hours (Total) / Number of Units (Total)
The hours are 45 hours and the number of units is 45 units
7. Course administrator's name (mention all, if more than one name)
Name: Email:
8. Course Objectives

Course Objectives Knowing and understandi the history of the Arab world	• ..... • ..... • .....

9. Teaching and Learning Strategies

Strategy	(Lecture method, interrogation, discussion, informati processing, investigation)

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
week	3	Add master	Subject vocabulary	Lecture a interrogatio	Examination

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	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Fourth		History of the Islamic states and emirates	2	

2. Expected learning outcomes of the program

Knowledge	
1- Remembering 2- Understanding and comprehending 3- Application 4- Analysis 5- Installation 6- -CALENDER	Learning Outcomes Statement 1
Skills	
1- The student draws a plan to learn the teaching methods for the subject 2- The student must submit a research paper 3- That the student uses the data show device to display the types of objective tests	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
1- For the student to conclude the importance of the essay questions. 2- The student should analyze the types of objective	Learning Outcomes Statement 5

questions. 3- That the student understands the relationship between historical eras. 4- The student should explain the causes of historical events.	

3. Teaching and Learning Strategies

Lecture, discussion, and presentation with the method of questioning

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
(Ph.D.)	HISTORY	Islamic history			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.

6. **Acceptance Criterion**

The student's average in the preparatory school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. **The most important sources of information about the program**

References and sources from books, research, studies and periodicals related to the history of Islamic states and emirates, and various means of information from the Internet.

8. Program Development Plan

Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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		History of the Islamic states and emirates	basic	- The student should know the factors that led to the establishment of Islamic states	The student explains the policy of governance in these states	For the student to explain the most important of these states and their role in	The student should explain the administrative, financial and economic aspects of these mini-	The student draws a map showing the	To enumerate the names of these Islamic stat	The student will use the hist	The student should draw a diagram showing the rela	The exams	oral	editorial	The quarterly

						spreading Islam	**states**	**area of these Islamic states and emirates**	**es and emirates**	**orical atlas to identify Islamic states.**	**tionship of the Abbasid Caliphate to these mini-states**				

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

Course Description Form

1. Course Name:
History of the Islamic states and emirates
2. Course Code:
3. Semester / Year:
Fourth
4. Description Preparation Date
:2024/3/20:
5. Available Attendance Forms:
The students
6. Number of Credit Hours (Total) / Number of Units (Total)
2
7. Course administrator's name (mention all, if more than one name)
Name: Inam Safi Abid Al-Rubbai (Ph.D.) Email: inam.hsv.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	- Informing students about the sources of Islamic states and emirates. - Informing students about the reasons for the independence of Islamic states and emirates - Knowing the most important of these states - Informing students about the most important princes of these countries and their relationshi with Abbasid Caliphate - Informing students about the role played by these emirates and states in the Islamic world - Informing students about the political and administrative organizations of these states...

9. Teaching and Learning Strategies

Strategy	- Lecture, discussion, and presentation with interrogation m etho

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the week	2		Curriculu	Lecture, recitatio	Achiev eme tests.

32 to weeks including exam		Bachelor's Degree Education (History)	vocabular In sequence	discussio and interrog on	Montl ly, quarte rly and fi al

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... 40 grades for semester and daily exams and 60 grades for final exams.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Al-Jamili, Rashid. "History of Arab-Islamic Dynasties in the East and West." 2. Al-Hajji, Abdul Rahman. "The Histor of Andalusia from the Arab Conquest to th Fall of Granada." 3. Al-Hadithi, Qahtan. "The Arab-Islam c State in the Late Abbasid Era." 4. Al-Samar, Faisal. "The Hamdanid Sta e." 5. Surur, Muhammad Jamal al-Din. "Fatin Influence in Bilad al-Sham and Iraq in the Fou and Fifth Centuries
Main references (sources)	Al-Tabari / History of the Apost es a Kings Ibn al-Jawzi, the regular in history Ibn al-Atheer al-Kamil in history
Recommended books and references (scientific journals, reports…)	(Scientific journals, reports on top related to the Islamic states and emi ates the Levant and the Maghreb
Electronic References, Websites	Internet sites specialized in the his tory the Emirates and Islamic states, s uch Google, YouTube, and others

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
year		World history	theoretical	practical
			3	

2. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1 he student should know information about the curriculum subject Explains the importance of studying the history of the Arab world	Learning Outcomes Statement 1 Preparing the student to be a future teacher
Skills	
Learning Outcomes 2 Designs educational lessons	Learning Outcomes Statement 2Preparing a student who has scientific potential in his specialty
Learning Outcomes 3defrent between history events	Learning Outcomes Statement 3 Enabling the student in the future to use historical sense in teaching
Ethics	
Learning Outcomes 4 Preparing an enthusiastic student who loves his specialty	Learning Outcomes Statement 4 kind for him job
Learning Outcomes 5 Good preparation for the student to be proficient in teaching	Learning Outcomes Statement 5 Positive interaction with students

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. (Lecture method, interrogation, discussion, information processing, investigation)

4. Evaluation methods

Implemented at all stages of the program in general. Monthly and quarterly traditional tests and extracurricular activities

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Wisam Ali Thabit	history	Europe History	Master, PHD		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.

6. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others) The student's average in the preparatory stage depends on the flow within the college in addition to his desire

7. **The most important sources of information about the program**
State briefly the sources of information about the program. References and sources from books, research, studies, periodicals, various means of communication from the Internet and others

8. Program Development Plan
Developing the curriculum vocabulary by (20%) of modern topics in line with the developments of the times

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
year		Recent World History	Basic												

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

Course Description Form

1. Course Name:
Recent World History
2. Course Code:
3. Semester / Year:
Year
4. Description Preparation Date:
March 2024
5. Available Attendance Forms:
Daily
6. Number of Credit Hours (Total) / Number of Units (Total)
The hours are 45 hours and the number of units is 45 units
7. Course administrator's name (mention all, if more than one name)
Name: Email:
8. Course Objectives

Course Objectives Knowing and understandi the history of the world	• ..... • ..... • .....

9. Teaching and Learning Strategies	
Strategy	(Lecture method, interrogation, discussion, informati processing, investigation)

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
week	3	Add master	Subject vocabulary	Lecture a interrogatio	Examination

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	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
First year		Contemporary history of Iraq	theoretical	practical
			3	

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1- Remembering 2- Understanding and comprehending 3- Application 4- Analysis 5- Installation 6- Evaluation	1. **Knowledge and Understanding of Linguistic Rules and Statement of learning outcomes 1
Skills	**Learning Outcomes**
- 1- The student draws a plan to learn the teaching methods for the subject 2- The student must submit a research paper 3- The student should use the data show device to display the types of objective tests	Statement of learning outcomes 2
The student should use the historical atlas to identify similar cities	Statement of learning outcomes 3
Ethics	**Learning Outcomes**
1- Achievement tests. 2- The student should conclude the importance of the essay questions. 3- The student should analyze	Statement of learning outcomes 4

the types of objective questions. 4- That the student understands the relationship between the eras and then understands contemporary events in Iraq. 5- The student explains the causes of historical events and their importance in understanding contemporary events.	
Tests: A- Oral, B- Written, C- Daily, monthly and quarterly.	Statement of learning outcomes 5

3. Teaching and Learning Strategies

Lecture, discussion, and delivery using the interrogation method.

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Professional Development
Mentoring new faculty members
Briefly describes the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels.

Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

6. Acceptance Criterion

The student's average in the middle school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. The most important sources of information about the program

1. The most important sources of information about the program

References and sources, including documents, books, research, studies, newspapers and periodicals related to the history of Iraq and the Arab world, and various means of information from the Internet.

8. Program Development Plan

Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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		Contemporary history of Iraq	Basic	For the student to know the events and distinguished figures in the modern and contemporary history of Iraq	For the student to know the events and distinguished figures in the moder n and contemporary history of Iraq	For the student to know the events and distinguished figures in the modern and contemporary history of Iraq	For the student to know the events and disting uished figures in the moder n and cont	For the student to know the events and distinguished figures in the modern and contemporary history of Iraq	*			*			*

							emporary history of Iraq								
			Basic	*			*	*		*	*	*		*	*
			Basic		*	*		*	*		*	*		*	*
			Basic		*	*		*		*		*	*	*	
			Basic	*		*			*	*			*	*	
			Basic		*		*	*	*		*	*		*	
			Basic	*	*	*				*	*	*	*	*	
			Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Contemporary History of Iraq
2. Course Code:
3. Semester / Year:
2023-2024
4. Description Preparation Date:
20/3/2023
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
90
7. Course administrator's name (mention all, if more than one name)
Name: Prof. Abdul Rahman Idris Saleh (Ph.D.) Email: arahman.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1 - Informing students about the sources of contempor Iraqi history.** **2 - Students' knowledge of the geography of Iraq and most important influential historical events** **3 Students' knowledge of the importance of Ira commercial, religious and cultural status.** **4 Informing students about social life in Iraq and the m important political and economic variables there.** **5 Informing students about the most import characteristics of leaders and their orientations in contemporary history of Iraq.** **6 Informing students about religious life in Iraq and impact of clerics in confronting colonialism.**

	7 **Informing students about the most prominent a important stages of development of social and intellect life in Iraq, and the most important political parties and th impact under British control.**

9. Teaching and Learning Strategies

Strategy	- Lecture, discussion, and presentation using the interrogati method.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
32		Bachelor's degree Education (History)	Curriculum In sequence	Presentation and raising questions discussion	Quizzes, weekly monthly and f exams. And pap discussions

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	Contemporary history of Iraq by Abdul Rahman Idris Saleh.
Main references (sources)	(Abdul Razzaq Al-Hassani. History of Iraqi Ministries/ Tav Al-Suwaidi. Iraqi Faces/ Nadeem Issa. Political Thought of Iraqi Twentieth Revolution/ Kamal Mazhar Ahmed. Pa from Contemporary Iraqi History)
Recommended books and references (scientific journals, reports…)	(Scientific journals, reports on contemporary Iraq topics)
Electronic References, Websites	Internet sites specialized in the history of Iraq, such as Goo YouTube, and others

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
First year		Contemporary history of Iraq	theoretical	practical
			3	

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1- Remembering 2- Understanding and comprehending 3- Application 4- Analysis 5- Installation 6- Evaluation	1. **Knowledge and Understanding of Linguistic Rules and Statement of learning outcomes 1
Skills	**Learning Outcomes**
- 1- The student draws a plan to learn the teaching methods for the subject 2- The student must submit a research paper 3- The student should use the data show device to display the types of objective tests	Statement of learning outcomes 2
The student should use the historical atlas to identify similar cities	Statement of learning outcomes 3
Ethics	**Learning Outcomes**
1- Achievement tests. 2- The student should conclude the importance of the essay questions. 3- The student should analyze	Statement of learning outcomes 4

the types of objective questions. 4- That the student understands the relationship between the eras and then understands contemporary events in Iraq. 5- The student explains the causes of historical events and their importance in understanding contemporary events.	
Tests: A- Oral, B- Written, C- Daily, monthly and quarterly.	Statement of learning outcomes 5

3. Teaching and Learning Strategies

Lecture, discussion, and delivery using the interrogation method.

4. Evaluation methods

1- Assigning students to prepare reports and research.

2- Interrogating students using traditional questions

3- Achievement tests, oral, written, and semester

5. Faculty

Faculty Members

Professional Development
Mentoring new faculty members
Briefly describes the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels.

Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

6. Acceptance Criterion

The student's average in the middle school stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy in Iraqi universities, colleges, and institutes.

7. The most important sources of information about the program

1. The most important sources of information about the program

References and sources, including documents, books, research, studies, newspapers and periodicals related to the history of Iraq and the Arab world, and various means of information from the Internet.

8. Program Development Plan

Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

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		Contemporary history of Iraq	Basic	For the student to know the events and distinguished figures in the modern and contemporary history of Iraq	For the student to know the events and distinguished figures in the moder n and contemporary history of Iraq	For the student to know the events and distinguished figures in the modern and contemporary history of Iraq	For the student to know the events and disting uished figures in the moder n and cont	For the student to know the events and distinguished figures in the modern and contemporary history of Iraq	*			*			*

							emporary history of Iraq								
			Basic	*			*	*		*	*	*		*	*
			Basic		*	*		*	*		*	*		*	*
			Basic		*	*		*		*		*	*	*	
			Basic	*		*			*	*			*	*	
			Basic		*		*	*	*		*	*		*	
			Basic	*	*	*				*	*	*	*	*	
			Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Contemporary History of Iraq
2. Course Code:
3. Semester / Year:
2023-2024
4. Description Preparation Date:
20/3/2023
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
90
7. Course administrator's name (mention all, if more than one name)
Name: Dr. Waleed Kamil Ibrahim Abd Email: walid.hs.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1 - Informing students about the sources of contempor Iraqi history.** **2 - Students' knowledge of the geography of Iraq and most important influential historical events** **3 Students' knowledge of the importance of Ira commercial, religious and cultural status.** **4 Informing students about social life in Iraq and the m important political and economic variables there.** **5 Informing students about the most import characteristics of leaders and their orientations in contemporary history of Iraq.** **6 Informing students about religious life in Iraq and impact of clerics in confronting colonialism.**

	7 **Informing students about the most prominent a important stages of development of social and intellect life in Iraq, and the most important political parties and th impact under British control.**

9. Teaching and Learning Strategies

Strategy	- Lecture, discussion, and presentation using the interrogati method.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
32		Bachelor's degree Education (History)	Curriculum In sequence	Presentation and raising questions discussion	Quizzes, weekly monthly and f exams. And pap discussions

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books any)	Contemporary history of Iraq by Abdul Rahman Idris Saleh.
Main references (sources)	(Abdul Razzaq Al-Hassani. History of Iraqi Ministries/ Tav Al-Suwaidi. Iraqi Faces/ Nadeem Issa. Political Thought of Iraqi Twentieth Revolution/ Kamal Mazhar Ahmed. Pa from Contemporary Iraqi History)
Recommended books and references (scientific journals, reports…)	(Scientific journals, reports on contemporary Iraq topics)
Electronic References, Websites	Internet sites specialized in the history of Iraq, such as Goo YouTube, and others

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
Fourth		**Historical texts in English**	**theoretical**	**practical**
			4	

2. Expected learning outcomes of the program

Knowledge	
1 . remembering 2-understanding and assimilation 3. application 4. analysis 5. installation 6-the calendar	Learning Outcomes Statement 1
Skills	
1-the student should draw a scheme by learning the teaching methods of the subject 2-the student should submit a research paper	Learning Outcomes Statement 2
1-the student should use the data show device to display the types of objective tests 2-the skill of linking the material with reality using reinforcing examples from everyday life.	Learning Outcomes Statement 3
Ethics	
1-to make the student write a scientific research that meets the research conditions . 2-the student should learn the	Learning Outcomes Statement 4

research sections sequentially . 3-the student learns how to write margins . 4-students should use their professors on how to extract the scientific material from its sources .	
1-the student should analyze the types of objective questions. 2-the student should understand the relationship between the methods of historical research in different countries . 3-the student should explain the reasons for choosing the appropriate research curriculum .	Learning Outcomes Statement 5

3. Teaching and Learning Strategies

Lecture, discussion and delivery with the style of interrogation.

4. Evaluation methods

1-assigning students to prepare reports and research.

2-questioning students using traditional questions

3-achievement tests, oral, written, quarterly

5. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills	Number of the teaching staff

			(if applicable)			
	General	**Special**			**Staff**	**Lecturer**
	History	Historical texts in English			Staff	

Professional Development
Mentoring new faculty members
It briefly describes the process used to mentor new, visiting, full-time and part-time faculty at the institution and Department levels.
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.

6. Acceptance Criterion

The student's average at the preparatory study stage, in addition to the student's desire, as well as the geographical area of the student's residence, in line with the admission policy at Iraqi universities, colleges and institutes.

7. The most important sources of information about the program

References and sources from books, researches, monographs, periodicals that relate to the historical research methodology, various means of communication from the internet and others .

8. Program Development Plan

Developing the vocabulary of the curriculum by (20%) of modern subjects in line

with the latest developments of the era for the purpose of preparing the student for professional, educational and psychological preparation correctly.

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
4		Historical texts in English	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

Course Description Form

1. Course Name:
Historical texts in English
2. Course Code:
3. Semester / Year:
2024
4. Description Preparation Date:
20/3/2024
5. Available Attendance Forms:
Students
6. Number of Credit Hours (Total) / Number of Units (Total)
4
7. Course administrator's name (mention all, if more than one name)
Name: M.Dr. Amina Abdulkarim Abdul Sattar Email: amina.hsv.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1-to make the student write a scientific research that meets the research conditions .** **2-the student should learn the research sections sequentially .** **3-the student learns how to write margins .** **4-the student analyzes the sour that the historical researcher re on .**

9. Teaching and Learning Strategies

Strategy	Lecture, discussion and delivery with interrogation style

10. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
32	60	A- Knowledg Objectives A1- Familiarizati with historic terms in English A2- Getting acquainted with the biography of the Holy Prophet in English A3- Identifyi historical events in English A4- Identify the most important historical events common to t Islamic worl and the Western wor A5- Identifyi the eras that the Arab Islamic state went throug	Histori texts English	Different teaching methods (cooperat learning style sports games st - motivati students compete)	Achieveme tests various types

		in English A6- Identify the importance o studying historical events in English			

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)	Historical texts in Islamic history in English Mr. Abdul Aziz Salem Dictionary of historical terms Anw Al-Khalidi
Main references (sources)	Dictionary of historical terms Anw Al-Khalidi
Recommended books and references (scientific journals, reports…)	Dictionary of Historical Terms Anw Mahmoud Zanati
Electronic References, Websites	Various communication sites (Goo and YouTube) ... etc

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
		Historical texts in English	theoretical	practical

2. 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

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. 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.

6. Acceptance Criterion

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

7. The most important sources of information about the program

State briefly the sources of information about the program.

8. 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
	Historical texts in English	Historical texts in English	Basic												

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

Course Description Form

1. Course Name:
1. **Historical texts in English**
2. Course Code:
1. **Historical texts in English**
2. Semester / Year:
Chapter one and two
3. Description Preparation Date:
20/3/2024
4. Available Attendance Forms:
Students are boys and girls
5. Number of Credit Hours (Total) / Number of Units (Total)
Two hours
6. Course administrator's name (mention all, if more than one name)
Name: D.Bahaar ahmed jashm Email: bahaar.hs.hum@uodiyala.edu.iq
7. Course Objectives

Course Objectives	• ….. • **1 – Informing students their scientific sources the subject assigned them.** • **2 – Informing students the vocabulary they study with precision a detail.** • **3 – Students seek help fr their teachers on how**

	extract scientific mate from its sources. • 4 – Students analyze deduce the educatio program they will study. • 5 – To know demonstrate the studer abilities and acade standing from beginning. • 6 – Ensure that the progr is linked with ot appropriate sciences t have a close relations with it. • 7 – Expanding studer understanding of program subjects and ot programs to work creating a model of stude of the type that will be re upon in the future to qua for higher academic degr and creating g researchers from th which is the desired goal. • ..... • .....

8. Teaching and Learning Strategies

Strategy	1 - Introducing students to the most important histori texts translated into English 2 - Identifying the most important sources related to t study of historical texts of the English language 3 - Students' knowledge of the importance of studyi terminology and historical events in the English language 4 - Informing students about the importance geographical and archaeological sites and how pronounce them in the English language

	5 - Students' knowledge of the most prominent a important sources translated from Arabic into English. 6- Explaining and clarifying the interconnected histori events between Muslim Arabs and the West.

9. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
30 hou	60 hou	A1- Identifying historical terms in t English language A2- Lea about t biography the H Prophet English A3- Identifying historical events in t English language A4- Identifying the m important historical events shared between t Islamic wo and t Western world A5-			

		Identifying the eras th the Ar Islamic sta went throu in the Engli language A6- Recognizing the importance of studyi historical events in t English language			

10. 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

11. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Historical texts in Islan history in English by Mr. Abd Aziz Salem Dictionary of historical ter Anwar Al-Khalidi
Main references (sources)	Dictionary of Historical Ter by Anwar Mahmoud Zanati
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	Various communication sit (Google, YouTube)...etc