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



# Academic Program and Course Description Guide

#### Introduction:

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

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

<u>Academic Program Description:</u> 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.

<u>Course Description</u>: 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.

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

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

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

<u>Curriculum Structure:</u> 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.

<u>Teaching and learning strategies</u>: 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 extracurricular 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

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

#### 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

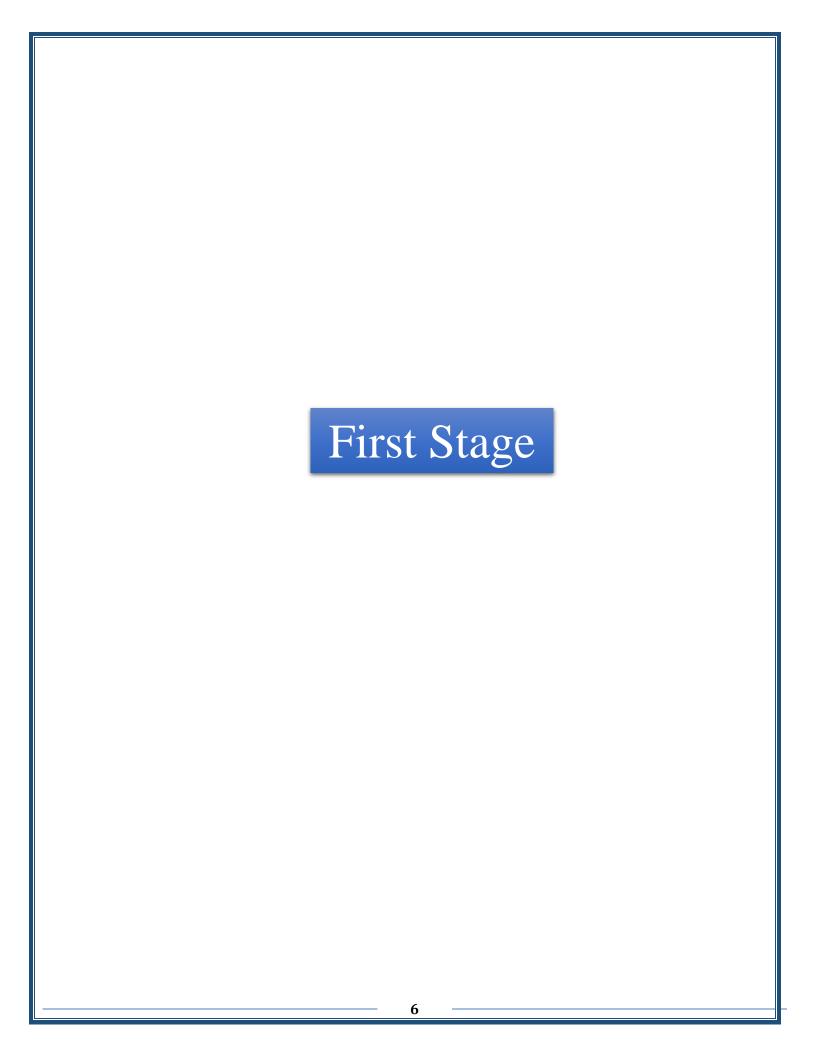
Does the program have program accreditation? And from which agency? No

#### 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 <sub>6</sub> 8108	1				
College Requirements	37	4	%10،8108	1				
Department Requirements	37	29	%78،3785	1				
Summer Training	1	1	1	1				
Other								

<sup>\*</sup> This can include notes whether the course is basic or optional.



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.

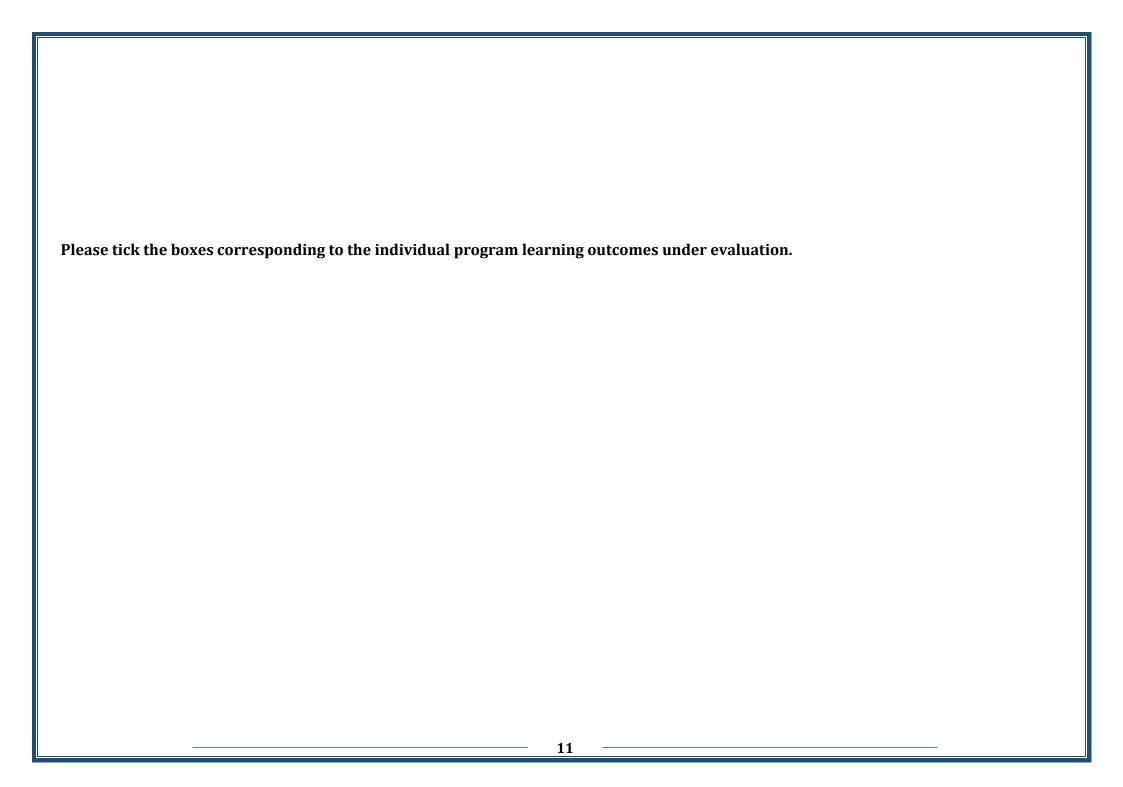
- 1 Books, periodicals, theses and university dissertations that meet the latest study requirements in the morphology major
- 2- International Information Network.
- 3- The personal experience of the person teaching the course.

#### 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 Skill	Program Skills Outline														
			Req	Required program Learning outcomes											
Code Name	Basic or	Kno	Knowledge		Skills			Ethics							
	optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	B2	В3	B4	<b>C1</b>	C2	<b>C3</b>	<b>C4</b>		
First stage		Computer	Basic	V	<b>V</b>	V	$\sqrt{}$	$\sqrt{}$	<b>V</b>	$\sqrt{}$	$\sqrt{}$	V	$\sqrt{}$	1	
															<u> </u>
															<u> </u>



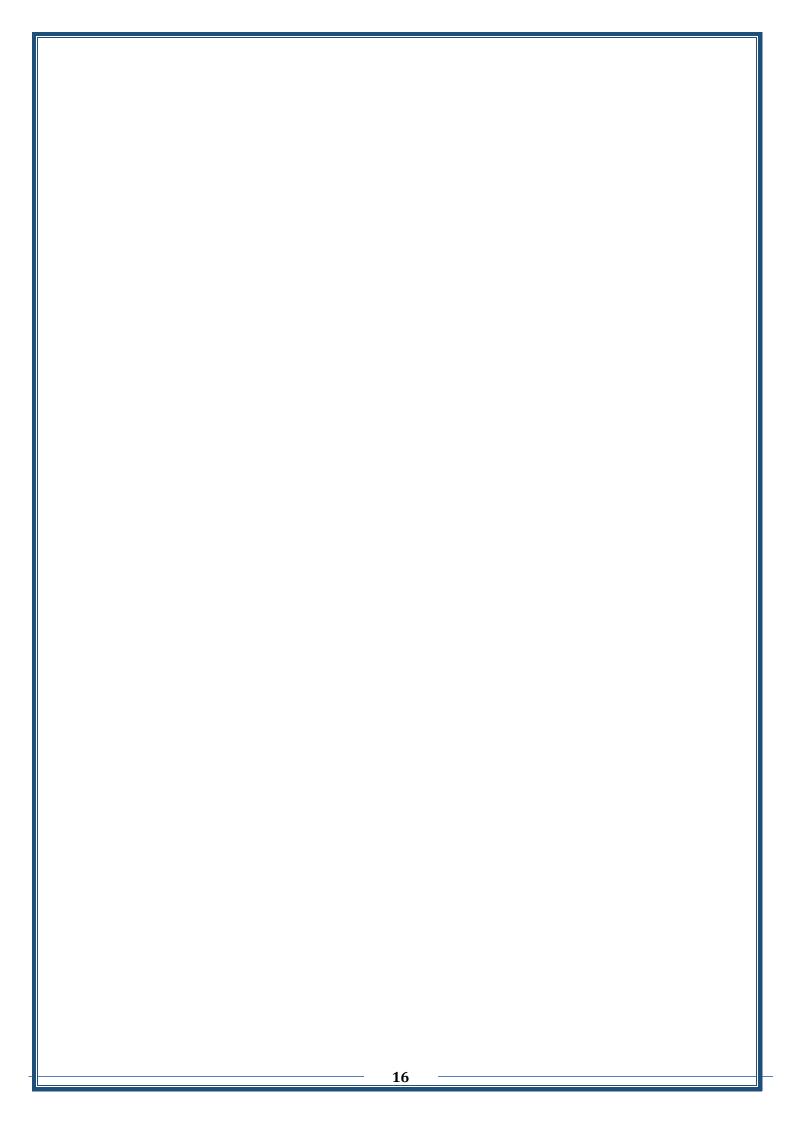
### **Course Description Form**

	escription 1 or							
1. Course Na	ıme:							
Computer								
2. Course Co	de:							
3. Semester	/ Year:							
Annual								
4. Description	on Preparation D	ate:						
2024/4/1								
5. Available	Attendance Form	s:						
	e students							
	,	otal) / Number of Units (Total)						
(90) Hour	rs / (4) Units							
7. Course ac	dministrator's na	ame (mention all, if more thar	n one name)					
	zim salman	,	,					
Email: .ha:	zimhs.hum@uoo	liyala.edu.iq						
9 Course Ob	o i o otivo o							
8. Course Ob	Jectives		* Burnish a the					
Course Objectives			* Providing the sturing the in the field of comp					
			his life and the liee					
			* Introducing the s					
			and software) a d i					
			* Provide the stude					
			applications such a					
			Providing the stude					
9. Teaching a	and Learning Stra	ategies						
Strategy	1- Pr	resentation.						
		scussion.						
	3- Training.							
	4- Bi	rainstorming						
10. Course Struc	cture							
Week	Hours	Required Learning Outcomes	Unit or subject Learn					

			name	m	thod
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	3	Computer and software entit	Computer basics		
6	3	Preparation systems and the sixth computer	Computer basics		
7	3	Computer platform and factors 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 world forms of abuses and compute security	_		
10	3	Software licenses and types of licenses	Computer basics		

	11	3	Intellectual property and electronic penetration	Computer basics
1	12	3	Electronic hacking and its types	Computer basics
1	13	3	The most common sources o hacking and security risks	Computer basics
1	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
1	16	3	Components and types of viruses - computer damage the health	Computer basics
1	18	3	The beginning of the second chapter introduction definiti of the operating system, its functions and objectives	_
1	19	3	Operating system classification examples of operating systems	Computer basic
2	20	3	Operating system Windows	Computer basic
2	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)	Со	mputer basic			
23	3	New features of Windows 7 Computer		mputer basic			
24	3	Use the taskbar calculator to see its contents	Computer basic				
25	3	Media Zone use the calculate to find out its contents	Computer basic				
26	3	Folders, files, icons	Computer basic		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	Com	nputer basic			
11. Course Ev	aluation						
_		ding to the tasks assigned to the stud	lent su	ich as daily prep	ar itio		
exams, reports 6	etc and Teaching Reso	ources					
12. Learning a	110 Leachillio Desi						
					╫		
Required textbooks	(curricular books, if			The mo	os in		
Required textbooks	(curricular books, if			The mo			
Required textbooks	(curricular books, if			that ha uncom	ve an pl cat		
Required textbooks Main references (so	(curricular books, if a			that ha uncom Some b	ve an pl cat oo )ks		
Required textbooks Main references (so	(curricular books, if a	any)		that ha uncom Some b include	ve an pl cat oo )ks e t ie o		
Required textbooks Main references (so	(curricular books, if a	any)		that ha uncom Some b	v( an pl cat po ks, e t ie c n nd		



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

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

#### 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	Code Name		or Knowledge			Skills				Ethics							
			1101110		1141110	optional	<b>A1</b>	A2	<b>A3</b>	A4	B1	B2	В3	B4	<b>C1</b>	C2	С3	<b>C4</b>
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	
in and in an and in an and in an	
2. Course Code:	
2. Carra a tara / Walan	
3. Semester / Year:	
2024	
4. Description Preparation Date:	
March 2024	
5. Available Attendance Forms:	
Lecture and questioning	1 (7)
6. Number of Credit Hours (Total) / Nu	·
The hours are 45 hours and the nu	mber of units is 45 units
7. Course administrator's name (me	ntion all, if more than one name)
Name: Majid Mazhar Hussin Hindi	
Email: Majid.hs.hum@uodiyala.ed	ı.iq
8. Course Objectives	
Course Objectives Knowing and understand	Informing students about
the history of the Arab world	factors that led to the collaps
	the Roman Empire
	the Roman Empire  To give students
	• To give students
	To give students     understanding of the extent
	To give students     understanding of the extent     the events caused by feuda
9. Teaching and Learning Strategies	To give students     understanding of the extent     the events caused by feuda     in Europe at that time
9. Teaching and Learning Strategies Strategy	To give students     understanding of the extent     the events caused by feuda     in Europe at that time
Strategy (Lecture method,	To give students understanding of the extend the events caused by feudal in Europe at that time    nterrogation, discussion, informat
Strategy	To give students understanding of the extend the events caused by feudal in Europe at that time    nterrogation, discussion, informat
Strategy (Lecture method,	To give students understanding of the extend the events caused by feudal in Europe at that time    nterrogation, discussion, informat
Strategy (Lecture method,	To give students understanding of the extend the events caused by feudal in Europe at that time    nterrogation, discussion, informat

week 3 Add master Subject Lecture a Examination vocabulary interrogation			Outcomes	name	method	method
	week	3	Add master	,		

#### 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	C,C, Colinton, the medieval scho				
(scientific journals, reports)	of systems and civilization				
Electronic References, Websites	Various communication s				
	(Google, YouTube)etc				

1. Program Description										
Year/Level	Course Code	Course Name	Credit Hours							
year	ear History of Europ		theoretical	practical						
		in the Middle Age								
			3							

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

#### 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 (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



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	Code Name		or Knowledge			Skills				Ethics							
			1101110		1141110	optional	<b>A1</b>	A2	<b>A3</b>	A4	B1	B2	В3	B4	<b>C1</b>	C2	С3	<b>C4</b>
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	
The hours are 45 hours and the number	er of units is 45 units
7. Course administrator's name (mentio	n all, if more than one name)
Name:	
Email:	
8. Course Objectives	
Course Objectives Knowing and understandi	Informing students about
the history of the Arab world	factors that led to the collapse
	the Roman Empire
	• . To give students
	understanding of the extent
	the events caused by feudal
	in Europe at that time
•	
9. Teaching and Learning Strategies	
Strategy	
(Lecture method, inter	rogation, discussion, informati
processing, investigation)	
10. Course Structure	
Week Hours Required Learning Unit or subj	ect Learning Evaluation

		Outcomes	name	method	method
week	3	Add master	Subject vocabulary	Lecture a 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) Joseph Nissim,

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 signal (Google, YouTube)etc						

1. Program Description										
Year/Level	Course Code	Course Name	Credit Hours							
First stage		Arabic language	theoretical	practical						
			<b>V</b>							

2. Expected learning outcomes of the program						
Knowledge	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	The		<b>V</b>	
	lang.	grammar			
	and	and			
	literature	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														
							Req	uired	progr	am L	earnin	g outcor	nes		
Year/Level Course Course Code Name	<b>D</b> 40.0 0.	Knov	Knowledge		Skills	Skills		Ethics	Ethics						
			optional	A1	A2	<b>A3</b>	A4	B1	<b>B2</b>	В3	B4	C1	<b>C2</b>	С3	<b>C4</b>
1 <sup>st</sup>		Arabic lang.	~	<b>'</b>	~	<b>'</b>	′	<b>'</b>	<b>'</b>	′	~	<b>'</b>	~	~	<b>'</b>

• 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	Unit or subject	Learning	Evaluation method
		Outcomes	name	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	Sharh Ibn Aqeel
(scientific journals, reports)	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	Unit or subject name	Learning	Evaluation
		Outcomes		method	method
1.	2	Recognizing the importance of the human language and the identity of the Arabic language and being	The nature of language, its definition & function	lecture	Feedback
2.	2	proud of it	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,	The Doer and its types	Lecturer & discussion	Construct examples & the test
7.	2	formulating the passive construction of the past and present tense, and distinguishing the real	Subject of the passive.	Lecturer & discussion	Construct examples & the test
8.	2	subject from the deputy subject.	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

		T			_
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	The difference between dhad and dhaa Drawing of the	Lecturer & discussion	Apply concepts and carry out assignments & tests
16.	2	grammatical and spelling errors	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	theoretical	practical	
		Iraq			
The first			3		

2. Expected learning outcomes of the program						
Knowledge	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			

#### 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.

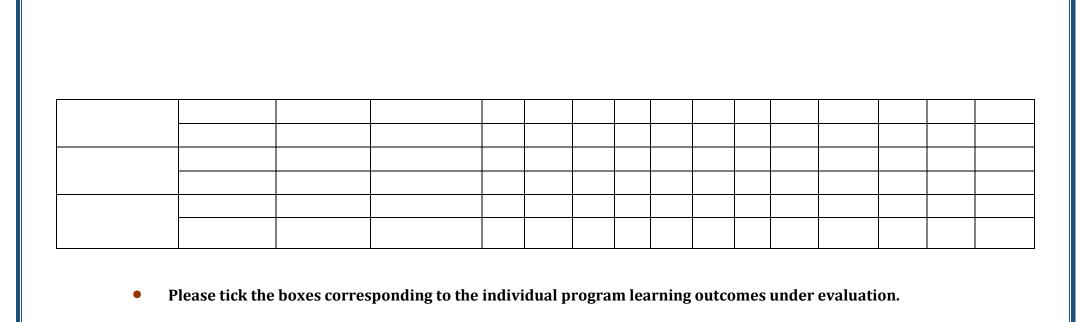
## 7. The most important sources of information about the program

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

	Program Skills Outline														
							Req	uired	progr	am L	earning	g outcon	ies		
Year/Level	Course Code	Course Name	Basic or	Knov	vledge			Skills	\$			Ethics			
			optional	<b>A1</b>	<b>A2</b>	<b>A3</b>	A4	B1	B2	В3	B4	<b>C1</b>	C2	<b>C3</b>	C4
The first		History of	basic	-	-	-	Th	Th	Th	Th	To	The	oral	edit	The
		ancient		Th	The	Th	e	e	e	e	dra	exam		oria	quart
		Iraq		е	stud	е	st	stu	stu	st	w	S		<b>1</b>	erly
				stu	ent	stu	ud	de	de	ud	up a				
				de	sho uld	de	en	nt	nt	en	plan				
				nt sho		nt sho	t	dra ws	mu st	t sh	for the				
				uld	expl ain	uld	wi   ll	a	cou	ou	king				
				kn	the	put	an	ma	nt	ld	dom				
				ow	imp	the	al	pof	the	us	s of				
				His	orta	na	yz	the	na	e	nort				
				tor	nce	me	e	Ira	me	th	her				
				y of	of	s of	th	q	s of	e	n				
				anc	the	the	e	Pe	the	hi	Iraq				
				ien	geo	His	hi	nin	cou	st	or				
				t	gra	tor	st	sul	ntr	ori	Mali				

	Ira q an d its mo st im por tan t kin gdo ms	phy of the Ara bian Peni nsul a	ori cal so ur ce s in th e Ira q Pe ni ns ul a	a	ies in the Ira q Pe nin sul a	cal atl as to id en tif y th e cit ies of th e	k		
			ns ul			th e			



1. Cours	e Name	):									
History of an	cient										
Iraq											
2. Cours	e Code:										
3. Semes	3. Semester / Year:										
Th	The first										
4. Descri	iption F	Preparation D	ate:								
	::20/3/										
		endance Form	s:								
	udents										
6. Numb	er of Cr	edit Hours (To	otal) / Number	of Units (Total)							
7. Cours	e admi	inistrator's na	me (mentior	all, if more than	one name)						
Name	: D. Zia	d Tariq HAter	n		,						
Email	zeidta	riq85@gmail	com								
O Course	o Obico	tivoo									
8. Course											
Course Objecti	ves			bout the sources of ancien of the importance and dep	-						
			_	of the cultural value of an	·						
				oout the many achievemen							
		civi	ization								
		• In	forming students at	oout urban landmarks in ar	icient Iraq						
9. Teach	ing and	Learning Stra	tegies								
Strategy											
			discussion,	and delivery usin	g the interrogati						
		method.									
10. Course	Structur	-e									
Week	Hours	Required	Unit or	Learning method	Evaluation						
		Learning	subject		method						

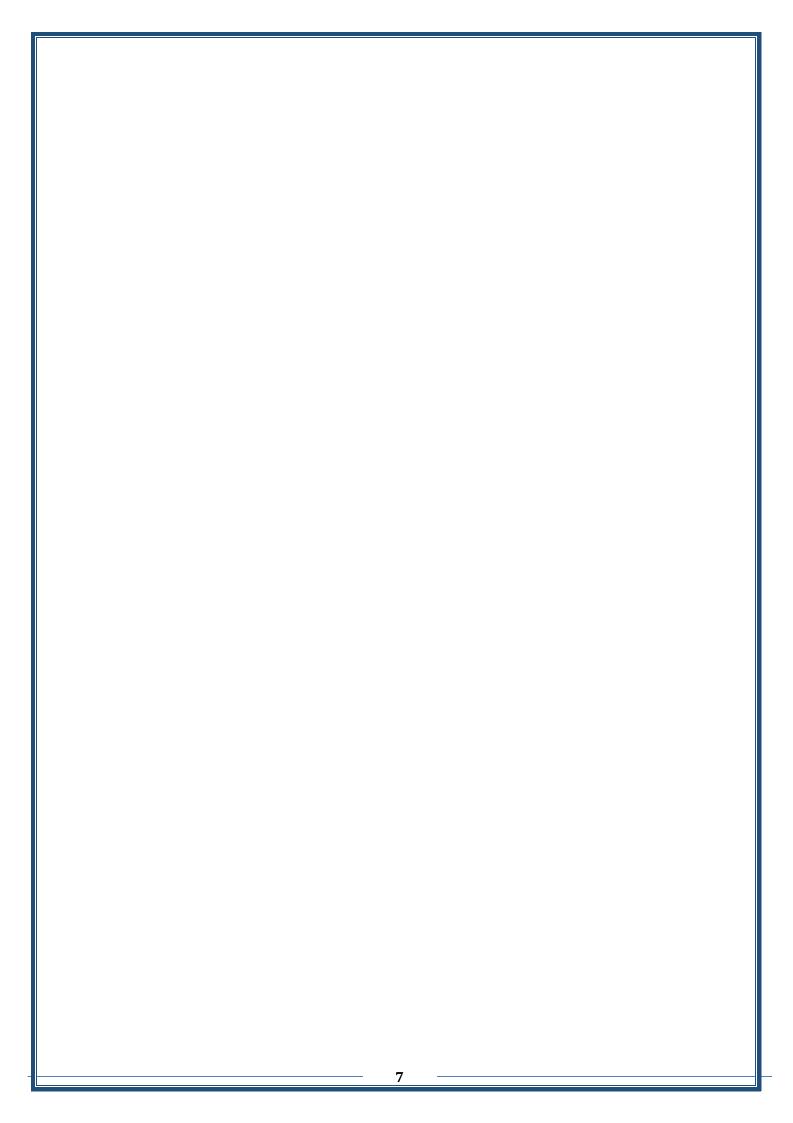
	Outcomes	name		
32 tot 32 weeks includ tests	Bachelo degree Educati (History	Iraq	And interrogati	Achieveme tests. Monthly And the quarterly And finalit

## 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 - An
	Suleiman and Ahmed Al-Fatiyan
Main references (sources)	Introduction to the history of ancie
, , ,	civilizations - Taha Baqir
Recommended books and references	Al-Wajeez in the History of Ancie
(scientific journals, reports)	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	2024-2023 History of ancient theoretical practical										
		Iraq									
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			

#### 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.

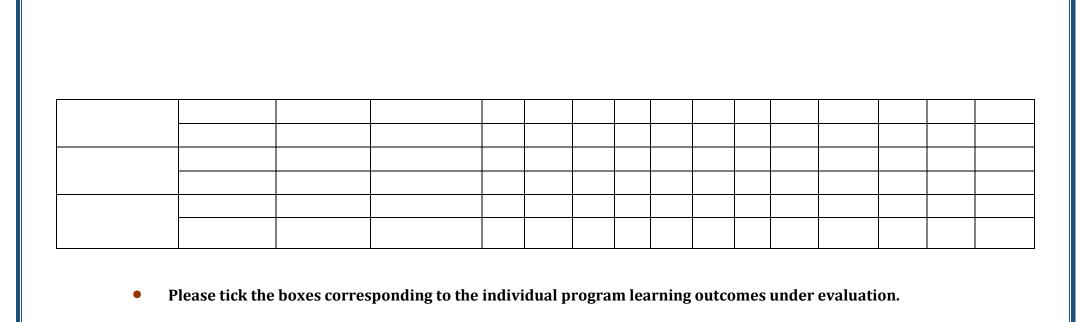
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	Program Skills Outline														
							Req	uired	progr	am L	earning	g outcon	ies		
Year/Level	Course Code	Course Name	Basic or	Knov	vledge			Skills	\$			Ethics			
			optional	<b>A1</b>	<b>A2</b>	<b>A3</b>	A4	B1	B2	В3	B4	<b>C1</b>	C2	<b>C3</b>	C4
The first		History of	basic	-	-	-	Th	Th	Th	Th	To	The	oral	edit	The
		ancient		Th	The	Th	e	e	e	e	dra	exam		oria	quart
		Iraq		е	stud	е	st	stu	stu	st	w	S		<b>1</b>	erly
				stu	ent	stu	ud	de	de	ud	up a				
				de	sho uld	de	en	nt	nt	en	plan				
				nt sho		nt sho	t	dra ws	mu st	t sh	for the				
				uld	expl ain	uld	wi   ll	a	cou	ou	king				
				kn	the	put	an	ma	nt	ld	dom				
				ow	imp	the	al	pof	the	us	s of				
				His	orta	na	yz	the	na	e	nort				
				tor	nce	me	e	Ira	me	th	her				
				y of	of	s of	th	q	s of	e	n				
				anc	the	the	e	Pe	the	hi	Iraq				
				ien	geo	His	hi	nin	cou	st	or				
				t	gra	tor	st	sul	ntr	ori	Mali				

	Ira q an d its mo st im por tan t kin gdo ms	phy of the Ara bian Peni nsul a	ori cal so ur ce s in th e Ira q Pe ni ns ul a	a	ies in the Ira q Pe nin sul a	cal atl as to id en tif y th e cit ies of th e	k		
			ns ul			th e			



10. Course	Structur	re								
Strategy		Lecture, method.	discussion, a	and delivery usin	g the interrogati					
9. Teachi	ing and	Learning Stra	tegies							
		• In	forming students ab	of the cultural value of an cout the many achievemen	ts of ancient Iraq's					
Course Objective	ves			oout the sources of ancien of the importance and dep	-					
8. Course	e Objec	tives								
	shakie	inistrator's na er Mahmood l		all, if more than .0	one name)					
6. Number	er of Cr	redit Hours (To	otal) / Number	of Units (Total)						
	udents		. 1\ /\\							
		endance Form	s:							
	: :20/3	Preparation D /2024	alt.							
		Oronanation D	ata.							
	3. Semester / Year: The first									
2. Course	2. Course Code:									
Iraq	2. Course Code:									
	cient									
	l. Course Name: ory of ancient									
1 C	- NT.									

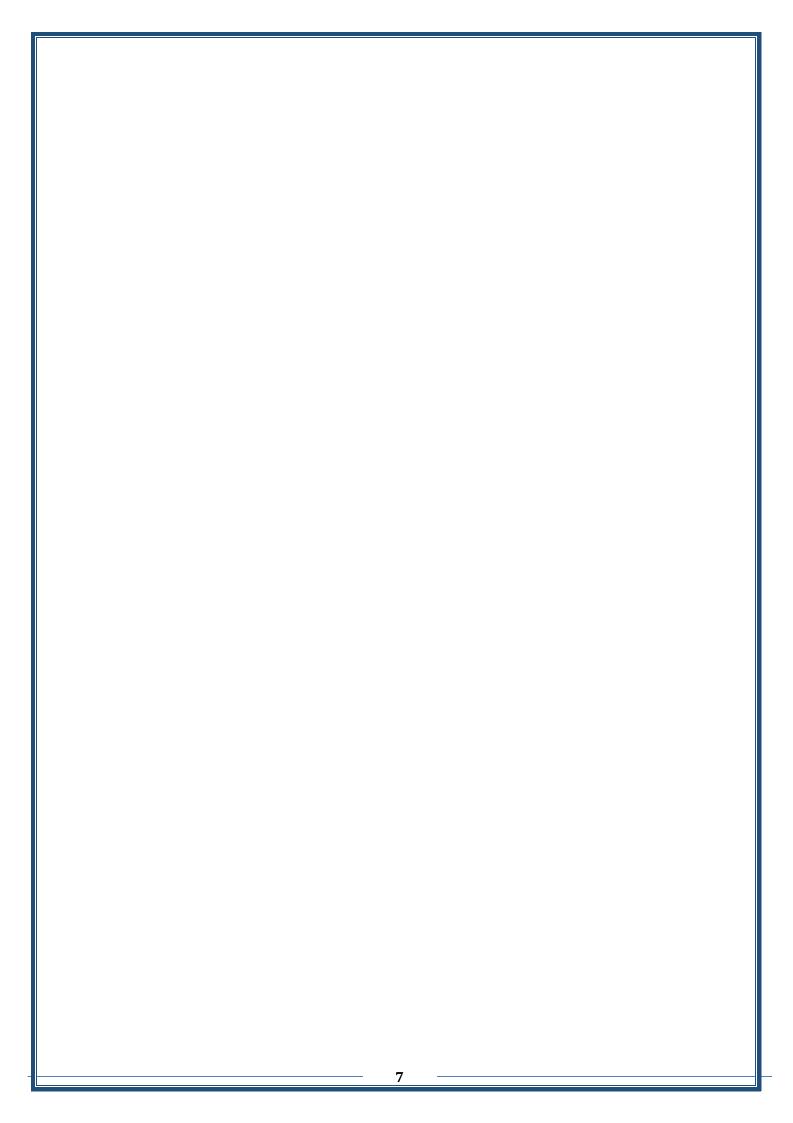
	Outcomes	name		
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Electronic References, Websites	Websites specialized in the histo
	and civilization of ancient Iraq



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

2 Expected learning	outcomes of the program
Knowledge	outcomes of the program
1- Remembering	Learning Outcomes Statement 1
2- Understanding and	
comprehending	
3- Application	
4- Analysis	
5- Installation	
6CALENDER	
Skills	
1- The student draws a plan	Learning Outcomes Statement 2
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 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
1- For the student to	Learning Outcomes Statement 5
conclude the importance of the	
essay questions.	

2-	The student should
analyze	the types of objective
question	ns.

- 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	

#### 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

		Program Skills Outline													
					Required program Learning outcomes										
Yea r/L	Cou rse	Course Name	Basic	Knowledge				Skills				Ethics	5		
evel	Cod e		or option al	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	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 importan ce of the geograph y of the Arabian Peninsul a	- The student should put the names of the countri es surroun ding the Arabian Peninsu la on the map	-The studen t will analyz e the histori cal source s in the Arabia n Penins ula	The stude nt draw s a map of the Arabi an Peni nsula	The stude nt must count the names of the count ries in the Arabi an Penin	The student should use the historic al atlas to identify the cities of the Arabian Peninsu la	To draw up a plan for the kingdo ms of northe rn Arabia or Malik	The exa ms	oral	edi tor ial	The quarter ly

				sula before Islam	before Islam	South		

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

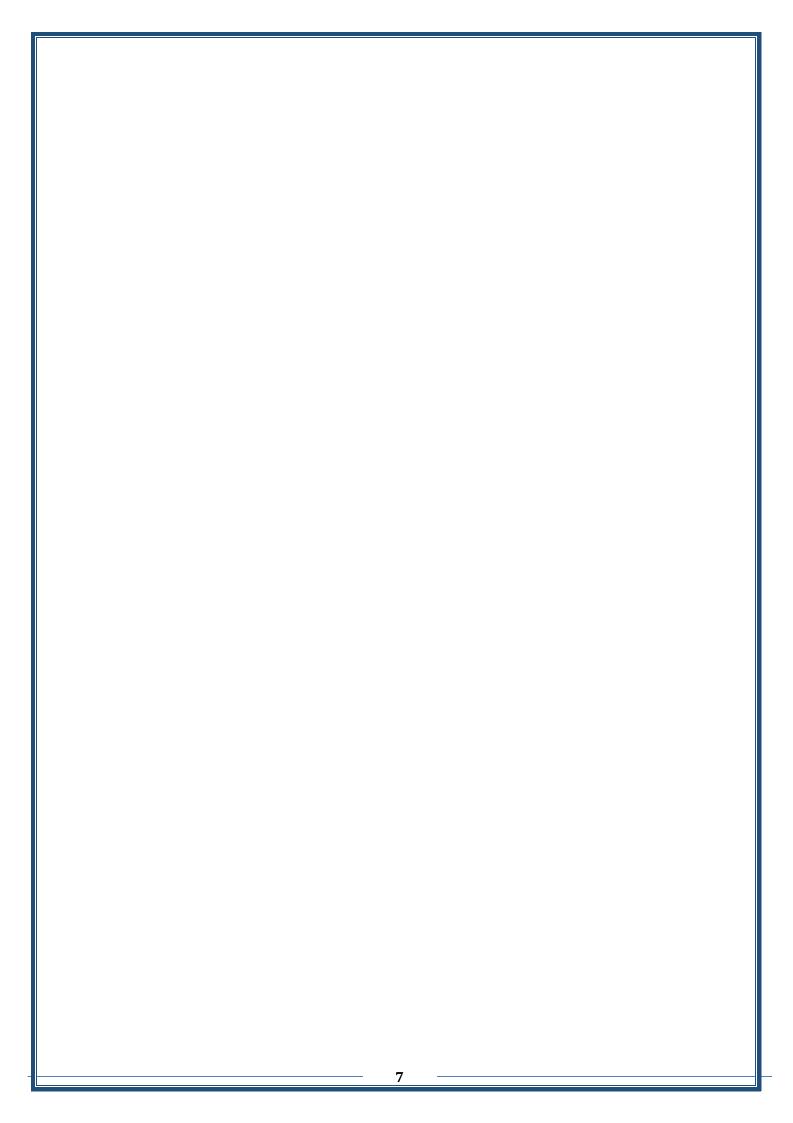
#### Strategy

- Lecture, discussion, and presentation with interrogation n etho

#### 10. Course Structure

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

including	Education	In	interrog	quarte	rly			
exam	(History)	sequence	on	and fir	al			
11. Course Evaluat	tion							
Distribution of the gra								
preparation, daily, oral,	•	ns, reports 40 grad	des for semester a	nd daily exams	ind			
60 grades for final exam								
12. Learning and T	eaching Resources							
Required textbooks (curr	icular books, if any)	Hash	em Yahya Al-M	allah the m	dia			
		in the	in the history of the Arabs before l					
Main references (sources	s)	(Al-T	abari, History o	f the Apostles	and			
		Kings	Kings					
			Iisham Biograpl	-	het			
		Ibn a	ll-Atheer al-Kan	nil in history				
Recommended books	and references (scier	`	ntific journals,	•	top			
journals, reports)		relate	ed to pre-Islami	c Arabs)				
Electronic References, W	/ebsites	Inter	net sites specia	lized in the	iisto			
			abs before Isla		ioog			
		YouT	ube, and others					



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

2 Expected learning	outcomes of the program
Knowledge	outcomes of the program
1- Remembering	Learning Outcomes Statement 1
2- Understanding and	
comprehending	
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4- Analysis	
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6CALENDER	
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to learn the teaching methods	
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the data show device to display	
the types of objective tests	
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
1- For the student to	Learning Outcomes Statement 5
conclude the importance of the	
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Lecture, discussion, and presentation with the method of questioning

#### 4. Evaluation methods

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## 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		

#### 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

	Program Skills Outline														
				Required program Learning outcomes											
Yea r/L	Cou rse	Course Name	Basic	Knowledge				Skills				Ethics	5		
evel Cod or	option	A1	A2	A3	A4	B1	B2	В3	B4	<b>C1</b>	C2	С3	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 importan ce of the geograph y of the Arabian Peninsul a	- The student should put the names of the countri es surroun ding the Arabian Peninsu la on the map	-The studen t will analyz e the histori cal source s in the Arabia n Penins ula	The stude nt draw s a map of the Arabi an Peni nsula	The stude nt must count the names of the count ries in the Arabi an Penin	The student should use the historic al atlas to identify the cities of the Arabian Peninsu la	To draw up a plan for the kingdo ms of northe rn Arabia or Malik	The exa ms	oral	edi tor ial	The quarter ly

				sula before Islam	before Islam	South		

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
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#### 9. Teaching and Learning Strategies

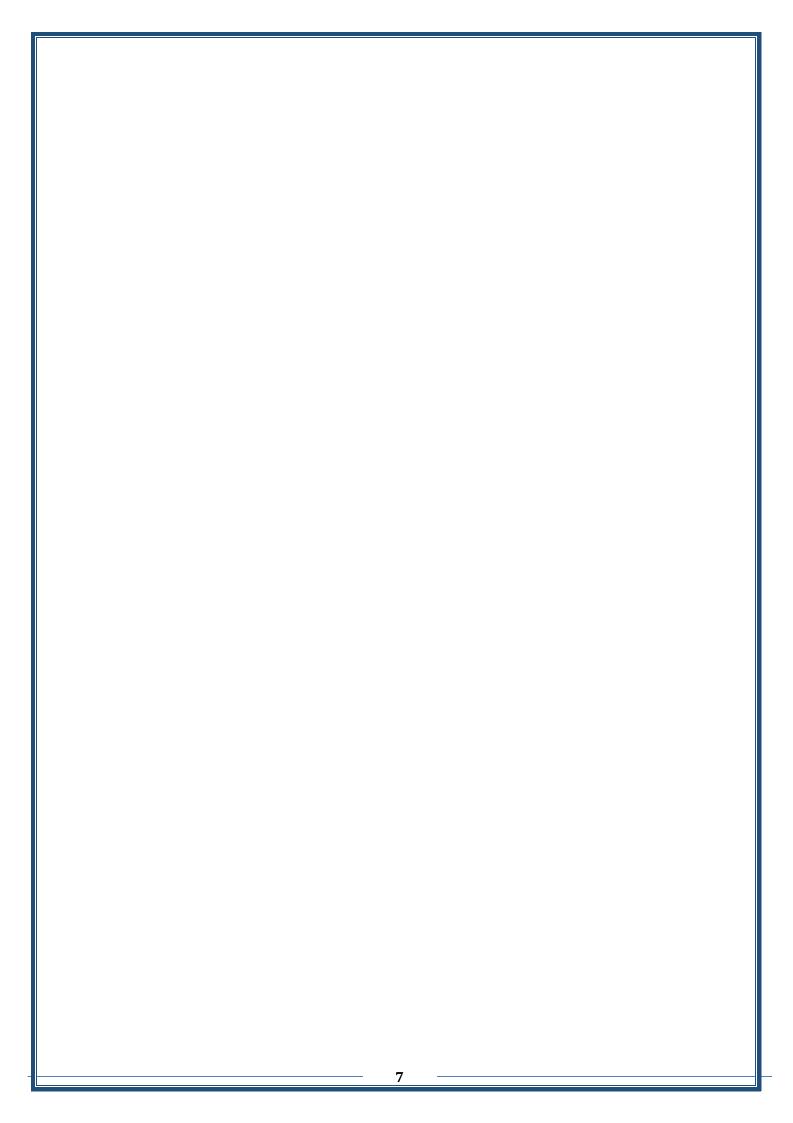
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- Lecture, discussion, and presentation with interrogation n etho

#### 10. Course Structure

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

including	Education	In	interrog	quarte	rly				
exam	(History)	sequence	sequence on						
11. Course Evaluat	tion								
Distribution of the gra		_	_						
preparation, daily, oral,	•	ns, reports 40 grad	des for semester a	nd daily exams	ind				
60 grades for final exams.									
12. Learning and T	eaching Resources								
Required textbooks (curr	icular books, if any)	Hash	Hashem Yahya Al-Mallah the m						
		in the	in the history of the Arabs before I						
Main references (sources	s)	(Al-T	(Al-Tabari, History of the Apostles						
		Kings	;						
			Ibn Hisham Biography of the Prophe						
		Ibn a	Ibn al-Atheer al-Kamil in history						
Recommended books	and references (scier	,	(Scientific journals, reports on to						
journals, reports)		relate	related to pre-Islamic Arabs)						
Electronic References, W	/ebsites	Inter	net sites specia	lized in the	iisto				
			abs before Isla		ioog				
		YouT	ube, and others						



7. Program description									
Year/level Course	Course or course	course name	Credit hours						
or	code								
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				

#### 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

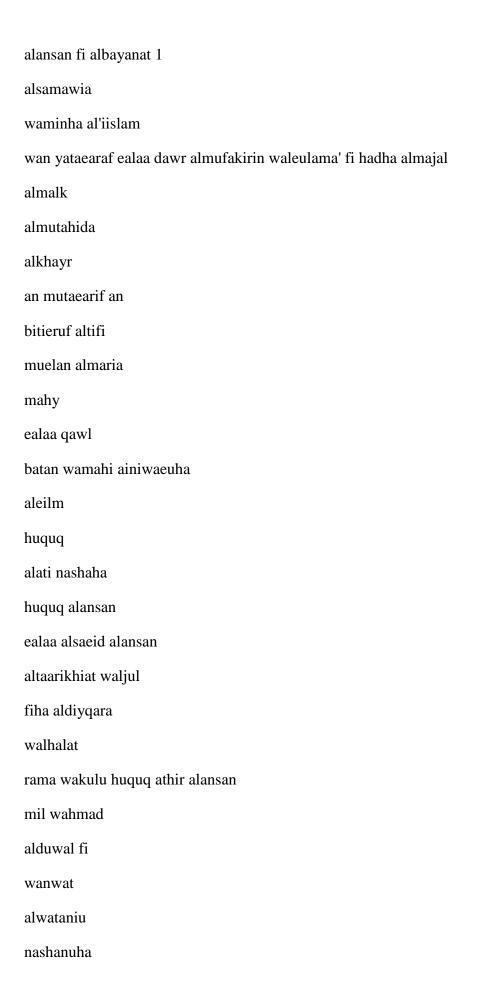
an yuadih liltaalib huquq alansan fi aleusur alhaditha

altaalib

huquq alansan wama hi kulat

huquq alansan

huquq



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

.enc	l-of-semester exams %60-2
	Teaching and learning methods
1	
	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	Course or course	course name	Credit hours			
or	code					
The first		The era of the message and the	and the			
		Rightly Guided Caliphate				
		3	2	1		

8 Expected learning outcomes of the program							
Knowledge	Knowledge						
Learning Outcomes 1	Learning Outcomes Statement 1						
Skills	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	n	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

Available Attendee Forms: Students .5

Total Study Hours/Units: 3/3 .6

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

Name: Prof. Ahmed Mater Khudhair

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

#### :Course Objectives .8

- 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 -
    - :Teaching and Learning Strategies .9
    - .Lecture, discussion, presentation, and questioning style -

#### :Course Structure .10

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	Numbe	Cred	Percenta	Review
Structure	r of	it	ge	s*
	Cours	hour		
	es	s		
Institution	7	1	40%	option
Requireme				al
nts				
College	2	2		option
Requireme				al

nts				
Department	8	2	40%	option
Requireme				al
nts				
Summer				
Training				
Other				

<sup>\*</sup> This can include notes whether the course is basic or optional.

7. Program Description						
Year/Level	Cours	Course	Credit	Hours		
	е	Name				
	Code					
2023_202		M.M.	theoretic	practic		
4		Wafaa	al	al		
		Alaa				
		Hussein				

	16	

# 1. Program Description

Year/Level	Course Code	Course Name	Credit Hours			
			Theoretic	practical		
			al			

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

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

		(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.

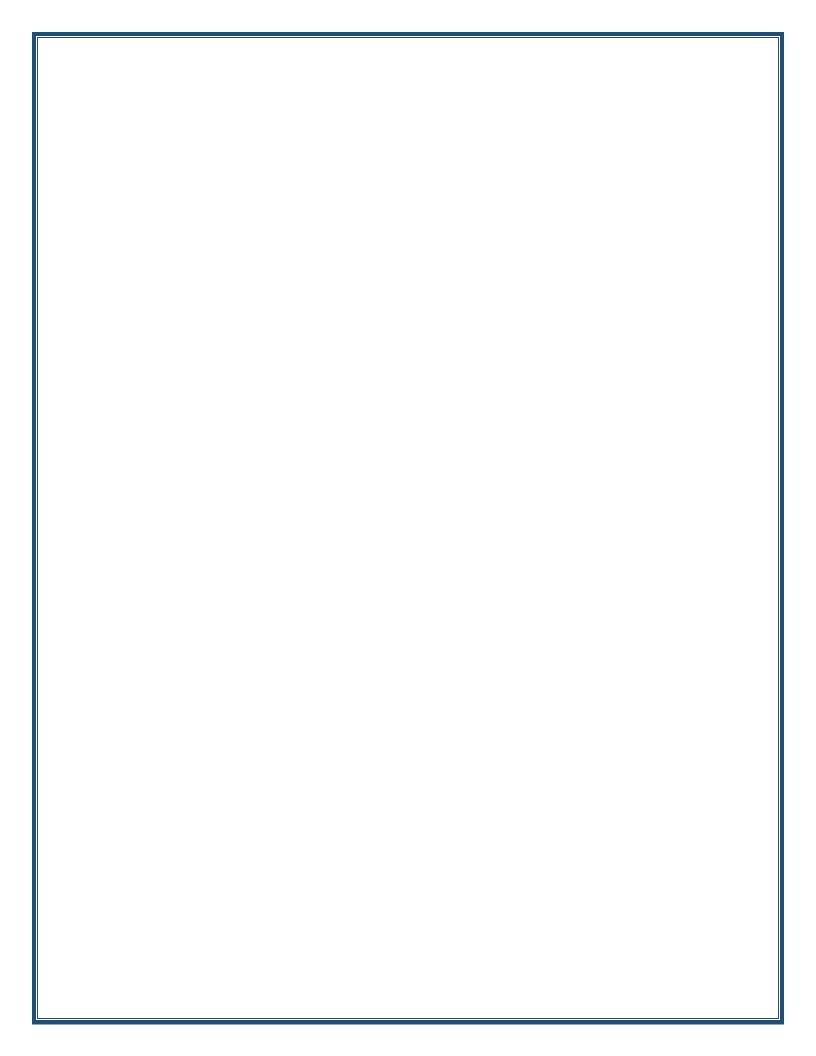
#### 6. Acceptance Criterion

(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



			Progra	m :	Skil	ls (	Out	line	е						
					Required program Learning outcomes										
Year/L Cour Cour	Basic	Kr	low	led	ge	Sk	ills			Ethics					
evel	se Code	se Nam e	or option al	<b>A 1</b>	A 2	<b>A 3</b>	A 4	<b>B</b> 1	B 2	B 3	B 4	C1	<b>C 2</b>	<b>C</b> 3	<b>C4</b>
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 Date 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	Name: M.M. Ali Musa Jaafar										
Email:											
8.											
Cours	se Objectives	•	• • • •								
		•	••••								
		•	••••								

1. Teaching and L	Teaching and Learning Strategies						
Strategy	Teaching and learning program in general.	itr					

# 2. Course Structure

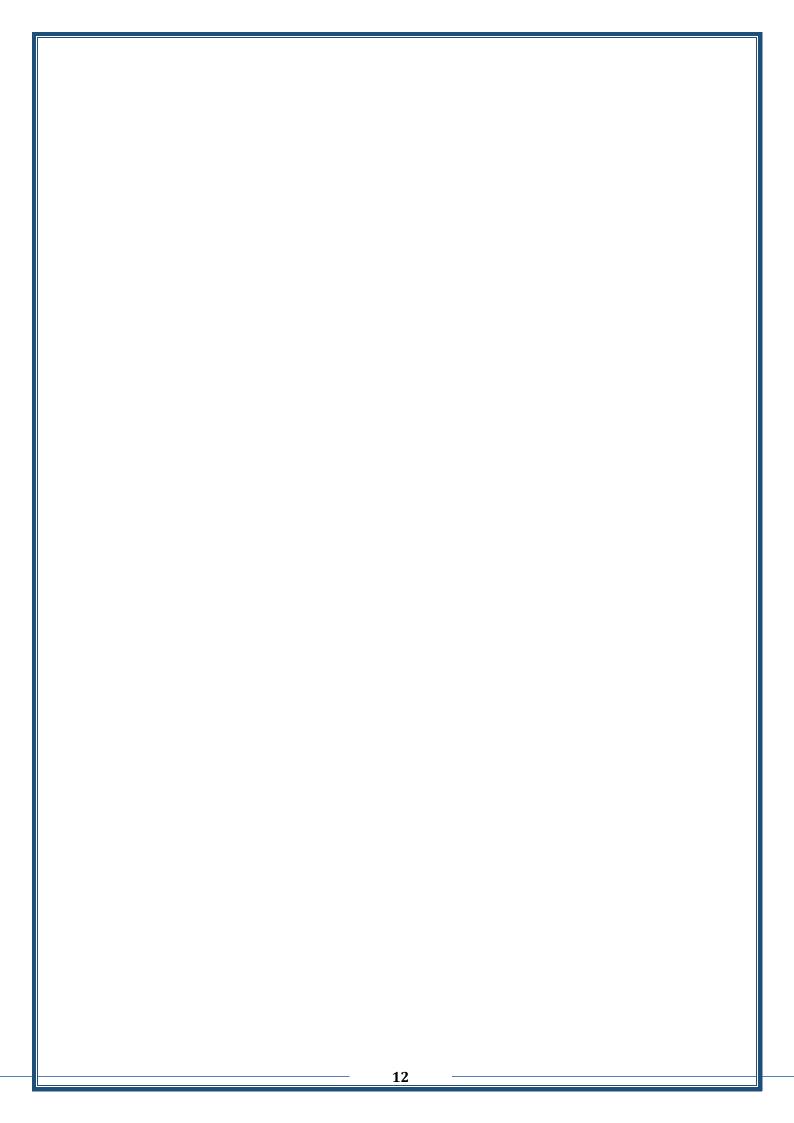
Week	Hours	Required	Unit or	
		Learning	subject n	am
		Outcomes		
The first week:	1		Baath	Pa
crime, its types			crime	<u> </u>

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 fighting 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, Humah and the most rights public important freedom 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

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 fiftee		
Representative		
democracy		
3. Course Evaluation		
Distributing the score out of 100 accordi	ng to	th
preparation, daily oral, monthly, or written	exams	, r
4. Learning and Teaching Resources		
Required textbooks (curricular books, if any)	В	ıat
	Н	ım
Main references (sources)	M	ini
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	Specializ	ation	Special Requirements/Skills (if applicable)	Number of the	teaching staff					
	General	Special		Staff	Lecturer					

_							
Professional Dev	velopme	ent					
Mentoring new fac	ulty memb	bers					
Briefly describes the	e process u	used to	o mentor	new, visiting,	full-time,	and part-time	faculty at the
institution and depar	rtment leve	el.					
Professional development	lopment of	f facu	Ity memb	ers			
Briefly describe the	academic a	and p	rofessiona	al developme	nt plan ar	nd arrangemen	ts for faculty
such as teaching an	nd learning	strate	egies, ass	essment of le	earning ou	itcomes, profes	ssional
development, etc.							
6. Acceptance (	Criterion						
-							
/Setting regulations	s related t	to enr	ollment i	n the college	a or insti	tute whether	central
(Setting regulations		to enr	ollment i	n the college	e or insti	tute, whether	central
(Setting regulations admission or other		to enr	ollment i	n the college	e or insti	tute, whether	central
,		to enr	ollment i	n the colleg	e or insti	tute, whether	central
,		to enr	ollment i	n the college	e or insti	tute, whether	central
admission or other	rs)						central
7. The most imp	rs) portant s	sourc	es of in	formation	about th	ne program	central
admission or other	rs) portant s	sourc	es of in	formation	about th	ne program	central
7. The most imp	rs) portant s	sourc	es of in	formation	about th	ne program	central
7. The most imp	rs) portant s	sourc	es of in	formation	about th	ne program	central
7. The most important of the state briefly the state of t	portant s	<b>sourc</b> of info	<b>es of in</b> ormation	formation	about th	ne program	central
7. The most imp	portant s	<b>sourc</b> of info	<b>es of in</b> ormation	formation	about th	ne program	central
7. The most important of the state briefly the state of t	portant s	<b>sourc</b> of info	<b>es of in</b> ormation	formation	about th	ne program	central
7. The most important of the state briefly the state of t	portant s	<b>sourc</b> of info	<b>es of in</b> ormation	formation	about th	ne program	central
7. The most important of the state briefly the state of t	portant s	<b>sourc</b> of info	<b>es of in</b> ormation	formation	about th	ne program	central
7. The most important of the state briefly the state of t	portant s	<b>sourc</b> of info	<b>es of in</b> ormation	formation	about th	ne program	central
7. The most imp	portant s	<b>sourc</b> of info	<b>es of in</b> ormation	formation	about th	ne program	central

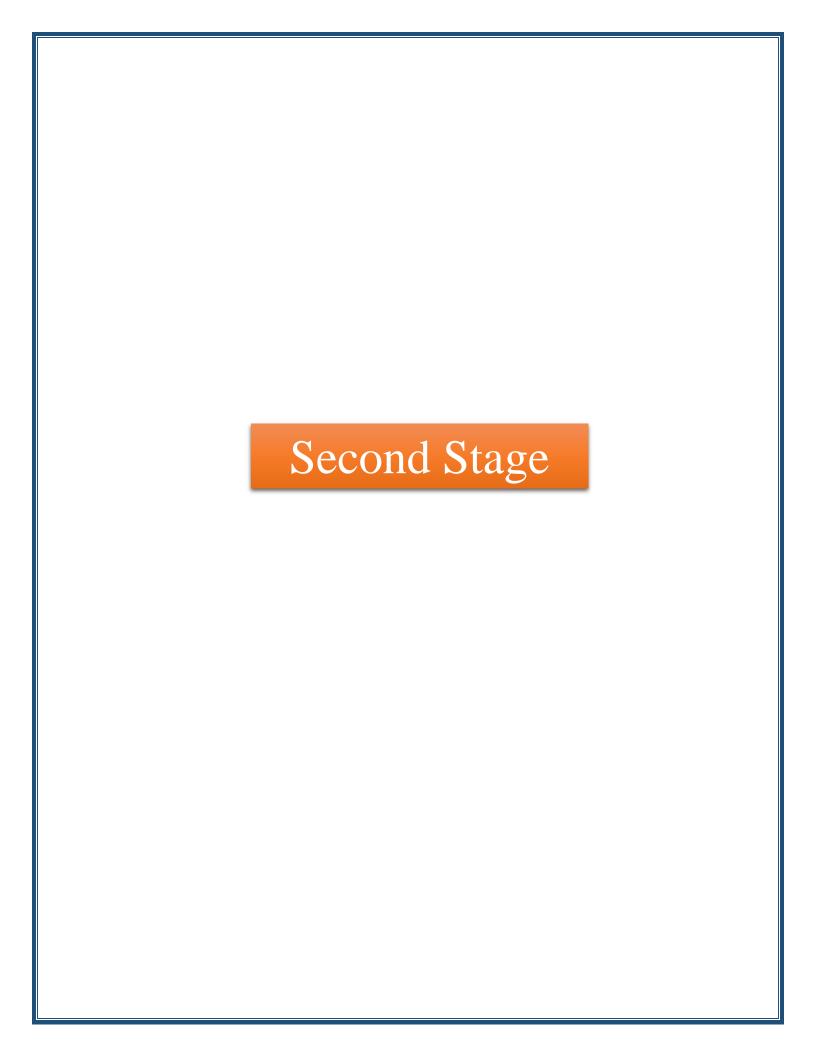
		Pı	ogram	Skills	Outl	ine								
			Required program Learning outcomes											
Year/Level Course Code		Basic or	Knov	Knowledge			Skills				Ethics			
	optional	<b>A1</b>	A2	A3	<b>A4</b>	B1	B2	В3	B4	C1	C2	С3	C4	
Marhaluh alawlaa 20224/2023														

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

# **Course Description Form**

1. (	1. Course Name:										
Aljughr	afia alea	ama									
2. (	Course										
2 (		/ V									
2024-2		er / Year:									
		tion Dronovation Do	, to.								
2023/1	_	tion Preparation Da	ate:								
		e Attendance Forms	•								
<i>3.</i> 1	1 vanao		•								
6. I	Number	of Credit Hours (To	tal) / Nu	mber of Uni	ts (Total)						
,	Гwo jav	vad two yunt									
						,					
		administrator's na	me (mei	ntion all, if r	more than on	e name)					
		ames saad hamed	a a ma								
1	eman: 1	ames 7125@gmail.	COIII								
8 (	Ourse (	Objectives									
		-			Introduces	students to					
Course	Objective	S		•							
					nature of geo						
				Introduces them to the bran     of general							
				•geography and the import							
				•		_					
				• Familiarize students with cl							
				•	and is elemen						
0 7	To o obin	and Loarning Ctrof	tagiaa		and is elemen	113					
		g and Learning Strat	legies								
Strategy											
10. Co	ourse St	ructure									
Week	Hours	Required Learning	Unit or s	subject	Learning	Evaluation					
TTEER	Tiours			Jubject							
		Outcomes	name		method	method					

11. Course Evaluat	ion								
Distributing the score of daily preparation, daily		_		_	udent such as				
12. Learning and T	eaching Res	ources							
Required textbooks (curri	cular books, if	any)							
Main references (sources	Main references (sources)								
Recommended books and references									
(scientific journals, reports)									
Electronic References, W	ebsites								



1. Program Description										
Year/Level Course Code Course Name Credit Hours										
srcond		History of the	theoretical	practical						
		Umayyad state								
		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	Specializ	ation	Special Requirements/Skill (if applicable)	s	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

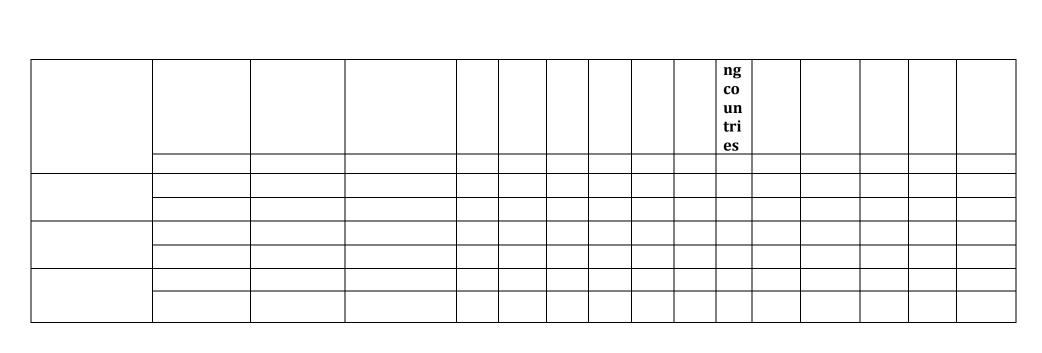
State briefly the sources of information about the program.

# 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	ar/Level Course Course Code Name	e Name			Knowledge					Skills				Ethics			
		optional	A1	A2	<b>A3</b>	<b>A4</b>	B1	B2	В3	B4	<b>C1</b>	C2	С3	<b>C4</b>			
Second		History of	Basic	-	The	Th	The	The	Th	Th	The	the	Oral	Edit	The		
		the		Th	stud	e	stu	stu	e	e	stud	exam		oria	quart		
		Umayyad		е	ent	stu	den	den	stu	st	ent	S		1	erly		
		state		stu	will	de	t	t	de	ud	sho						
				de	expl	nt	will	sho	nt	en	uld						
				nt	ain	sho	exp	uld	mu	t 	expl						
				sho uld	the poli	uld	lain the	exp lain	st	dr	ain the						
				kn	ticia	exp lai	libe	the	cou nt	aw s a	reas						
				OW	ns	n	rati	ad	the	m	ons						
				the	of	the	on	mi	na	ap	for						
				fact	gov	rea	mo	nist	me	sh	the						
				ors	ern	son	ve	rati	s of	0	fall						
				tha	men	s	me	ve,	the	wi	of						
				t	t in	tha	nts	fin	cali	ng	the						
				led	the	t	and	anc	phs	th	Uma						

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to	Um	led	con	ial,	wh	e	yya			
the	ayy	to	que	and	0	rel	d			
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							_			
abl	era.	em	in	no	um	on	asty			
ish		erg	the	mic	ed	sh				
me		enc	Um	asp	po	ip				
nt		e of	ayy	ect	we	of				
of			ad	s of	rin	th				
		op								
the		pos	era	the	the	e				
Um		itio		Um	Um	U				
ayy		n		ayy	ayy	m				
ad		mo		ad	ad	ay				
stat		ve		era	era	ya				
e.		me				d				
		nts.				st				
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• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

1. Course Nan	ne:	
2. Course Cod	e:	
3. Semester /	Year:	
4. Description	Preparation Date:	
_		
5. Available A	ttendance Forms:	
6. Number of	Credit Hours (Total) / Numb	er of Units (Total)
	,	on all, if more than one name)
	T. Dr. Hamid Hamid Attia	
Email: nam	id.hs.hum@uodiyala.edu.ic	A
8. Course Obje	ectives	
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 Crd
		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
O Teachine	ad Lagunina Ctuatasia	organizations during the Umayyad era
	nd Learning Strategies	
Strategy	- Lecture, discussion, and method.	presentation using the interrogati
	memou.	

10. Course Structure									
Week	Hours	Required Learning Outcomes	Unit or subject name		Learning method	Evaluation method			
32 to weeks includi exams		Bachelor's degr in Educati (History)	voca		lecture Speaking a discussion And interrogatio	Monthly			
Distributing th daily preparati	on, daily	tion out of 100 according oral, monthly, or we eaching Resource	ritten		•	ıdent such as			
Required textbo	ooks (curr	icular books, if any)		M. The time Al-Majma 2- The Al-Mayyad others	Arab Islamic Era Dr. Al	id Shaker State in t bdelkader a			
Main references	Main references (sources)  Al-Tabari / History of the Ap 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					
Electronic Refer	state Internet sites specialized history of the Umayyad state, Google, YouTube, and others				d state, such				

1. Program Description										
Year/Level	Course Code	Course Name		Credit Hours						
srcond		History of the	theoretical	practical						
		Umayyad state								
		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 Sp		ation	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

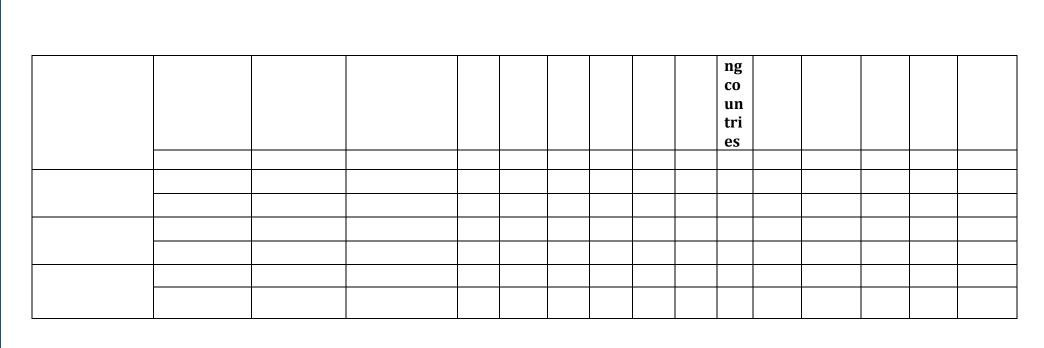
State briefly the sources of information about the program.

# 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														
							Requ	iired p	orogra	ım Le	earning	outcom	es		
Year/Level	Course Code	Code Name		Knov	vledge			Skills			Ethics				
			optional	<b>A1</b>	A2	<b>A3</b>	A4	B1	B2	В3	B4	C1	C2	С3	<b>C4</b>
Second		History of	Basic	-	The	Th	The	The	Th	Th	The	the	Oral	Edit	The
		the		Th	stud	e	stu	stu	e	e	stud	exam		oria	quart
		Umayyad		е	ent	stu	den	den	stu	st	ent	S		1	erly
		state		stu	will	de	t	t <sub>.</sub>	de	ud	sho				
				de	expl	nt	will	sho	nt	en	uld				
				nt	ain	sho	exp	uld	mu	T du	expl				
				sho uld	the poli	uld	lain the	exp lain	st	dr	ain the				
				kn	ticia	exp lai	libe	the	cou	aw s a	reas				
				OW	ns	n	rati	ad	the	m	ons				
				the	of	the	on	mi	na	ap	for				
				fact	gov	rea	mo	nist	me	sh	the				
				ors	ern	son	ve	rati	s of	0	fall				
				tha	men	s	me	ve,	the	wi	of				
				t	t in	tha	nts	fin	cali	ng	the				
				led	the	t	and	anc	phs	th	Uma				

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the ayy	y to	que and	d o	rel	d		
est ad		sts ecc	ass	ati	dyn		
abl era		in no		on	asty		
ish		the mic		sh	asty		
me		Um asp		ip			
nt		ayy ect		of			
of	op	ad s of		th			
the		era the	the	e			
Um	itio	Um	ı Um	U			
ayy	n	ayy	y ayy	m			
ad	mo	ad		ay			
stat	ve	era		ya			
e.	me			d			
С.			•				
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• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

1. Course Nar	ne:	
2. Course Cod	le:	
3. Semester /	Year:	
,		
4. Description	n Preparation Date:	
	•	
5. Available A	ttendance Forms:	
( NI 1 C	C. 1'4 II (T 1) / N 1	(T
6. Number of	Credit Hours (Total) / Numb	er of Units (Total)
7. Course ad	ministrator's name (mentio	on all, if more than one name)
Name: A. T.	. Zaman Mahmoud Shaker	·
Email: zam	an.hs.hum@uodiyala.edu.io	1
0.0		
8. Course Obj	ectives	
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
		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 ar	nd Learning Strategies	
Strategy		presentation using the interrogati
	method.	

10. Course Structure									
Week	Hours	Required Learning Outcomes	Unit o	or subject	Learning method	Evaluation method			
32 to weeks includi exams	:	Bachelor's degr in Educati (History)	voca		lecture Speaking a discussion And interrogatio	Monthly			
Distributing th daily preparati	on, daily	tion out of 100 according oral, monthly, or we reaching Resource	ritten		•	udent such as			
Required textbo	oks (curr	icular books, if any)		M. The tim Al-Majma 2- The A Umayyad others	Arab Islamic Era Dr. Al	id Shaker State in t bdelkader a			
Main references	Main references (sources)  Al-Tabari / History of the Apo and Kings Ibn al-Jawzi, the regular in history Ibn al-Atheer al-Kamil in history								
Recommended journals, reports	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \					ports on top of the Umayy			
Electronic Refer	rences, W	/ebsites		history of	sites special the Umayya ou Tube, and o	d state, such			

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	Specializ	ation	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.

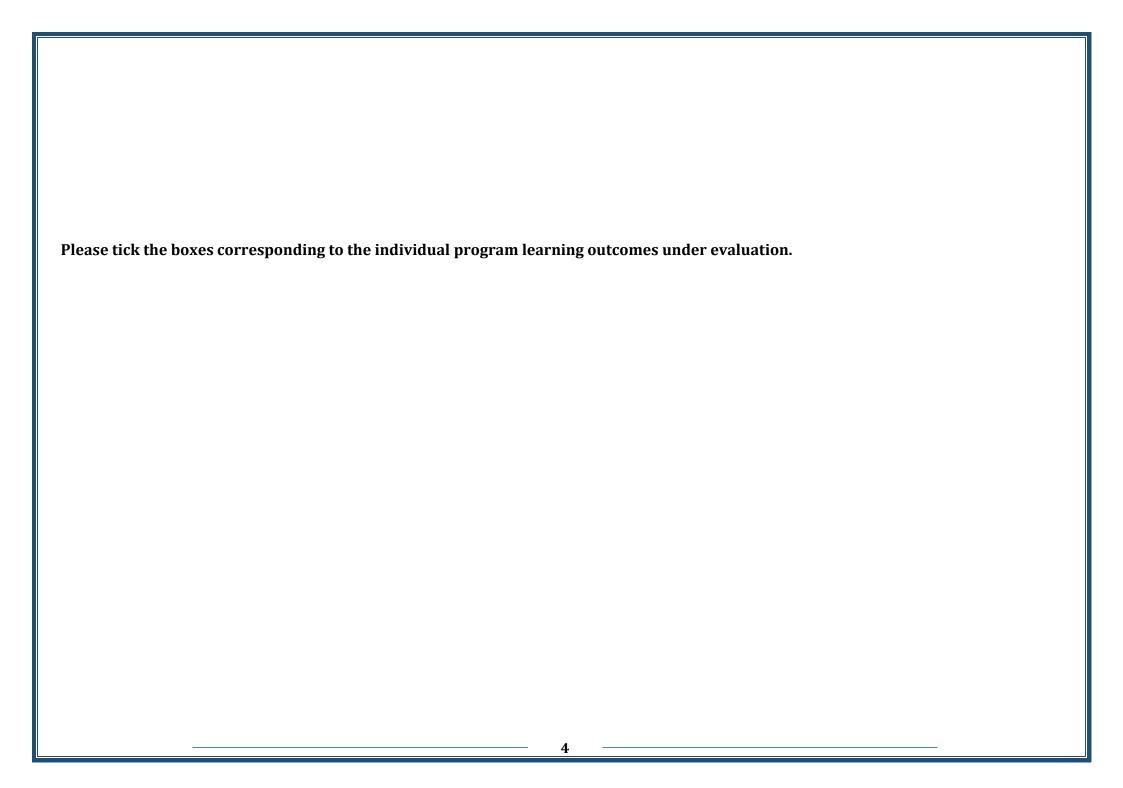
- 1 Books, periodicals, theses and university dissertations that meet the latest study requirements in the morphology major
- 2- International Information Network.
- 3- The personal experience of the person teaching the course.

#### 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 Skill	Program Skills Outline														
				Required program Learning outcomes											
Year/Level Course Code	Course Code	Code Name	Basic or	Knov	wledge			Skills	S			Ethics	ics		
			optional	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	B1	B2	В3	B4	C1	C2	С3	<b>C4</b>
Second Stage		Computer	Basic	V	1	$\sqrt{}$	V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	$\sqrt{}$	1	



Week	Hours	Required Learning Outcomes	Unit or subject	L arnii
10. Course St				
Strategy	2- 3- 4-	Presentation. Discussion. Training. Brainstorming		
	g and Learning S			
			Providing th	
			applications	
			and softwar * Provide th	
			* Introducin	
			his life and	
			in the field o	of compu
Course Objective			* Providing	the stude
8. Course	Objectives			
	azim salman um@uodiyala.eo	du.iq		
		name (mention all, if more th	an one name)	
(90) Ho	urs / (4) Units			
6. Number	of Credit Hours (	(Total) / Number of Units (Total	1)	
	stage students			
	e Attendance For	ms:		
2024/4/1	don i reparation	Date.		
	tion Preparation	Data		
3. Semeste Annual	er / Year:			
2 0	/37			
2. Course	Code:			_ _
Computer				
1: 304150	Name:			

				name	m	thoc
	1	3	Run the Excel File tab Program, program interfaces and tapes			
	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 and 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 Evalu	ation			
		ccording to the tasks assigned to the studer	nt such as daily prepar	r atio
12. Learning and	Teaching F	Resources		
Required textbooks (cu	rricular books	s, if any)		
Main references (sourc	es)		The mos	
viairi references (sourc			.1 .1	l an
waiii iciciciiocs (sourc			that hav uncomp	

Recommended books and references (scientific journals, reports)	Some bo
	include t
	recomm
Electronic References, Websites	Digital li
	everythi

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

2. Faculty								
Faculty Members								
Academic Rank	Specializ	Specialization Special Requirement (if applicab)						
	General	Special			Staff	Lecturer		

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

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

1. Course l	Name:				
2. Course	Code:				
3. Semeste	er / Yea	r:			
2023-2024					
4. Descrip	tion Pre	eparation Date:			
17/9/2023					
5. Availabl	e Atten	dance Forms:			
	6.0	(T) (T)	/ > 7 1		
6. Number	of Cred	lit Hours (Total)	Number of	Units (Total)	
7. Course	admini	strator's name	(mention a	ll, if more thar	n one name)
	•	htan Dawood	1		
Email: <u>h</u>	<u>iala.en.l</u>	num@uodiyala.e	edu.iq		
8. Course	Objectiv	res			
Course Objective	s		Empo	wering students	to acquire the ski
			comp	rehension and ur	derstanding in Engli
9. Teaching	g and L	earning Strategie	s		
Strategy					
		_		_	English. I read i
				ts and explathe exercises.	in all the diffi
		meanings ii	i it alia ao	the exercises.	
10. Course St	ructure				
Week	Hours	Required	Unit or	Learning	Evaluation
		Learning	subject	method	method
		Outcomes	name		
First	8	Getting to know you	Chapter One		Participating
				and	the daily
				explanatio	discussion answering
İ	1	I		1	~ · · · · · · · · · · · · · · · · · · ·

					questions insi the class
Second	8	Using a biling dictionary	Chapter One	Discussion and explanatio	Participati in the da
Third	8	The way we live	Chapter Two	Discussion and explanatio	Participati in the da
Fourth	8	Reading and speaking	Chapter Two	Discussion and explanatio	Participati in the da
Fifth		Monthly exam			616.55
Sixth	8	It all went wrong	Chapter Three	Discussion and explanatio	in the da
Seventh	8	Word formation	Chapter Three	Discussion and explanatio	Participati in the da

	1		1	1	1
					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		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
urteenth		Mid- y-vacation	Mid-year vacation		
Fifteenth		Mid- y-vacation			
Sixteenth	8	Famous couples	Chapter Seven	Discussion and explanatio	Participati in the da d discussi and answering the questions inside t class
renteenth	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

			Т		
					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

Turontu		Monthle		Ι	المراجعة المحمد
Twenty- Fifth		Monthly exam			Participati
riitti					in the da
					d discussi
					and
					answering
					the
					questions
					inside t
					class
Twenty-	8	Dreams and reality	Chapter Twelve	Discussion	Participati
Sixth			1 weive	and	in the da
				explanatio	d discussi
					and
					answering
					the
					questions
					inside t
					class
Twenty-	8	Phrasal verbs	Chapter Twelve	Discussion	Participati
Seventh			1 weive	and	in the da
				explanatio	d discussi
					and
					answering
					the
					questions
					inside t
					class
Twenty-	8	Earning a living	Chapter Thirteen	Discussion	Participati
Eight			Timteen	and	in the da
				explanatio	d discussi
					and
					answering
					the
					questions
					inside t
					class
Twenty-	8	Love you and leave yo	Chapter Fourteen	Discussion	Participati
Ninth			Fourteen	and	in the da
				explanatio	d discussi
					and
					answering
					the
					questions

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

#### 11. Course Evaluation

The annual grade consists of two components:

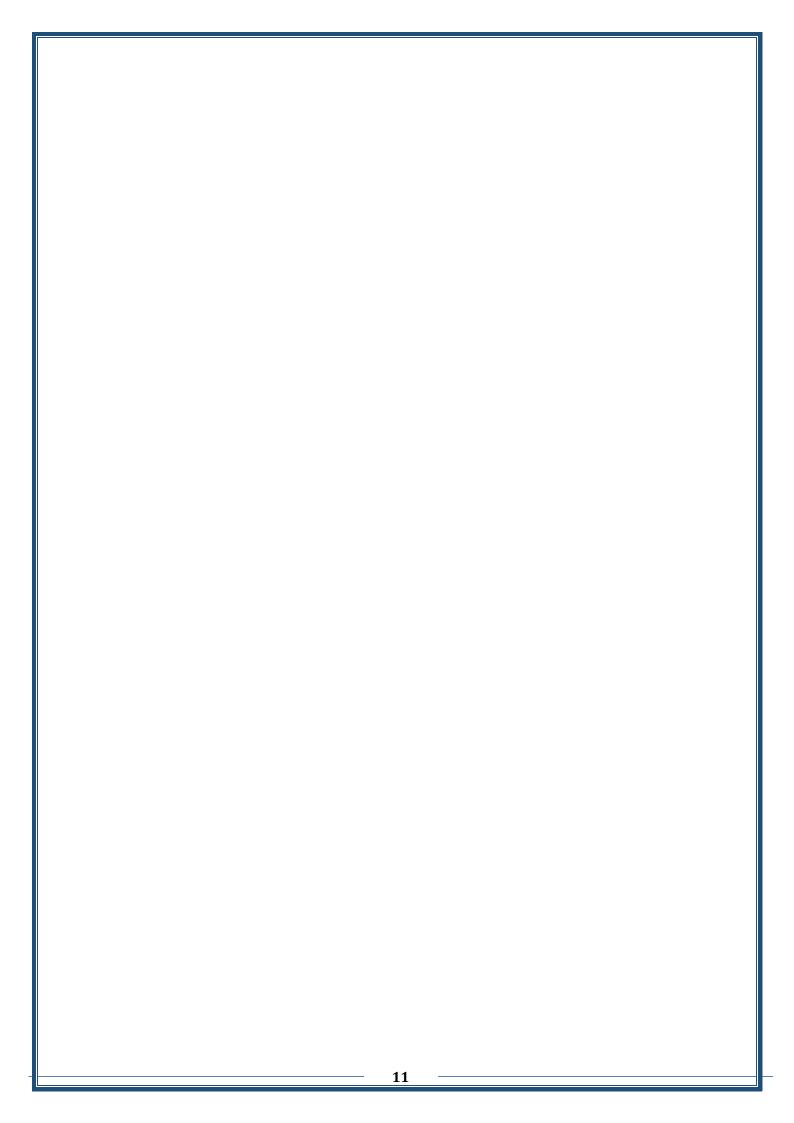
- 1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
- 2. **Final Exam Grade (60%)**: The final exam contributes 60% 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	None
journals, reports)	
Electronic References, Websites	None



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

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

# 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 (if applicable	•	Number of the teaching staff			
	General	Special			Staff	Lecturer		
LEC. Rafal Ali Lateef	Recent	International erlations	- Modern teaching methods Lateef  - Modern methods of class control  - The element of suspense through		angel			
			activities					

# **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

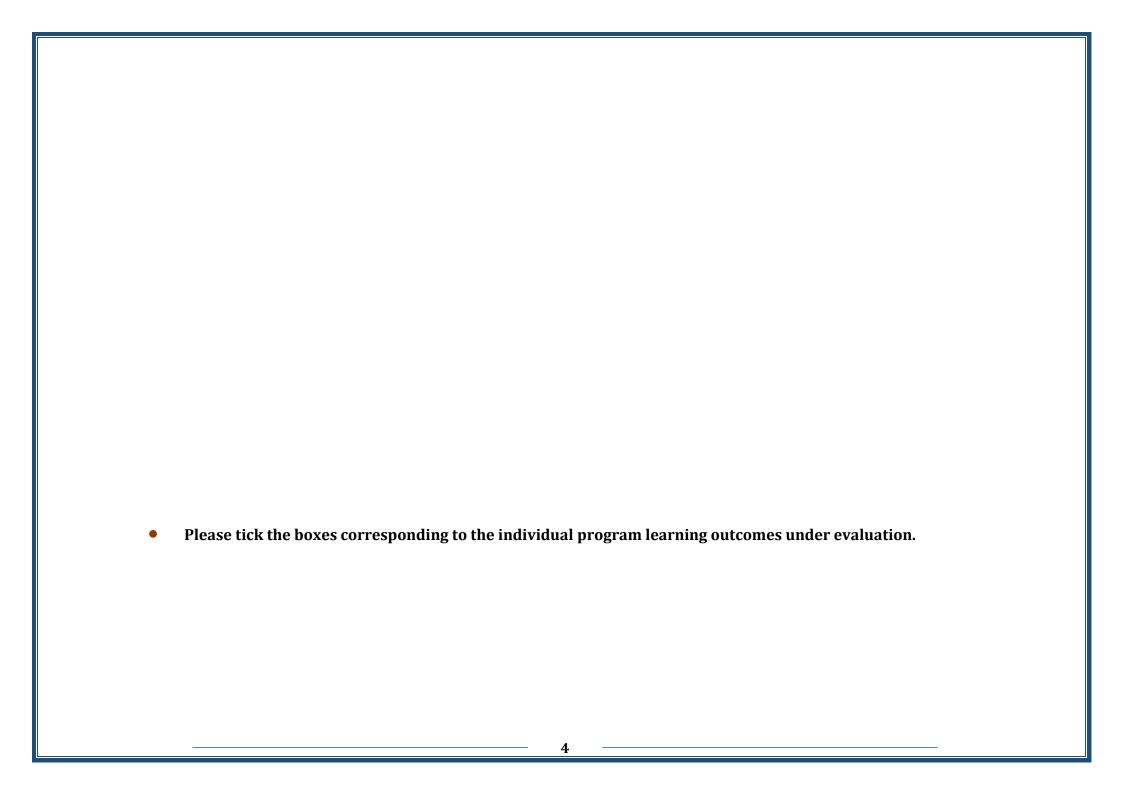
- A) Admission is central
- 2- The student's desire.
- 3- Competitive rate between departments

# 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 outco										nes					
Year/Level Course Code			Basic or	Knowledge			Skills			Ethics					
Cou	Gode	Code Name	optional	A1	A2	A3	<b>A4</b>	B1	B2	В3	B4	<b>C1</b>	<b>C2</b>	<b>C3</b>	C4
The second phase		History of Europe in the Renaissance	Basic	<b>√</b>	<b>V</b>	<b>V</b>	1	<b>V</b>	<b>V</b>	1	<b>V</b>	1	V	<b>V</b>	<b>V</b>



		_					
Course Name: History of Europe in the Renaissance							
2. Course Cod	e:						
3. Semester /	Year: The second pha	ase					
4. Description	Preparation Date: T	he second phase					
5 Available A	ttendance Forms:						
3. Tivanabie Ti	ttendance i omis.						
6. Number of 0	Credit Hours (Total) / 1	Number of Units (Total)					
Sixty hours	sixty units						
7. Course adr	ministrator's name (r	mention all, if more tha	n one name)				
Name: Rafa							
Email: rafal	l.hs.hum@uodiyala.ed	du.iq					
8. Course Obje	ectives						
Course Objectives				Knowledge f His			
				Knowing the eve			
9. Teaching ar	nd Learning Strategies		<u>'</u>	thowing per bles			
Strategy		Use of reciti	on and lecture				
10. Course Struct	ure						
Week	Hours	Required Learning	Unit or subje	ect name			
		Outcomes					
	Sixty hours	<ul> <li>Knowledge of Histor</li> <li>Europe in the Renaiss</li> <li>Knowing the evand benefiting</li> </ul>	an	-			
L		and beneficing					

	Knowing peoples experinces	
11. Course Evaluation		
	the tasks assigned to the student such as daily prepa	atio
12. Learning and Teaching Resources		
Required textbooks (curricular books, if any)	Abinding history of Europe in the Rena	ssa
Main references (sources)	Some books, theses, and dissertations	tnat
Recommended books and references (scientific journals, reports)		
Electronic References, Websites	The online critical library includes eve	yth

1. Program Description					
Year/Level	Course Code	Course Name		Credit Hours	
year		World history	theoretical	practical	
			3		

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

## 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			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	Knov	vledge			Skills	\$			Ethics			
	dode	, rume	optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	B2	В3	B4	C1	C2	С3	<b>C4</b>
year		Recent World History	Basic												

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

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	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method
week	3	Add master	Subject vocabulary	Lecture a interrogation	Examination

11. Course Evaluation			
Distributing the score out o daily preparation, daily oral,	U	O	cudent such as
12. Learning and Teach	ning Resources		
Required textbooks (curricular	books, if any)		
Main references (sources)			
Recommended books a	nd references		
(scientific journals, reports)			
Electronic References, Websit	es		

1.Program Description					
Year/Lev	Cours	Course	Credit I	Hours	
el	е	Name			
	Code				
			theoretic	practic	
			al	al	
		History	2		
The		of the			
second		Andalusi			
		s			

2.	Expected	learning outcomes of the
pro	ogram	
Knowl	edge	
1-		Learning Outcomes Statement

Rememberi	1
ng	
2-	
Understanding	
and	
comprehending	
3-	
Application	
4-	
Analysis	
5-	
Installation	
6	
CALENDER	
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

abiactive tests	
objective tests	
Learning	Learning Outcomes Statement
Outcomes 3	3
Ethics	
Learning	Learning Outcomes Statement
Outcomes 4	4
1- For the	Learning Outcomes Statement
student to	5
conclude the	
importance of	
the essay	
questions.	
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**

Acade mic Rank	Specia on	lizati	Special Require s/Skills applical	(if	Number of the teaching staff		
	Gener	Spe			St	Lect	
	al	cial			aff	urer	
(P.D.)S	HIST	Isla			St		
ahira	ORY	mic			aff		
Awad		histo					
Abdel		ry					
Ali							

## **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

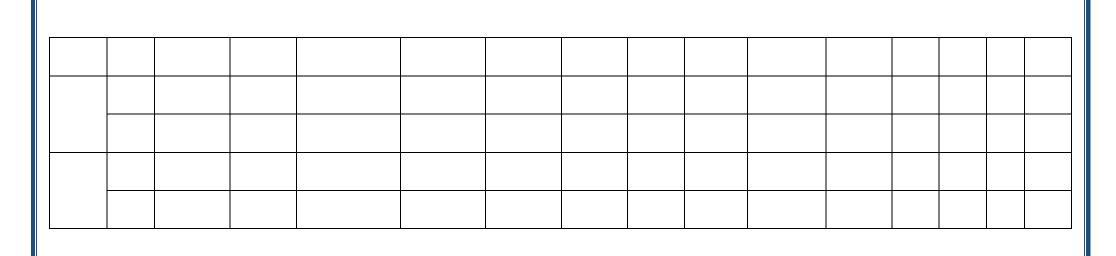
Developing the curriculum vocabulary by 20% of modern topics in line with the developments of the times for the purpose of properly preparing the student professionally, educationally and psychologically.

	Program Skills Outline														
	Required program Learning outcomes														
Ye	C	Cou	Ва	Knowle	nowledge Skills						Ethics				
ar /L	o u	rse Na	sic	A1	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>B1</b>	<b>B2</b>	В3	<b>B4</b>	C 1	C 2	<b>C</b> 3	<b>C 4</b>
ev	rs	me	or									_	4	5	<b>T</b>
el	e C		opt												
	0		ion												
	d e		al												

the	Hist	bas	-	<b>-</b> -		-	Th	Th	The	To	0	E	T	q
sec	ory	ic	For	For	The	stu	e	e	stu	dra	ra	di	h	u
on	of		the	the	stu	de	st	stu	den	W	1	to	e	ar
d	And		stude	stud	den	nt	ud	de	t	up	e	ri	q	te
	alus		nt to	ent	t	an	en	nt	sho	the	X	al	u	rl
	ia		know	to	put	aly	t	sh	uld	pla	a		a	
			Andal	expl	S	zes	dr	oul	use	n	m		r	
			usia	ain	the	the	a	d	the	of	S		t	
			and	the	na	his	ws	co	hist	An			e	
			its	impo	mes	tor	a	un	oric	dal			r	
			most	rtan	of	ica	m	t	al	usi			1	

		impor	ce of	the	1	ap	the	atla	a		y	
		tant	the	sur	so	of	na	s to	to			
		main	geog	rou	urc	An	me	ide	the			
		places	raph	ndi	es	da	S	ntif	no			
			y of	ng	in	lu	of	y	rth			
			And	cou	An	sia	the	the	an			
			alusi	ntri	dal		co	citi	d			
			a	es	usi		un	es	eas			
				in	a		tri	of	t			
				And			es	And				
				alus			an	alus				

			ia on the ma p The		d pri nc es in An dal usi	i			



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

1. C	ourse Name:	
History o	of the Arabs in Andalusia	
2. C	ourse Code:	
3. So	emester / Year:	
the secon	nd	
4. D	escription Preparation Date	
:2024/3/	<sup>'</sup> 20:	
5.Avail	lable Attendance Forms:	
The s	students	
6.Numl	ber of Credit Hours (Total) / Number of Uni	ts
(Tota	ul)	
2		
7. C	Course administrator's name (mention al	,
	re than one name)	
Name	e: Sahira Awad Abdel	F
Sahra	aawad639@gmail.com	
8. C	Course Objectives	
Course	Informing students about the sources of th	þ

Objectiv	history of Andalusian civilization.								
s	2 - Students' knowledge of the geography								
	Andalusian civilization								
	3 Students know the importance of the state								
	of Andalusia.								
	4 Informing students about social life in								
	Andalusia								
	Informing students about the most importar								
	characteristics of Arab women and their roles								
	6 Informing students about religious life in								
	Andalusia and its ancient civilization.								
	7 Informing students about the roo								
	prominent and important stages								
	development of social and intellectual life								
9. T	eaching and Learning Strategies								
Strategy	- Lecture, discussion, and presentation with interrogation method.								

1	0.	Course	Structure
L	$\mathbf{v}$	<b>304100</b>	

Week	Но	Require	Unit or	Learnin	Evaluat	
	urs	d	subject	g	on	
		Learnin	name	method	methoc	
		g				
		Outco				
		mes				
the				Lecti	Ach	iev
week	2		Curri	e,	eme	nt
		Bachelor	ulum	recita	test	<b>S.</b>
32		s Degre	vocab	tion,		
total		in	lary	discu		
weeks		Education		sion	Moi	ìth
includ		n	In	and	у,	
ng		(History	seque	inter	qua	rte
exam			ce	ogati	ly	an
				n	fina	

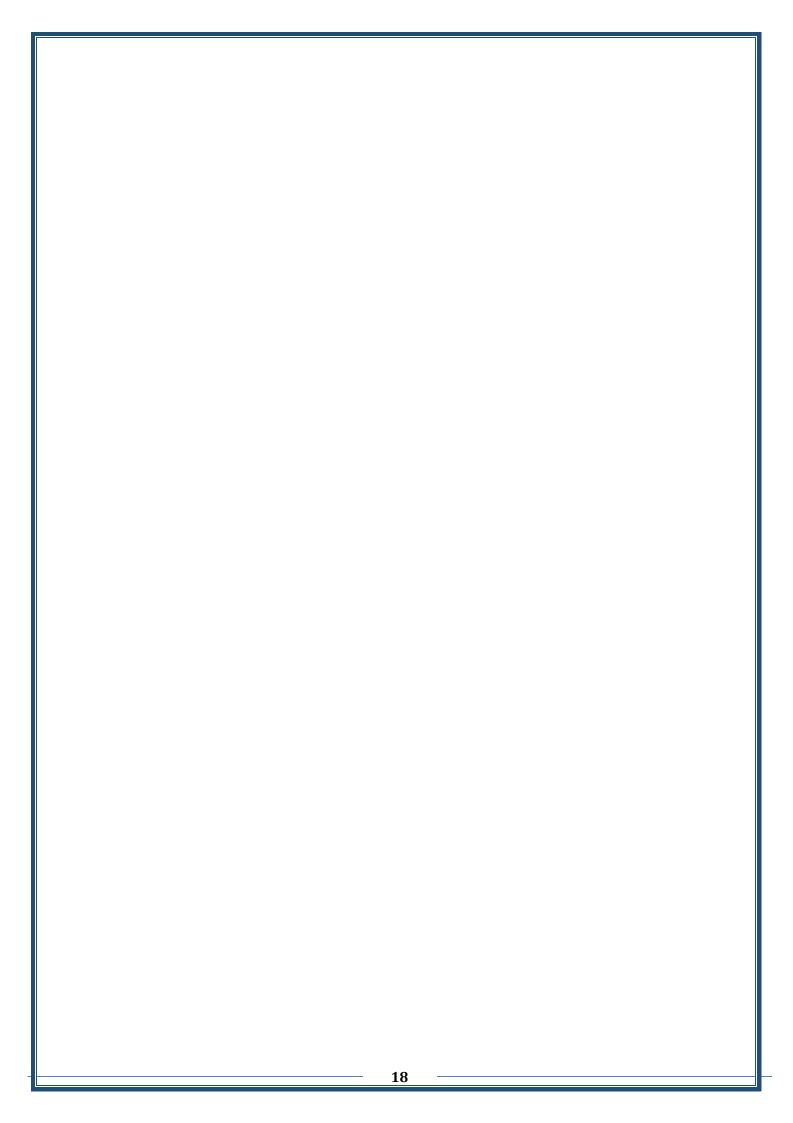
## 11. Course Evaluation

Distribution of the grade out of 100 according to

the tasks assigned to the student, such as dai	ly
preparation, daily, oral, monthly, written exan	S,
reports 40 grades for semester and daily exar	ıs
and 60 grades for final exams.	

## 12. Learning and Teaching Resources

Required textboo	History of the Arabs
(ourrigular books if any)	Andalusia / Abd
(curricular books, if any)	Rahman Ali al-Hajji
Main references (sources)	History of the Maglir
	and Andalusia / Ahm
	Mukhtar Al-Abad
Recommended books and	(Scientific journa
references (scientific	reports on topi
references (scientific	related to pre-Islan
journals, reports)	Arabs)
Electronic Reference	Internet sit
\\/abaitaa	specialized in t
Websites	history of Arabs be fo
	Islam, such as Goog
	YouTube, and other;



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

2 Expected learning	outcomes of the program				
Knowledge	2. Expected learning outcomes of the program				
1- Remembering	Learning Outcomes Statement 1				
2- Understanding and					
comprehending					
3- Application					
4- Analysis					
5- Installation					
6CALENDER					
Skills					
1- The student draws a plan	Learning Outcomes Statement 2				
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 3	Learning Outcomes Statement 3				
Ethics					
Learning Outcomes 4	Learning Outcomes Statement 4				
1- For the student to	Learning Outcomes Statement 5				
conclude the importance of the					
essay questions.					

2-	The student should
analyze	the types of objective
questio	ns.

- 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.

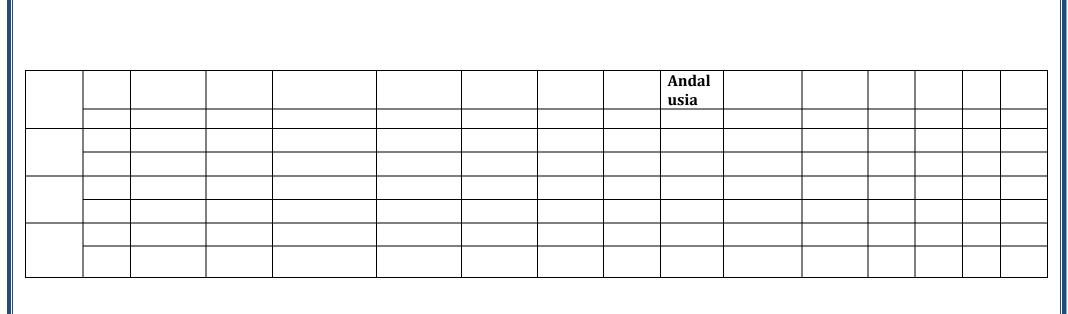
### 7. The most important sources of information about the program

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.

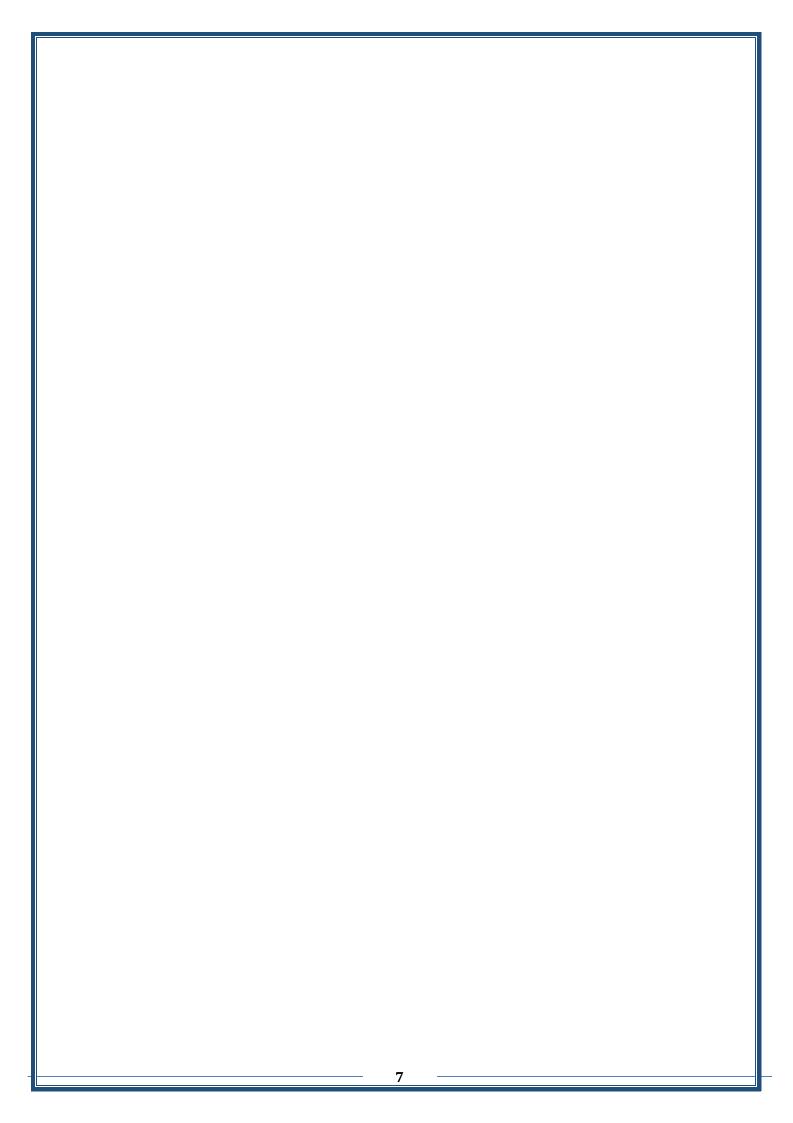
	Program Skills Outline														
				Required program Learning outcomes											
Year/ Level	,		Basic	Knowledge			Skills			Ethics					
	Cod e		or option al	A1	A2	A3	A4	B1	B2	В3	B4	<b>C1</b>	C2	С3	<b>C4</b>
the seco		History of Andalus ia	basic	For the student to know Andalusia and its most important main places	For the student to explain the importanc e of the geograph y of Andalusia	The student puts the names of the surroun ding countri es in Andalus ia on the map The	studen t analyz es the histori cal source s in Andal usia	The stude nt draw s a map of Anda lusia	The stude nt shoul d count the names of the count ries and prince s in	The student should use the historic al atlas to identify the cities of Andalus i	To draw up the plan of Andal usia to the north and east	Oral exa ms	Edit oria l	Th e qu art erl y	qua rter l



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

1. Course Na	1. Course Name:					
History of the Arabs in Andalusia						
2. Course Co	2. Course Code:					
3. Semester	/ Year:					
the second	,					
4. Description	n Prepa	ration Date				
:2024/3/20:						
5. Available	Attendan	ice Forms:				
The stude						
		Hours (Total) / N	Tumber of Units (7	Total)		
2		,				
7. Course a	dministr	ator's name (m	ention all, if mor	e than one nam	ne)	
Adnan Kh	alaf Kaz	em	·			
altmymyd	ldnan@g	gmail.com				
8. Course Ob	ojectives					
Course Objectives	nforming stu	idents about the source	es of the history of Andal	usian civilization.		
	2 - Students' knowledge of the geography of Andalusian civilization					
	3 Students k	now the importance of	the state of Andalusia.			
	4 Informing s	students about social li	fe in Andalusia			
	5 Informing	students about the mos	st important characteristic	s of Arab women and	their roles	
	5 Informing	students about religious	s life in Andalusia and its	ancient civilization.		
	7 Informing	students about the mo	st prominent and import	ant stages of developr	ment of social and ite	
	ife					
9. Teaching a	and Lear	ning Strategies				
Strategy						
		- Lecture, disc	ussion, and prese	entation with in	terrogation n et	
			, 1		Ü	
10. Course Structure						
Week	Hours Required Unit or subject Learning Evaluation				Evaluation	
		Learning name method metho		method		
		Outcomes				
the week				Lecture,	Achiev er	
	2		Curriculu	recitatio		
	L		1	· · · · · · · · · · · · · · · · · · ·		

32 to	Bachelor's	vocabular	discussio				
weeks	Degree		and	Montl ly,			
including	Education	In	interrog	quarte rly			
exam	(History)	sequence	on	and fir al			
11. Course Evaluati	on						
Distribution of the grad preparation, daily, oral, r 60 grades for final exams	nonthly, written exams,	9					
12. Learning and Te							
Required textbooks (curric	ular books, if any)	_	History of the Arabs in Andalusia / Ab Rahman Ali al-Hajji				
Main references (sources)		_	of the Maghreb Mukhtar Al-Aba				
Recommended books a journals, reports)	nd references (scientific	`	(Scientific journals, reports on trelated to pre-Islamic Arabs)				
Electronic References, We	ebsites	of Arab	sites specializes before Islam, e, and others				



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

2. Expected learning outcomes of the program			
Knowledge			
1- Remembering	Learning Outcomes Statement 1		
2- Understanding and			
comprehending			
3- Application			
4- Analysis			
5- Installation			
6CALENDER			
Skills			
1- The student draws a plan	Learning Outcomes Statement 2		
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 3	Learning Outcomes Statement 3		
Ethics			
Learning Outcomes 4	Learning Outcomes Statement 4		
1- For the student to	Learning Outcomes Statement 5		
conclude the importance of the			
essay questions.			
1			

2-	The student should
analyze	the types of objective
question	ns.

- 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 (if applicable)	/Skills	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.

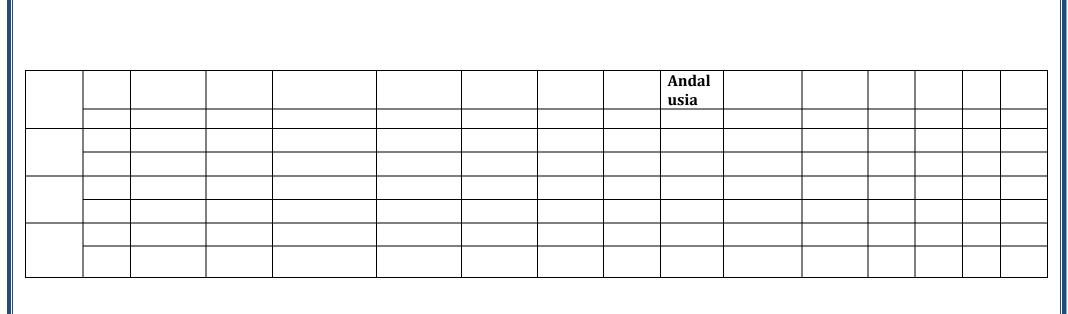
#### 7. The most important sources of information about the program

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	Cou rse	Course Name	Basic	Knowledge				Skills				Ethics			
	Cod e		or option al	A1	A2	A3	A4	B1	B2	В3	B4	<b>C1</b>	C2	С3	C4
the seco		History of Andalus ia	basic	For the student to know Andalusia and its most important main places	For the student to explain the importanc e of the geograph y of Andalusia	The student puts the names of the surroun ding countri es in Andalus ia on the map The	studen t analyz es the histori cal source s in Andal usia	The stude nt draw s a map of Anda lusia	The stude nt shoul d count the names of the count ries and prince s in	The student should use the historic al atlas to identify the cities of Andalus i	To draw up the plan of Andal usia to the north and east	Oral exa ms	Edit oria l	Th e qu art erl y	qua rter l

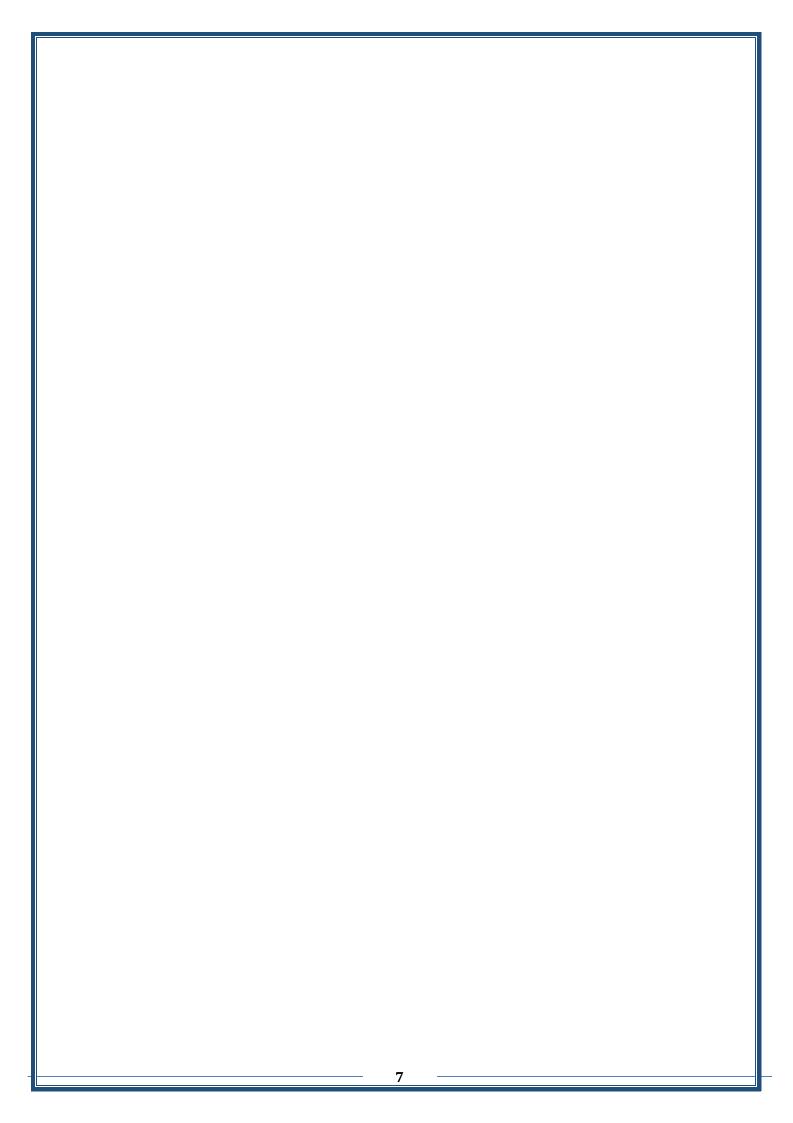


• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

# **Course Description Form**

1. Course Na	ıme:										
History of the Ara	abs in Ar	ndalusia									
2. Course Co	2. Course Code:										
3. Semester	/ Year:										
the second	the second										
4. Description	n Prepa	ration Date									
:2024/3/20:											
5. Available	Attendan	ice Forms:									
The stude	nts										
		Hours (Total) / N	Tumber of Units (T	otal)							
2		/		,							
	dministr	ator's name (m	ention all, if more	e than one nam	ne)						
Anasmuq	dad Jassi	im									
Hum.23.h	s.3@uoc	liyala.edu.iq									
8. Course Ob	ojectives										
Course Objectives	nforming stu	idents about the source	es of the history of Andal	usian civilization.							
2	2 - Students	' knowledge of the ged	ography of Andalusian ci	vilization							
3	3 Students k	now the importance of	the state of Andalusia.								
4	4 Informing s	students about social li	fe in Andalusia								
5	5 Informing s	students about the mos	st important characteristic	s of Arab women and	their roles						
	5 Informing	students about religious	s life in Andalusia and its	ancient civilization.							
	7 Informing	students about the mo	est prominent and import	ant stages of developr	ment of social and ite						
	ife										
9. Teaching a	and Lear	ning Strategies									
Strategy											
		- Lecture, disc	ussion, and prese	entation with in	terrogation n et						
			р		and a garage of						
10. Course Stru	cture										
Week	Hours	Required	Unit or subject	Learning	Evaluation						
		Learning	name	method	method						
		Outcomes									
the week				Lecture,	Achiev er						
	2		Curriculu	•							
L	1 —	<u> </u>		1 0 3 1 0 0 1 0							

32 to	Bachelor's	vocabular	discussion								
weeks	Degree		and	Montl ly,							
including	Education	In	interrog	quarte rly							
exam	(History)	sequence	and fir al								
11. Course Evaluat	ion										
Distribution of the grade out of 100 according to the tasks assigned to the student, such as cally preparation, daily, oral, monthly, written exams, reports 40 grades for semester and daily exams and 60 grades for final exams.											
12. Learning and To	eaching Resources										
Required textbooks (currie	cular books, if any)	History of th Rahman Ali al	e Arabs in And -Hajji	dalusia / / bd							
Main references (sources	)	_	of the Maghreb Mukhtar Al-Aba								
Recommended books a journals, reports)	and references (scientific	•	fic journals, re to pre-Islamic A								
Electronic References, W	ebsites	Internet sites specialized in the of Arabs before Islam, such as 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.

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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

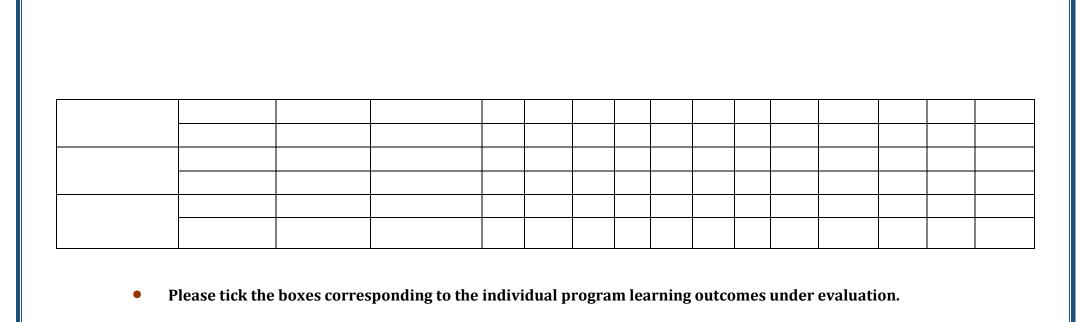
References and sources from books, research, studies and periodicals related to the history of ancieny Iraq, and various means of information from the Internet..

# 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.

			Pro	ogram	Skills	Outl	ine								
		Required program Learning outcomes													
Year/Level	Course Code	Course Name	Basic or	Knov	wledge			Skills				Ethics			
			optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	<b>B2</b>	В3	B4	C1	C2	С3	<b>C4</b>
The first		History of ancient Iraq	basic	- Th e stu de nt sho uld kn ow His tor y of anc ien	The stud ent sho uld expl ain the imp orta nce of the geo	Th e stu de nt sho uld put the na me s of the His	Th e st ud en t wi ll an al yz e th e hi	Th e stu de nt dra ws a ma p of the Ara b Pe nin	Th e stu de nt mu st cou nt the na me s of the cou	Th e st ud en t sh ou ld us e th e hi st	To dra w up a plan for the king dom s of nort her n Ara b or	The exam s	oral	edit oria l	The quart erly
				t	gra	tor	st	sul	ntr	ori	Mali				

				Ara b an d its mo st im por tan t kin gdo ms	phy of the Ara bian Peni nsul a	y of anc ien t Ara b Pe nin sul a on the ma p	ori cal so ur ce s in th e Ar ab Pe ni ns ul a	a	ies in the Ara b Pe nin sul a	cal atl as to id en tif y th e cit ies of th e Ar ab Pe ni ns ul a	k					
--	--	--	--	--	--	---	--	---	-------------------------------	--	---	--	--	--	--	--



# **Course Description Form**

1. Course Name:				
History of ancient				
Iraq and Arab				
2. Course Code:				
3. Semester / Year:				
The second				
4. Description Preparation	n Dat	te:		
: :20/3/2024				
5. Available Attendance Fo	rms:			
The students				
6. Number of Credit Hours	(Tot	al) / Number	of Units (Total)	
7. Course administrator's	nan	ne (mention	all, if more than	one name)
Name: D. Ziad Tariq HA				,
: zeidtariq85@gmail.co	m			
Email:				
8. Course Objectives				
Course Objectives	1 Info	rming students at	oout the sources of ancien	t Arab history.
	• Stud	lents' knowledge	of the importance and dep	oth of Arab ancient history
	• Stud	lents' knowledge	of the cultural value of and	cient Arab.
	• Infor	ming students ab	out the many achievement	ts of ancient Arab's
	civiliza			
			out urban landmarks in an	cient Arab
9. Teaching and Learning S	Strate	egies		
Strategy	_		1 1 2	
		liscussion, a	ınd delivery usin	g the interrogati
metho	oa.			
10. Course Structure				
Week Hours Required		Unit or	Learning method	Evaluation

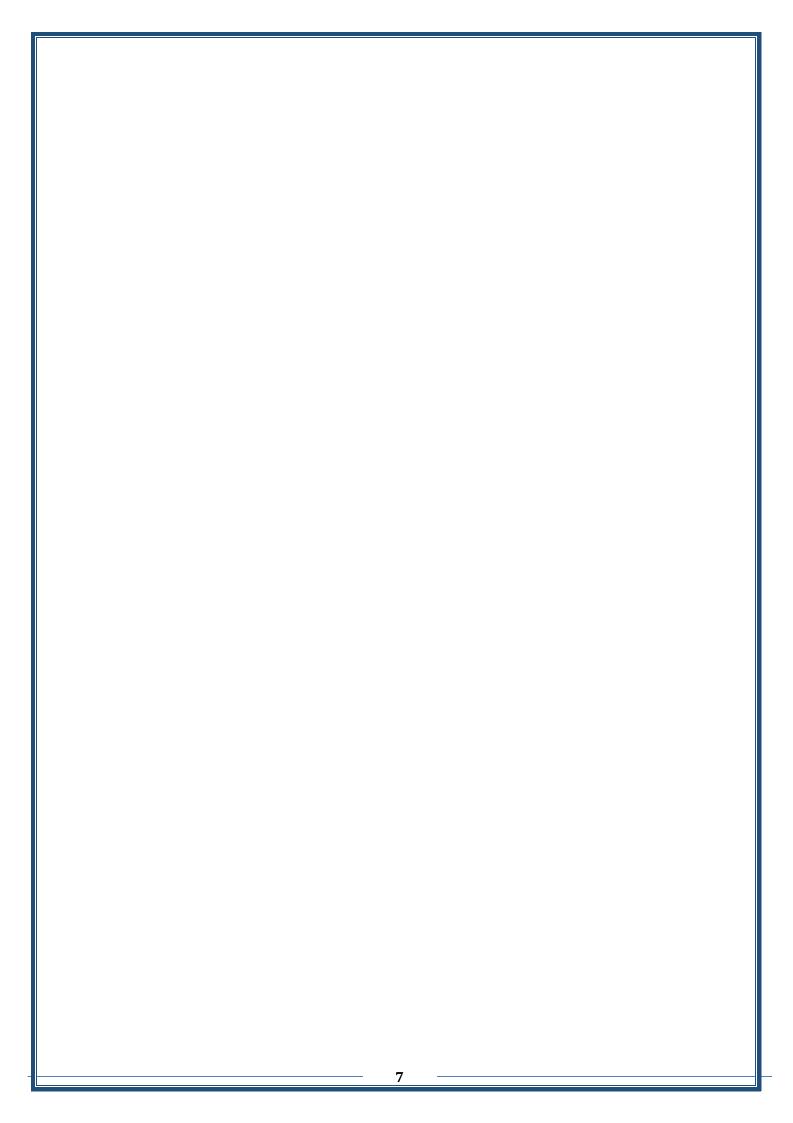
	Learning	subject		method
	Outcomes	name		
32 tot		Histo	Diction	Achieveme
32		of	And	tests.
weeks	Bachelo	ancie	interrogati	Monthly
includ	degree	Arab		And the
tests	Educati			quarterly
	(History			And finalit

# 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

3	
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	Al-Wajeez in the History of Ancie
(scientific journals, reports)	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	2024-2023 Ancient Arab theoretical practical civilization								
The Second			3						

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

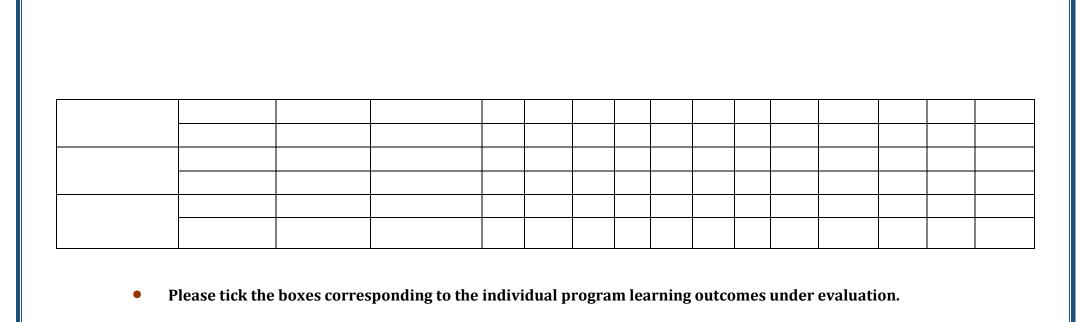
References and sources from books, research, studies and periodicals related to the history of ancieny Iraq, and various means of information from the Internet..

# 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															
							Req	uired	progr	am L	earnin	g outcon	ies		
Year/Level	•	Course Name	Name		Knowledge S			Skills			Ethics				
			optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	<b>B2</b>	В3	B4	C1	C2	С3	<b>C4</b>
The first		History of ancient Iraq	basic	- Th e stu de nt sho uld kn ow His tor y of anc ien	The stud ent sho uld expl ain the imp orta nce of the geo	Th e stu de nt sho uld put the na me s of the His	Th e st ud en t wi ll an al yz e th e hi	Th e stu de nt dra ws a ma p of the Ara b Pe nin	Th e stu de nt mu st cou nt the na me s of the cou	Th e st ud en t sh ou ld us e th e hi st	To dra w up a plan for the king dom s of nort her n Ara b or	The exam s	oral	edit oria l	The quart erly
				t	gra	tor	st	sul	ntr	ori	Mali				

				Ara b an d its mo st im por tan t kin gdo ms	phy of the Ara bian Peni nsul a	y of anc ien t Ara b Pe nin sul a on the ma p	ori cal so ur ce s in th e Ar ab Pe ni ns ul a	a	ies in the Ara b Pe nin sul a	cal atl as to id en tif y th e cit ies of th e Ar ab Pe ni ns ul a	k					
--	--	--	--	--	--	---	--	---	-------------------------------	--	---	--	--	--	--	--



# **Course Description Form**

		Learning	subject		method			
Week	Hours	Required	Unit or	Learning method	Evaluation			
10. Course Structure								
Lecture, discussion, and delivery using the interrogation method.								
	ing and	Learning Stra	ntegies					
0 Toachi	ing and		•	out urban landmarks in an	ncient Arab			
			forming students an lization	out the many achievemen	is of ancient Arab's			
				of the cultural value of and				
Sourse Objectiv	v 63			of the importance and dep	•			
8. Course Objective	-		nforming students al	pout the sources of ancien	t Arab history			
Email:								
		er Mahmood	smael (Pro.D	.0	·			
7. Cours	e adm	inistrator's na	ame (mention	all, if more than	one name)			
			,					
			otal) / Number	of Units (Total)				
	ble Atte udents	endance Form	S:					
	::20/3							
4. Descri	ption I	Preparation D	ate:					
Th	e secor	nd						
3. Semes	ster / Y	ear:						
2. Course	e Coue.							
2. Course								
	Iraq and Arab							
History of an								
1. Course	e Name	۵۰						

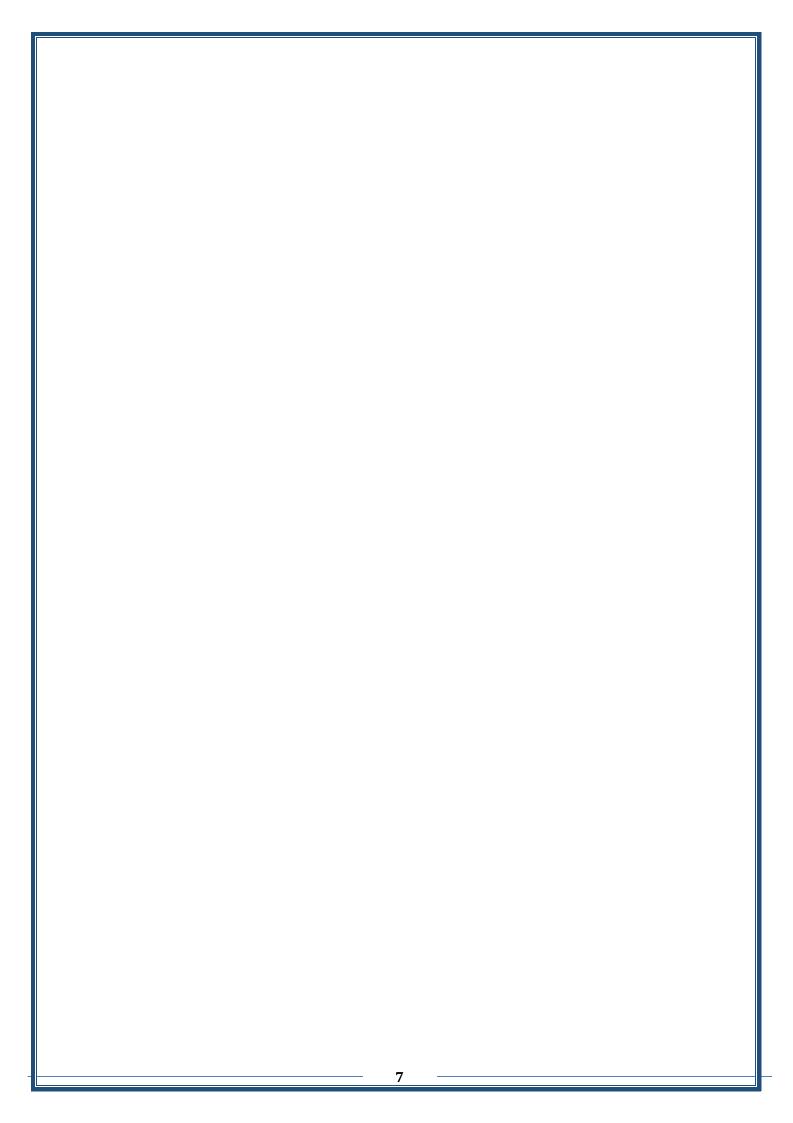
	Outcomes	name		
32 tot 32 weeks includ tests	Bachelo degree Educati (History	Arab	And interrogati	Achieveme tests. Monthly And the quarterly And finalit

# 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

o o	
Required textbooks (curricular books, if any)	Lectures on ancient history - An
,	Suleiman and Ahmed Al-Fatiyan
Main references (sources)	Introduction to the history of ancie
	civilizations - Taha Baqir
Recommended books and references	Al-Wajeez in the History of Ancie
(scientific journals, reports)	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	Numbe	Cred	Percenta	Review
Structure	r of	it	ge	s*
	Cours	hour		
	es	s		
Institution	4	1	40%	Option
Requireme				al
nts				
College				

Requireme		
nts		
Department		
Requireme		
nts		
Summer		
Training		
Other		

<sup>\*</sup> This can include notes whether the course is basic or optional.

7. Program Description									
Year/Leve Cours Course Credit Hours									
I	е	Name							
	Code								
2023_20		M.M.	theoretic	practic					
24		Ahmed	al	al					
		Mohame							

	d		
	Hussein		
		4	

# 1. Program Description

Year/Level	Course Code	Course Name	С	redit Hours
			theoretic	Practical
			al	

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 (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.

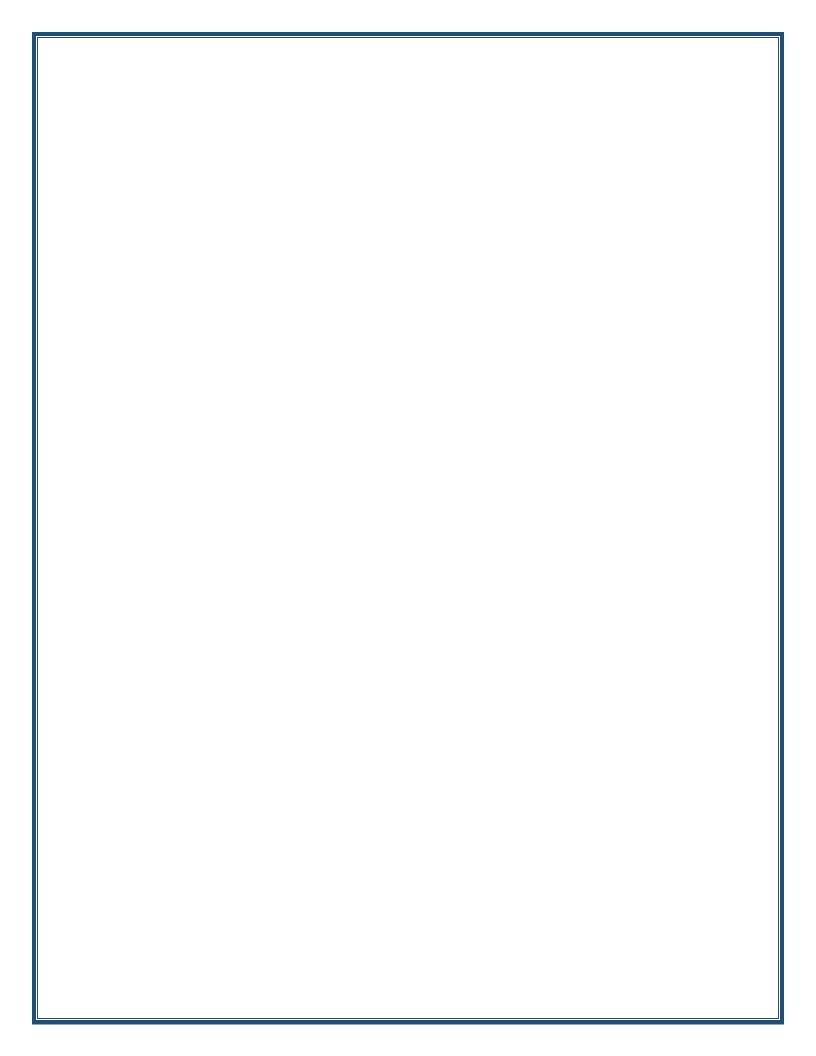
#### 6. Acceptance Criterion

(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/L	Cour	Cour	Basic	Kr	low	led	ge	Sk	ills			Ethi	ics		
evel	evel se se Code Nam e	or option al	<b>A 1</b>	A 2	<b>A 3</b>	A 4	<b>B</b> 1	B 2	B 3	B 4	C1	<b>C 2</b>	<b>C</b> 3	<b>C4</b>	
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. Abdul Hakim Tala Jaafar Mahdi
- 2. Course Code:
- 3. Semester / Year: 2023\_2024
- 4. Description Preparation Date 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						
Strate	<b>egy</b>	Teaching and learning program in general.	str				

# 2. Course Structure

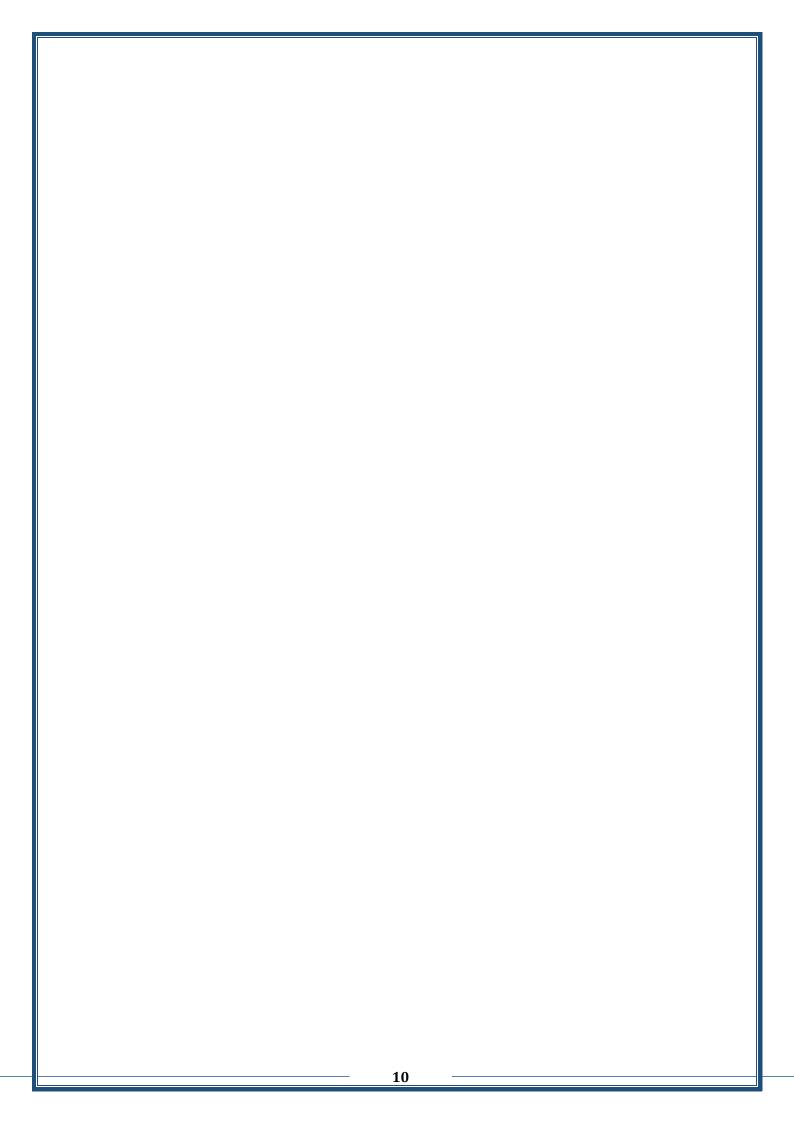
Week	Hours	Required	Unit or	
		Learning	subject n	am
		Outcomes		
The first week:	1		Baath	Pa
crime, its types			crime	<b>;</b>
and divisions				

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 villages 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 fifteeı drying of th marshes an forced migration

3. Course Evaluation					
Distributing the score out of 100 according to preparation, daily oral, monthly, or written exams					
4. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and reference	es				
(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	Specializ	ation	Special Requirements/Skills (if applicable)	Number of the teaching staff			
	General	Special		Staff	Lecturer		

-								
Professional Development								
Mentoring new faculty n	Mentoring new faculty members							
Briefly describes the proc	ess used	to mentor	new, visiting,	full-time,	, and part-time	faculty at the		
institution and department	t level.							
Professional developme	nt of fac	ulty memb	oers					
Briefly describe the acade	emic and	profession	al developme	nt plan ar	nd arrangemen	ts for faculty		
such as teaching and lear	rning stra	tegies, ass	essment of le	earning ou	itcomes, profes	ssional		
development, etc.								
6. Acceptance Criter								
O. Acceptance Criterion								
(Setting regulations rela		nrollment i	in the colleg	e or insti	tute, whether	central		
-		nrollment i	in the colleg	e or insti	tute, whether	central		
(Setting regulations rela	ted to er					central		
(Setting regulations rela	nt sour	ces of in	formation	about tl	ne program	central		
(Setting regulations related admission or others)  7. The most importa	nt sour	ces of in	formation	about tl	ne program	central		
(Setting regulations related admission or others)  7. The most importa	int sour	ces of in	formation	about tl	ne program	central		
(Setting regulations related admission or others)  7. The most importated State briefly the source	int sour	ces of in	formation	about tl	ne program	central		
(Setting regulations related admission or others)  7. The most importated State briefly the source	int sour	ces of in	formation	about tl	ne program	central		
(Setting regulations related admission or others)  7. The most importated State briefly the source	int sour	ces of in	formation	about tl	ne program	central		
(Setting regulations related admission or others)  7. The most importated State briefly the source	int sour	ces of in	formation	about tl	ne program	central		
(Setting regulations related admission or others)  7. The most importated State briefly the source	int sour	ces of in	formation	about tl	ne program	central		

Program Skills Outline														
			Required program Learning outcomes											
Course Code	Course Name	Basic or	Knov	vledge			Skills	\$			Ethics			
3040	1101110	optional	<b>A1</b>	A2	A3	<b>A4</b>	B1	B2	В3	B4	C1	C2	С3	C4
The second tow	Geography of the arab world	Basic												
	Code The	Code Name  The Geography second tow of the arab	Course Course Basic or optional  The Geography second tow of the arab	Course Course Name Basic or optional A1  The Geography second tow of the arab	Course Code Name Basic or optional A1 A2  The Geography second tow of the arab	Course Code Name Basic or Optional A1 A2 A3  The Geography second tow of the arab	Course Code Name Basic or optional A1 A2 A3 A4  The Geography second tow of the arab	Course Code Name Basic or optional A1 A2 A3 A4 B1  The Geography second tow of the arab Required Skills	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Course Code Name Basic or optional A1 A2 A3 A4 B1 B2 B3 B4  The Geography second tow of the arab	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Course Code Name Basic or optional Basic or Skills Ethics  A1 A2 A3 A4 B1 B2 B3 B4 C1 C2  The second tow of the arab Basic	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$

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

# **Course Description Form**

Week	Hours	Required	Unit or subject		Learning	Evaluation		
10. Course	Structu	ire						
implementing the program in general, with reports submitted studebts on the sudject								
Strategy	S	Strategies for t	eaching		_	•		
9. Teacl	hing and	d Learning Strateg	ies	30110013				
				Preparir	_	each in secondary		
				importa		and in the		
				underst	anding of servi	ces and their		
Course Objec	tives			Enabling	g students to o	btain knowledge and		
8. Cours								
	-	d tlala krma gmail.com						
		.gev.hum@uodiy	ala.edu.i	q				
		ninistrator's name b kamel taeh	e (mende	JII all, I	i iiioie liidii	one name)		
7 (200	100 0 d s	niniatrotoria nama	/manti	an all :	f mara than	ana nama)		
Tow		rout Hours (Total	) / Taulilo	01 01 0	mis (10tai)			
6 Numl	her of C	redit Hours (Total	) / Numb	er of U	nits (Total)			
5. Avail	able At	tendance Forms:						
1/10/2024								
4. Desc	ription	Preparation Date	:					
2023-2024	,							
3. Seme	ester / Y	ear:						
2. Gour	se dode	·•						
2. Course Code:								
1. Course Name:  Geography of the arab world								

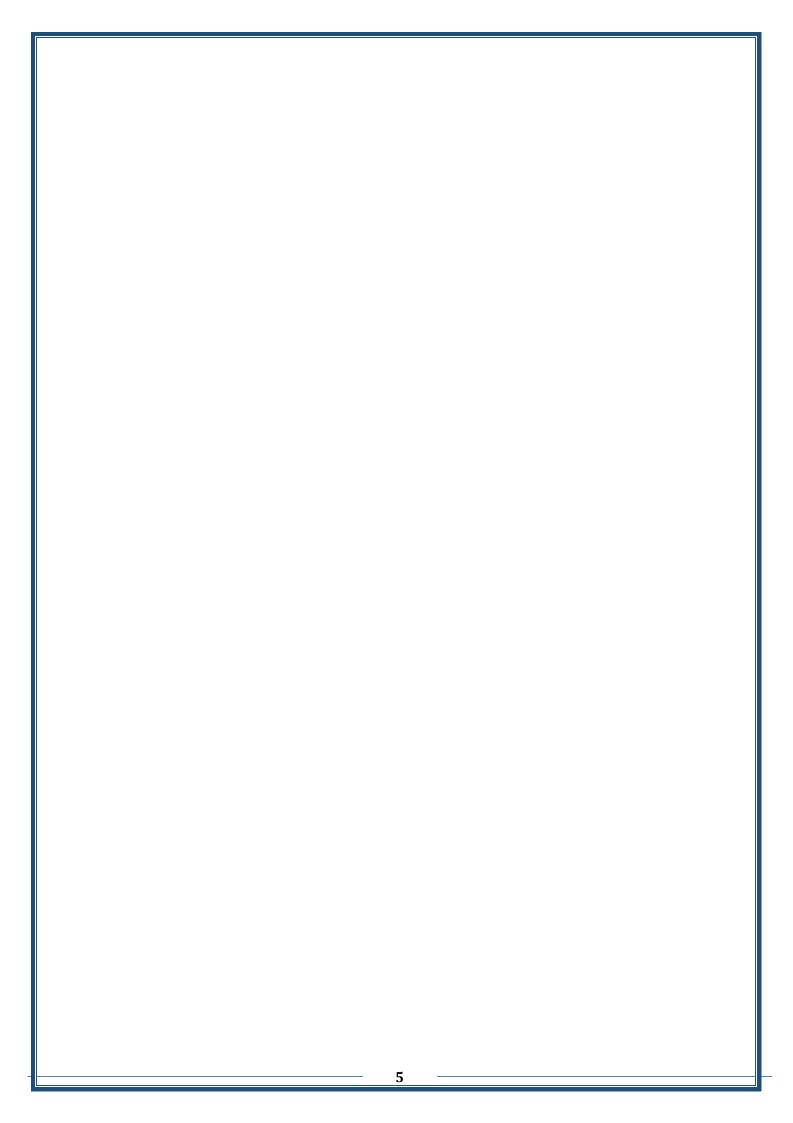
		Outcomes		
Lecti	To ho	The student Must be Familiar with the Sudject of services	Mode	Exam

## 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		Ancient world	theoretica					
phase		civilization	1					

2. Expected learning outcomes of the program						
Knowledge						
Learning Outcomes 1.	Learning Outcomes Statement 1.Developing the student's ability to					
Familiarize students with the	understand the importance of ancient civilizations and their impact					
civilizations of the ancient world	on humanity					
Skills						
Learning Outcomes 2. critical	Learning Outcomes Statement 2. After identifying the problem and					
thinking	analyzing the details of the situation, then formulating an effective					
	solution to the problems in the civilizations of the ancient world					
Learning Outcomes 3.	Learning Outcomes Statement 3. Many problems are not obvious					
Creativity in solving problems	and are addressed through inference after comparing them with					
	current civilizations					
Ethics						
Learning Outcomes 4.Ethical	Learning Outcomes Statement 4 Students must adhere to					
dilemmas	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	Learning Outcomes Statement 5. Encouraging honesty and integrity					
and professional competence	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				
	Genera I	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 Criterio	6.	Acce	ptance	Crite	rior
------------------------	----	------	--------	-------	------

(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	Knov	vledge			Skills	5			Ethics			
	Soute Nume	optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	B2	<b>B3</b>	B4	C1	C2	<b>C3</b>	C4	

		·					

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

# **Course Description Form**

1. (	Course	e Na	ame:								
Ancient	world	civ	vilizations								
2. 0	Course	e Co	ode:								
3. S	Semes	ter	/ Year:								
Annual	/ 202	3-2	2024								
4. I	4. Description Preparation Date:										
2024/3	2024/3/13										
5. A	Availa	ble	Attendance Forms	:							
	. Y 1		CO. P. H. H (Tr.	4.1\ / NI1 CII	4. (T.4.1)						
	Numbe 2 hour		Credit Hours (10	tal) / Number of Uni	ts (10tal)						
	. mour	3									
				me (mention all, if r	more than on	e name)					
_			ha hadi otaiwi								
1	imail:	<u>far</u>	<u>hidattawi@gmail</u>	<u>.com</u>							
8. 0	Course	e Ot	ojectives								
Course (	<ul> <li>8. Course Objectives</li> <li>1. Introducing students to ancient civilizations in Europe and Asia, such as Aegean civilization, Greece, and the Hittite civilization.</li> <li>Understanding the importance of ancient civilizations and their impact modern civilizations</li> <li>Developing national and national awareness through students' understand of the importance of development and civilization to create a sophistical civilization</li> </ul>										
9. T	eachi	ng a	and Learning Strat	egies							
Strategy			Method of deliv	very, interrogation a	and discussion	n					
10. Co	urse S	Stru	cture								
Week	Hours	F	Required Learning	Unit or subject	Learning	Evaluation					
		C	Outcomes	name	method	method					

Introducing stu- civilizations of I Knowledge of th civilization. Understanding	Bahraja and Gre e aspects of Hi	cient world civilizations	diction Questioning discussion, oral written testS	Oral and written tests					
the aspects Byzantine civiliz	of Roman		written tests						
11. Course Evaluation									
Distributing the score out or preparation, daily oral, mont		-	_	dent such as daily					
12. Learning and Teach	ning Resourc	es							
Required textbooks (curricular	books, if any)								
Main references (sources)		2- Abdul Latif Ahmed 3- Qahtan Abdul Satt	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						
		4- Many other source	4- Many other source <b>S</b>						
Recommended books a	nd reference	es							
(scientific journals, reports)									
Electronic References, Websit	es								

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	Learning Outcomes Statement 1
2-understanding and	
assimilation	
3. application	
4. analysis	
5. installation	
6-the calendar	
Skills	
1-the student should draw a	Learning Outcomes Statement 2
scheme by learning the teaching	
methods of the subject	
2-the student should submit a	
research paper	
1-the student should use the	Learning Outcomes Statement 3
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.	
Ethics	
1-to make the student write a	Learning Outcomes Statement 4
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-students should use their	
professors on how to extract	
the scientific material from its	
sources.	
1-the student should analyze	Learning Outcomes Statement 5
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	

# ${\bf 3. \ Teaching \ and \ Learning \ Strategies}$

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

			-

			Pr	ogram	Skills	Outl	ine									
							Requ	uired j	progra	am Le	earning	g outcon	ıes			
Year/Level	Course Code	Course Name	Basic or	Know	/ledge			Skills	Skills				Ethics			
		optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	B2	В3	<b>B4</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>		
The second		method of historical research	Basic	<b>✓</b>	✓	<b>√</b>	,	<b>✓</b>	✓	,	✓	<b>√</b>	<b>√</b>	✓	<b>√</b>	
				<b>✓</b>	✓	✓	`	✓	✓	,	✓	✓	✓	✓	✓	
				<b>✓</b>	✓	✓	`	<b>✓</b>	✓	,	✓	✓	<b>√</b>	✓	<b>√</b>	
				<b>✓</b>	✓	✓	,	<b>✓</b>	✓	,	✓	✓	✓	✓	✓	
				<b>✓</b>	✓	✓	,	<b>✓</b>	✓	,	✓	<b>√</b>	✓	✓	<b>√</b>	
				<b>✓</b>	✓	✓	,	<b>✓</b>	✓	,	✓	✓	✓	✓	<b>√</b>	
				<b>✓</b>	✓	✓	,	<b>✓</b>	✓	,	✓	✓	✓	✓	✓	
				<b>✓</b>	<b>√</b>	<b>✓</b>	`	<b>✓</b>	✓	•	✓	<b>√</b>	✓	✓	✓	

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

		Course I	Description	Form			
1. Course	Name:						
method of his	torical rese	earch					
2. Course	Code:						
2 C	1.77						
3. Semest 2024	ter / Year:						$\dashv$
	ntion Pren	aration Date:					
2024/3/20	<u> </u>						
5. Availal		nce Forms:					
Studen		Hours (Total) / N	umber of Uni	ts (Tota	1)		
6 Numbe	1 of Cicuit	110413 (10441) / 14	unioer or om	ts (10tt	11)		
6. Numbe							
2	e administ	rator's name (me	ention all if r	more th	nan one nam	ne)	
2 7. Course		rator's name (mo na Abdulkarim A		more th	nan one nam	ne)	
7. Course Name:	M.Dr. Ami		bdul Sattar	more th	nan one nam	ne)	
7. Course Name: Email:	M.Dr. Ami	na Abdulkarim A .hum@uodiyala.e	bdul Sattar	more th	nan one nam	ne)	
7. Course Name: Email:	M.Dr. Ami amina.hsv Objectives	na Abdulkarim A .hum@uodiyala.e	bdul Sattar			ne) t write a scientific	c rese
7. Course Name: Email:	M.Dr. Ami amina.hsv Objectives	na Abdulkarim A .hum@uodiyala.e	bdul Sattar	1-to m	nake the studen the research co	t write a scientific	
7. Course Name: Email:	M.Dr. Ami amina.hsv Objectives	na Abdulkarim A .hum@uodiyala.e	bdul Sattar	1-to m meets 2-the	nake the studen the research co	t write a scientific	
7. Course Name: Email:	M.Dr. Ami amina.hsv Objectives	na Abdulkarim A .hum@uodiyala.e	bdul Sattar	1-to m meets 2-the sequer	nake the studen the research co student should ntially .	t write a scientific	h sec
7. Course Name: Email:	M.Dr. Ami amina.hsv Objectives	na Abdulkarim A .hum@uodiyala.e	bdul Sattar	1-to m meets 2-the sequer 3-the 4-the	nake the studen the research co student should ntially . student learns l	t write a scientific onditions . learn the researc	h sec
7. Course Name: Email:  8. Course Course Objective	M.Dr. Ami amina.hsv Objectives	na Abdulkarim A .hum@uodiyala.e	bdul Sattar	1-to m meets 2-the sequer 3-the 4-the	nake the studen the research co student should ntially . student learns l	t write a scientific onditions . learn the researc how to write marg	h sec
7. Course Name: Email:  8. Course Course Objective	M.Dr. Ami amina.hsv Objectives	na Abdulkarim A .hum@uodiyala.e	bdul Sattar	1-to m meets 2-the sequer 3-the 4-the	nake the studen the research co student should ntially . student learns l	t write a scientific onditions . learn the researc how to write marg	h sec
7. Course Name: Email: 8. Course Course Objective  9. Teachin	M.Dr. Ami amina.hsv Objectives	na Abdulkarim A .hum@uodiyala.e	bdul Sattar edu.iq	1-to m meets 2-the sequen 3-the 4-the	nake the studen the research co student should ntially . student learns h student analyz cher relies on .	t write a scientific onditions . learn the researc how to write marg	h sec
7. Course Name: Email: 8. Course Course Objective  9. Teachin	M.Dr. Ami amina.hsv Objectives	na Abdulkarim A .hum@uodiyala.e	bdul Sattar edu.iq	1-to m meets 2-the sequen 3-the 4-the	nake the studen the research co student should ntially . student learns h student analyz cher relies on .	t write a scientific onditions . learn the researc how to write marg zes the sources	h sec
7. Course Name: Email: 8. Course Course Objective  9. Teachin	M.Dr. Ami amina.hsv Objectives es	na Abdulkarim A .hum@uodiyala.e	bdul Sattar edu.iq	1-to m meets 2-the sequen 3-the 4-the	nake the studen the research co student should ntially . student learns h student analyz cher relies on .	t write a scientific onditions . learn the researc how to write marg zes the sources	h sec
7. Course Name: Email: 8. Course Course Objectiv  9. Teachin	M.Dr. Ami amina.hsv Objectives es	na Abdulkarim A .hum@uodiyala.e	bdul Sattar edu.iq	1-to m meets 2-the sequer 3-the 4-the research	nake the studen the research co student should ntially . student learns h student analyz cher relies on .	t write a scientific onditions . learn the researc how to write marg zes the sources	h sec

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32 total	1 :	Bachelo	Historical	Lecture,	Monthl; ,
32 wee	each	degree	research	discussio	1 5
are	divisi	educati	methodolo		and fin
guarante		(history		questioni	
by tests	two				tests
	units				
11. Course E	valuation				
	_		_	_	dent such as dily
preparation, daily 60 grades for fina		, written exams a	and reports 40 gra	ades for quarterly a	and daily exams and
12. Learning		n Dosouroes			
			D	1: di. 1: (m. di. 1:1	· · · · · · · · · · · · · · · · · · ·
Required textbook	s (curricular bo	oks, if any)	Kequir	red textbooks (methodolo	ogy if any )
Main references (s	sources)		Main r	references (sources)	
Recommended bo	oks and refere	nces (scientific jou	แบดเอ. เ		ces that are recomm ndec
reports)		·	journa	ls, reports)	

Electronic References, Websites

Electronic references, Internet sites

1. Program De	escription			
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	Learning Outcomes Statement 1
2-understanding and	
assimilation	
3. application	
4. analysis	
5. installation	
6-the calendar	
Skills	
1-the student should draw a	Learning Outcomes Statement 2
scheme by learning the teaching	
methods of the subject	
2-the student should submit a	
research paper	
1-the student should use the	Learning Outcomes Statement 3
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.	
Ethics	
1-to make the student write a	Learning Outcomes Statement 4
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-students should use their	
professors on how to extract	
the scientific material from its	
sources.	
1-the student should analyze	Learning Outcomes Statement 5
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	

# 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

			-

			Pr	ogram	Skills	Outl	ine								
							Requ	uired j	progra	am Le	earning	g outcon	ıes		
Year/Level	Course Code	Course Name	Basic or	Know	/ledge			Skills				Ethics			
			optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	B2	В3	<b>B4</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>
The second		method of historical research	Basic	<b>✓</b>	✓	<b>√</b>	,	<b>✓</b>	✓	,	✓	<b>√</b>	<b>√</b>	✓	<b>√</b>
				<b>✓</b>	✓	✓	`	✓	✓	,	✓	✓	✓	✓	✓
				<b>✓</b>	✓	✓	`	<b>✓</b>	✓	,	✓	✓	<b>√</b>	✓	<b>√</b>
				<b>✓</b>	✓	✓	,	<b>✓</b>	✓	,	✓	✓	✓	✓	✓
				<b>✓</b>	✓	✓	,	<b>✓</b>	✓	,	✓	<b>√</b>	✓	✓	<b>√</b>
				<b>✓</b>	✓	✓	,	<b>✓</b>	✓	,	✓	✓	✓	✓	<b>√</b>
				<b>✓</b>	✓	✓	,	<b>✓</b>	✓	,	✓	✓	✓	✓	✓
				<b>✓</b>	<b>√</b>	<b>✓</b>	`	<b>✓</b>	✓	•	✓	<b>√</b>	✓	✓	✓

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

		Course I	Description 1	Form			
1. Cour	se Name:						
method of h	nistorical rese	arch					
2. Cour	se Code:						
3. Seme	ester / Year:						
2024	•						
4. Desc	ription Prepa	aration Date:					
5. Avail	lable Attenda	nce Forms:					
Stud	ents						
6. Num	ber of Credit	Hours (Total) / No	umber of Units	(Total)			
2024/3/31	[						
		rator's name (me	ention all, if m	ore tha	n one nar	ne)	
a.p.d.ghuso ghusoon.hs	oon abed Sale s.hum@uodiv						
	minum acan	y aia.cuu.iq					
		- -					
8. Cours	se Objectives	- -		1_to ma	ra tha studar	nt write a scient	ific rese
	se Objectives	- -			ce the studer	nt write a scient	ific rese II
8. Cours	se Objectives	- -		meets th	e research c		
8. Cours	se Objectives	- -		meets th	e research could	onditions .	
8. Cours	se Objectives	- -		meets th 2-the str sequenti 3-the str	e research could udent should ally . udent learns	onditions . learn the resea how to write ma	arch sec o
8. Cours	se Objectives	- -		meets th 2-the sto sequenti 3-the sto 4-the sto	e research co udent should ally . udent learns udent analy	onditions .  learn the resea  how to write ma	arch sec o
8. Course Object	se Objectives			meets th 2-the sto sequenti 3-the sto 4-the sto	e research could udent should ally . udent learns	onditions .  learn the resea  how to write ma	arch sec o
8. Course Object  9. Teac	se Objectives	- -		meets th 2-the sto sequenti 3-the sto 4-the sto	e research co udent should ally . udent learns udent analy	onditions .  learn the resea  how to write ma	arch sec o
8. Course Object	se Objectives	rning Strategies	scussion and	meets th 2-the str sequenti 3-the str 4-the str	e research could ally .  udent learns udent analy er relies on .	onditions .  learn the resea  how to write ma	argins .
8. Course Object  9. Teac	se Objectives	rning Strategies	scussion and	meets th 2-the str sequenti 3-the str 4-the str	e research could ally .  udent learns udent analy er relies on .	onditions .  learn the resea  how to write ma	argins .
8. Course Object  9. Teac	se Objectives	rning Strategies	scussion and	meets th 2-the str sequenti 3-the str 4-the str	e research could ally .  udent learns udent analy er relies on .	onditions .  learn the resea  how to write ma	argins .
8. Course Object  9. Teact Strategy	se Objectives	rning Strategies	scussion and	meets th 2-the str sequenti 3-the str 4-the str research	e research could ally .  udent learns udent analy er relies on .	nonditions .  learn the research how to write mazes the source rrogation sty	argins .
8. Course Course Object  9. Teac Strategy	se Objectives tives hing and Lea	rning Strategies  Lecture, di		meets th 2-the str sequenti 3-the str 4-the str research delivery	e research could ally .  udent learns udent analy er relies on .	nonditions .  learn the research how to write mazes the source rrogation sty	argins. es that

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32 total	1 :	Bachelo	Historical	Lecture,	Monthl; ,
32 wee		degree	research	discussio	1 5
are	divisi	educatio	methodolo		and fin
guarante		(history		questioni	
by tests	two units				tests
	ullits				
11. Course E	valuation				
	_		_	_	dent such as daily
preparation, daily 60 grades for fina	•	y, written exams a	and reports 40 gra	ades for quarterly a	and daily exams and
12. Learning		n Resources			
			Paguir	red textbooks (methodolo	ogy if any )
Required textbook	s (curricular bo	oks, if any)	1		ogy II any )
Main references (s	sources)		Main r	references (sources)	
Recommended bo	oks and refere	nces (scientific jou	แบดเอ. เ	and supporting referentls, reports)	ces that are recomm ndec
reports)			Journa	is, 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	Specializ	ation	Special Requirements/Skills (if applicable)	Number of the teaching staff			
	General	Special		Staff	Lecturer		

-								
Professional Dev	velopme	nt						
Mentoring new fact	ulty memb	oers						
Briefly describes the	e process u	used to m	entor	new, visiting,	full-time,	and part-time	faculty at the	
institution and depar	rtment leve	el.						
Professional develo	lopment of	f faculty i	memb	ers				
Briefly describe the	academic a	and profe	essiona	al developme	nt plan ar	nd arrangemen	ts for faculty	
such as teaching an	nd learning	strategies	s, ass	essment of le	earning ou	tcomes, profes	ssional	
development, etc.								
6. Acceptance (	Criterion							
-	6. Acceptance Criterion							
/Setting regulations	s related t	n enrolln	nent i	n the college	e or insti	tute whether	central	
(Setting regulations		to enrolln	nent i	n the college	e or insti	tute, whether	central	
(Setting regulations admission or other		to enrolln	ment i	n the colleg	e or insti	tute, whether	central	
,		to enrolln	ment i	n the college	e or insti	tute, whether	central	
,		to enrolln	ment i	n the college	e or insti	tute, whether	central	
admission or other	rs)						central	
7. The most imp	rs) portant s	ources	of in	formation	about th	ne program	central	
admission or other	rs) portant s	ources	of in	formation	about th	ne program	central	
7. The most imp	rs) portant s	ources	of in	formation	about th	ne program	central	
7. The most imp	rs) portant s	ources	of in	formation	about th	ne program	central	
7. The most important of the state briefly the state of t	portant s	ources of informa	<b>of in</b> ation	formation	about th	ne program	central	
7. The most imp	portant s	ources of informa	<b>of in</b> ation	formation	about th	ne program	central	
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7. The most important of the state briefly the state of t	portant s	ources of informa	<b>of in</b> ation	formation	about th	ne program	central	
7. The most important of the state briefly the state of t	portant s	ources of informa	<b>of in</b> ation	formation	about th	ne program	central	

Program Skills Outline															
	Required program Learning outcomes														
Year/Level	Course Course Code Name		Basic or	Knov	Knowledge			Skills			Ethics				
		optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	B2	В3	B4	C1	<b>C2</b>	С3	<b>C4</b>	
Fourth 2023- 2024			Basic	1	1	1	1	1	1	1	1	1	1	1	<b>V</b>

• 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 <u>ALDLUME1984@GMAIL.COM</u>

### 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		ing	method
		Outcomes		meth	
				od	
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	2 hours every week		The concept of educational administration 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	-The lecture, - the interrog ation	The daily and monthly exams Reports related to the subject matter
29 30			Types of educational supervision		

#### 11. Course Evaluation

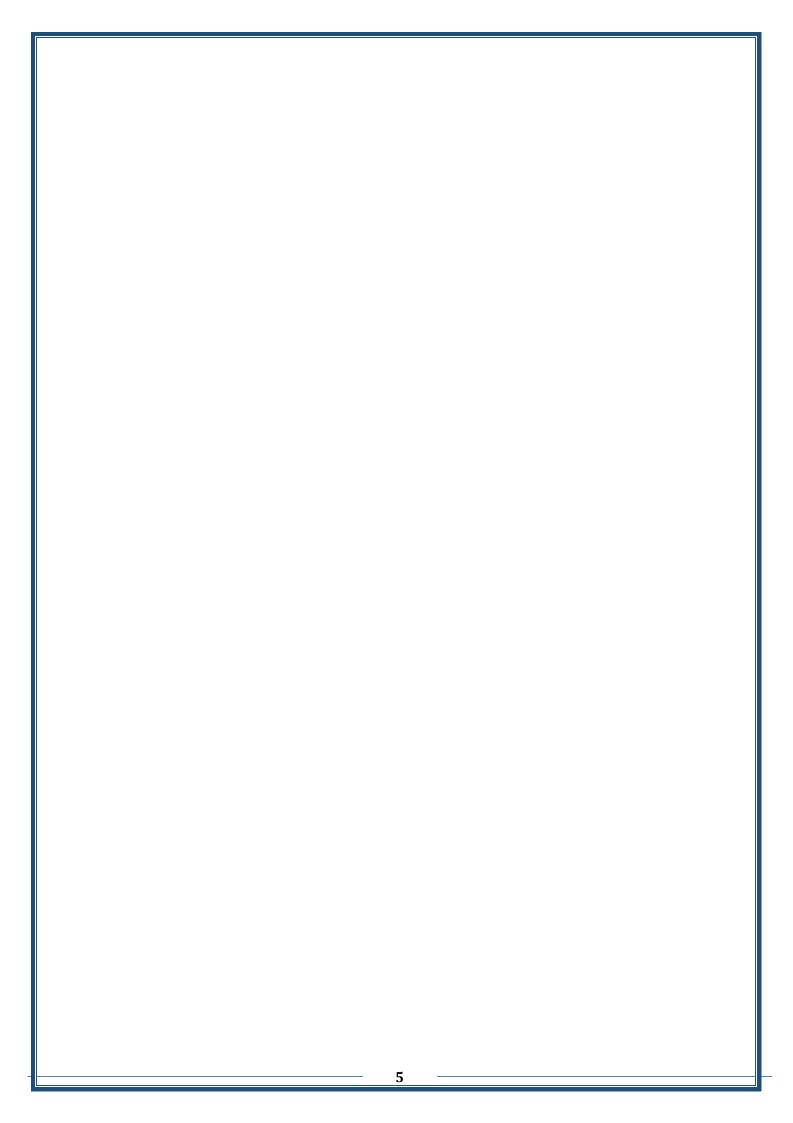
The written test

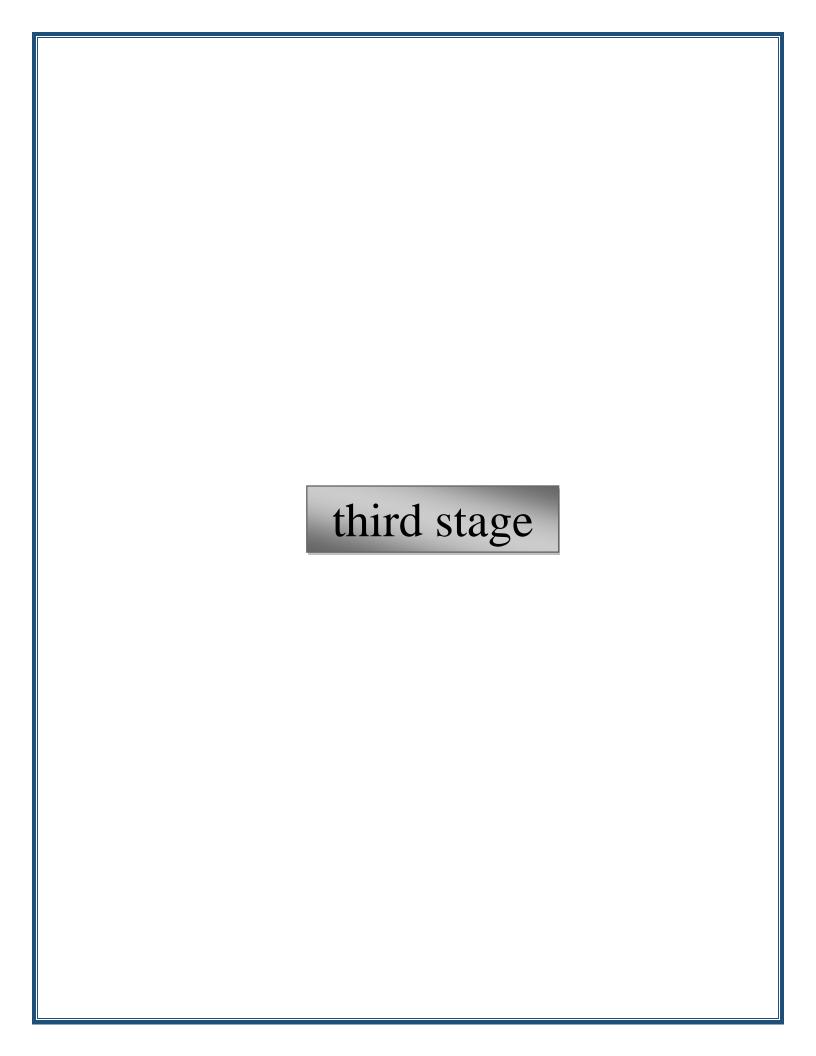
- The student's daily participation by answering classroom questions related to the lecture topic.
- Completing reports related to the subject by the student to encourage research and learn how to extract information from various reliable sources.

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					





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

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

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	F		Special Requirements (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.

			Pro	ogram	Skills	Outl	ine									
					Required program Learning outcomes											
Year/Level	Course Code	Course Name	ne Zuoio oi		vledge			Skills	<b>3</b>			Ethics				
			optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	B2	<b>B3</b>	<b>B4</b>	<b>C1</b>	C2	С3	<b>C4</b>	
Semester/202 4		History of Arab- Islamic civilizatio n	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. 9	Semeste	er / Year:										
	2024											
4. 1	4. Description Preparation Date:											
-	- 3- 2024											
5. 4	Availabl	e Attendance Forms	:									
t	heoreti	cal										
6. I	Number	of Credit Hours (To	tal) / Number of Uni	ts (Total)								
3	hours -	3 units										
7. (	Course	administrator's na	me (mention all, if r	more than on	e name)							
I	Name: <b>s</b>	amaher mohi mosa	aa									
]	Email: n	nalik.ge.hum@uodi	yala.edu.iq									
8. (	Course	Objectives										
Course	Objective	s	•	••••								
			•									
			•									
9	Γeachin	g and Learning Strat	egies									
Strategy												
10. Co	ourse St	ructure										
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation							
		Outcomes	name	method	method							
		2 3.00 3										

11. (	Course I	Evaluatio	n							
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.	_earning	and Tea	aching Res	sources						
Require	d textboo	ks (curricu	ılar books, if	any)						
Main ref	erences (	(sources)								
Recomn	nended	books	and ref	erences						
(scientif	(scientific journals, reports)									
Electron	ic Refere	nces, Wel	osites							

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

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

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	Specializ	ation	Special Requirements (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

			Р	rogram	Skills	Outl	ine								
				Required program Learning outcomes											
Year/Level	Course Course Code Nam		Basic or	Knov	wledge			Skills				Ethics	Ethics		
			optional	A1	A2	<b>A3</b>	<b>A4</b>	B1	B2	В3	B4	<b>C1</b>	<b>C2</b>	С3	C4
Year 2023/2024		Moderniza tion in contempo rary 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)

1.	^	O		C1	4.	
	()	L.OL	ırse	STri	ICIL	ıre

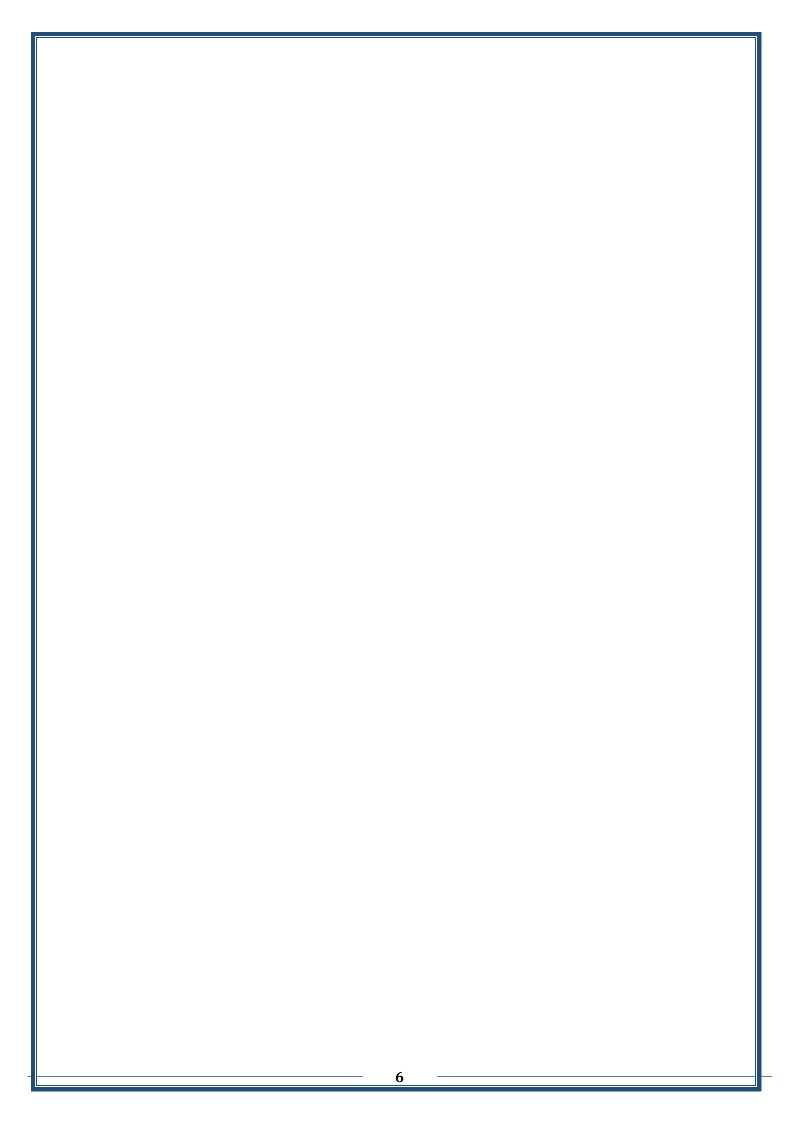
Week	Hours	Required	Unit or subject name	Learning	Evaluation
		Learning		method	method
		Outcomes			
week	2	Preparing teachers	The concept of modernization and problems Modernization in the Ottoman Empire Modernization experience in Türk The Iranian modernization experience Modernization experience in 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	Diyala Journal for Humanitarian Research				
(	Journal of Studies in History and Archeology				
(scientific journals, reports)	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	1	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						

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	

Mod	dern and His	story of		Staff member	
cont	temporary As	sia			
histo	ory				

### **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

developments of the era for the purpose of preparing the student professionally, educationally, and psychologically correctly.				

Program Skills Outline															
	Required program Learning outcomes														
Code Name		Basic or	Knowledge			Skills			Ethics	Ethics					
	option		optional	A1	<b>A2</b>	<b>A3</b>	<b>A4</b>	B1	B2	В3	<b>B4</b>	C1	<b>C2</b>	<b>C3</b>	<b>C4</b>
2023-2024		History of Asia	Basic	1	1	1	1	1	1	1	1	1	1	1	1
				√	1	1	1	1	<b>V</b>	1	1	1	√	1	1
				√	1	1	1	1	1	1	1	1	1	1	1
				1	1	1	1	1	1	<b>V</b>	1	1	1	1	1
				√	1	1	1	1	1	1	1	1	1	1	1
				√	1	1	<b>V</b>	1	1	<b>V</b>	1	1	1	1	<b>V</b>
				√	1	1	<b>V</b>	1	1	<b>V</b>	1	1	1	1	1
				1	1	1	1	1	1	1	1	1	1	1	1

• 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	<u>e)</u>
NAME :Asisstant .Prof Hussien Jabber Abdulla	<i>,</i>
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	
	•

Strategy

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

#### 10. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method
32 weeks, including exams.	2 hours et 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

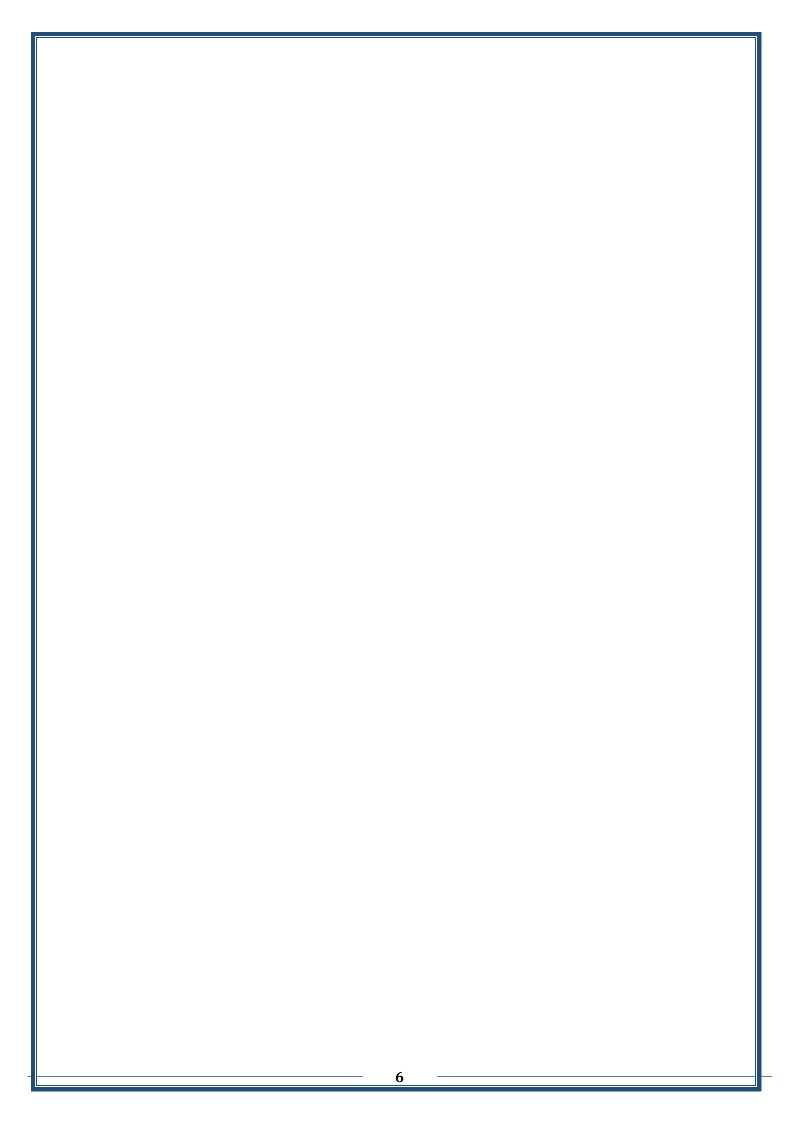
#### 11. Course Evaluation

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



1. Program Description							
Year/Level Course Code Course Name Credit Hours							
year		World history	theoretical	practical			
			3				

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

## ${\bf 3. \ Teaching \ and \ Learning \ Strategies}$

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	Specializ	ation	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														
				Req	uired	progr	am Le	earnin	g outcon	ies					
Year/Level	Course Cours Code Name	200.00.		Knowledge			Skills			Ethics					
			optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	B2	В3	B4	C1	<b>C2</b>	С3	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:						
Recen	ıt asai	History						
2. Course Code:								
3. 9	Semeste	er / Year:						
Year								
4. ]	Descrip	tion Preparation Da	ite:					
March	2024	-						
5. 4	Availab	le Attendance Forms	:					
]	Daily							
			tal) / Number of Uni					
	Γhe hou	ırs are 45 hours and	d the number of unit	ts is 45 units				
7. (	Course	administrator's nai	me (mention all, if r	more than on	e name)			
1	Name:		,		,			
]	Email:							
8. 0	Course	Objectives						
Course	Objective	s Knowing and und	erstandi •	••••				
the his	tory of	the world	•					
			•	••••				
9.	Γeachin <sub>s</sub>	g and Learning Strat	egies					
Strategy	Strategy  (Lecture method, interrogation, discussion, informati processing, investigation)							
10. Co	urse St	ructure						
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation			
		Outcomes	name	method	method			
week	2	Add master	Subject	Lecture a	Examination			
			vocabulary	interrogation				

11. (	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.	12. Learning and Teaching Resources								
Require	d textboo	ks (curricu	ılar books, if	any)					
Main ref	ferences (	(sources)							
Recomm	Recommended books and references								
(scientif	(scientific journals, reports)								
Electron	ic Refere	nces, Wel	osites						

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

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

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	·		Special Requirements (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														
					Requ	uired	progr	am Lo	earnin	g outcon	ies				
Year/Level Course Course Code Name				vledge			Skills				Ethics	Ethics			
		optiona	optional	A1	A2	A3	<b>A4</b>	B1	B2	В3	B4	C1	C2	С3	<b>C4</b>
Semester/202 4		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. ]	Descrip	tion Preparation Da	ate:						
-	- 3-2	024							
5	Availab	le Attendance Forms	:						
1	theoret	ical							
6. ]	Numbei	of Credit Hours (To	tal) / Number of Uni	ts (Total)					
	3 hours	- 3 units							
7. (	Course	administrator's na	me (mention all, if	more than on	e name)				
	Name <b>r</b>	naha abdalrahman	<b>hasen</b> Email: malik.	ge.hum@uod	iyala.edu.iq				
8. (	Course	Objectives							
Course	Objective	es	•	••••					
			•						
			•						
9.	Teachin	g and Learning Strat	tegies						
Strategy	,								
10.0									
10. Co	ourse S	tructure		I	I				
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation				
		Outcomes	name	method	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-	theoretical	practical					
		Islamic civilization							
			3 hours						

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

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			Special Requirements (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.

			Pro	ogram	Skills	Outl	ine								
					Required program Learning outcomes										
Year/Level	Course Course Code Name	Basic or	Knov	Knowledge			Skills				Ethics				
		optional	A1	A2	A3	<b>A4</b>	B1	B2	В3	B4	C1	C2	С3	<b>C4</b>	
Semester/202 4		History of Arab- Islamic abasse	Basic												

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

## **Course Description Form**

1. (	Course I	Name:								
History	of Arab	-Islamic civilization								
2. (	Course (	Code:								
_										
3. 9	Semeste	er / Year:								
	2024									
4. ]	Descript	tion Preparation Da	ite:							
-	- 3- 2024									
5. 4	Availabl	e Attendance Forms	•							
•	Γheoret	ical								
6. I	Number	of Credit Hours (To	tal) / Number of Uni	ts (Total)						
3	3 hours -	3 units								
7. (	Course	administrator's nai	me (mention all, if r	more than on	e name)					
]	Name Dr	.Bashaer hadi Hassan rizg	Email: <u>bashair.hs.h</u> ı	ım@uodiyala	<u>.edu.iq</u>					
8. 0	Course (	Objectives								
Course	Objectives	5	•							
			•	•						
			•	••••						
9.	Γeaching	g and Learning Strat	egies							
Strategy	,									
10. Co	ourse St	ructure								
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation					
		Outcomes	name	method	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	theoretical	practical					
		Iraq							
			2						

Z. Expedica learning	outcomes of the program
Knowledge	Learning Outcomes
1- Remembering	1. **Knowledge and Understanding of Linguistic Rules and
2- Understanding and	Statement of learning outcomes 1
comprehending	
3- Application	
4- Analysis	
5- Installation	
6- Evaluation	
Skills	Learning Outcomes
1- Achievement tests.	Statement of learning outcomes 2
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	

The student should use the	Statement of learning outcomes 3
historical atlas to identify similar	
cities	
Ethics	Learning Outcomes
1- Achievement tests.	Statement of learning outcomes 4
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	
Tests: A- Oral, B- Written, C-	Statement of learning outcomes 5
Daily, monthly and quarterly.	

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	'		Special requirements any)	/skills (if	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

professional	ly, educationally	and psych	ologically.		
•		. ,	0 ,		

			Pro	gram	Skills	Outl	ine								
Required program Learning outcomes															
Year/Level	Level Course Course Name Code	Basic or optional	Knov	vledge			Skills	3			Ethics				
		ориона	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>C1</b>	C2	<b>C</b> 3	C4	
First		Modern History of Iraq	Basic	For the stude nt to know the influ entia l event s and pers onali ties in the mode rn histo ry of Iraq	The stude nt explai ns the impor tance of the events and their causes and identifies some of the result s in the moder n histor y of	- The stude nt shoul d put the name s of histo rical figur es, inclu ding gove rnors and other s, who contribute d to the	The stud ent sho uld anal yze hist oric al sou rces , esp ecia lly thos e rela ted to the hist ory	The stude nt will draw a map of Iraq and ident ify the most impo rtant road s follo wed by the first and	The stude nt shoul d list the name s of the coun tries surro undi ng Iraq and the most impo rtant relati ons that linke	The stud ent sho uld use the hist oric al atla s to ide ntif y the mos t imp orta nt Iraq i citie	To draw up a plan for the move ments of the Iraqi tribes and their locatio ns, and explai n the reason s for those tribal move ments	the exa ms	Oral	Edit oria l	Edito rial

			Iraq	devel opme nt of Iraqi socie ty	of Iraq the talk	seco nd Otto man camp aigns , and show the locati ons of Nade r Shah in Mosu l.	d them , as well as the influ ence s *	s and bibl ical regi ons					
	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 Nam	
Modern History of I	raq
2. Course Code	e:
3. Semester / Y	Year:
2023-2024	
4. Description	Preparation Date:
25/3/2023	
5. Available At	tendance Forms:
6. Number of C	redit Hours (Total) / Number of Units (Total)
_	ninistrator's name (mention all, if more than one name)
	tant Prof. Qahtan Ahmed Farhood (Ph.D.)
	ns.hum@uodiyala.edu.iq
0.0	··
8. Course Object	
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
	bectare, albeadsion, and presentation using the interrogati

method.

#### 10. Course Structure

Week	Ho ur s	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 Modern history of Iraq ( Muhammad Asfour Salman) any) (Enas Saadi, Modern History of Iraq 1258-1918/Khalil Main references (sources) 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 (Scientific journals, reports on modern Iraq topics ) references (scientific journals, reports...) Internet sites specialized in the history of Iraq, such as films Electronic References, Websites Documentaries, YouTube, etc

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

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

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	R (i		Special Requirements (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

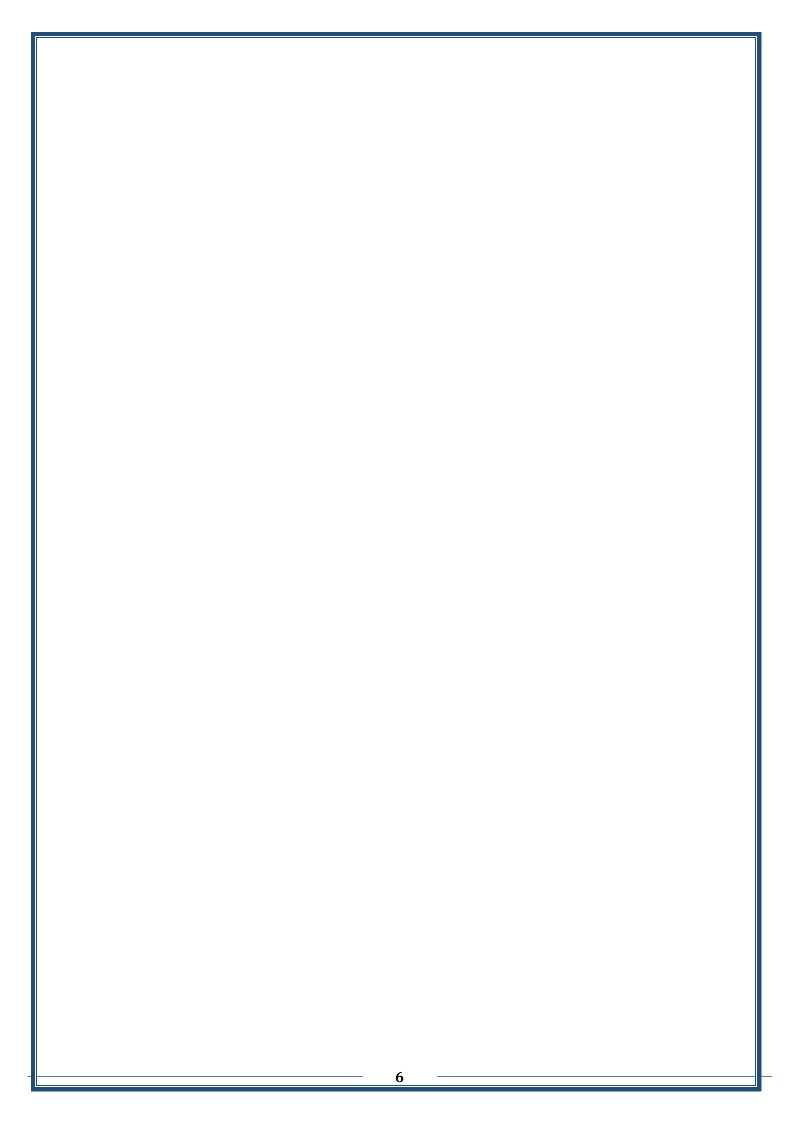
	Program Skills Outline																	
				Required program Learning outcomes														
Year/Level	Course Code	Code Name optional	Knov	vledge			Skills	<b>5</b>			Ethics							
							optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	B2	<b>B3</b>	<b>B4</b>	<b>C1</b>	C2	С3
year		History of Europe in the nineteent h 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 . Students learned about of Europe in the nineteenth century factors that led to the causes the French Revolution and impact on European countries То give students understanding of the extent which the results of revolutions affected Europe countries.... 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 interrogation	
Distribu daily pr	iting the		ording to the tasks as or written exams, repo ources		cudent such as
Required	d textbool	ks (curricular books, if a	Hosni	mmad Qasim , the history o enth century	
Main ref	erences (	sources)			
Recomm	nended	books and refer	rences		
(scientifi	c journals	s, reports)			
Electron	ic Refere	nces, Websites	Variou (Goog	ıs commuı le, YouTube)	



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							

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	5. Faculty												
Faculty Members													
Academic Rank	Specializ	ation	Special Requirements/Skills (if applicable)	Number of the	teaching staff								
	General	Special		Staff	Lecturer								

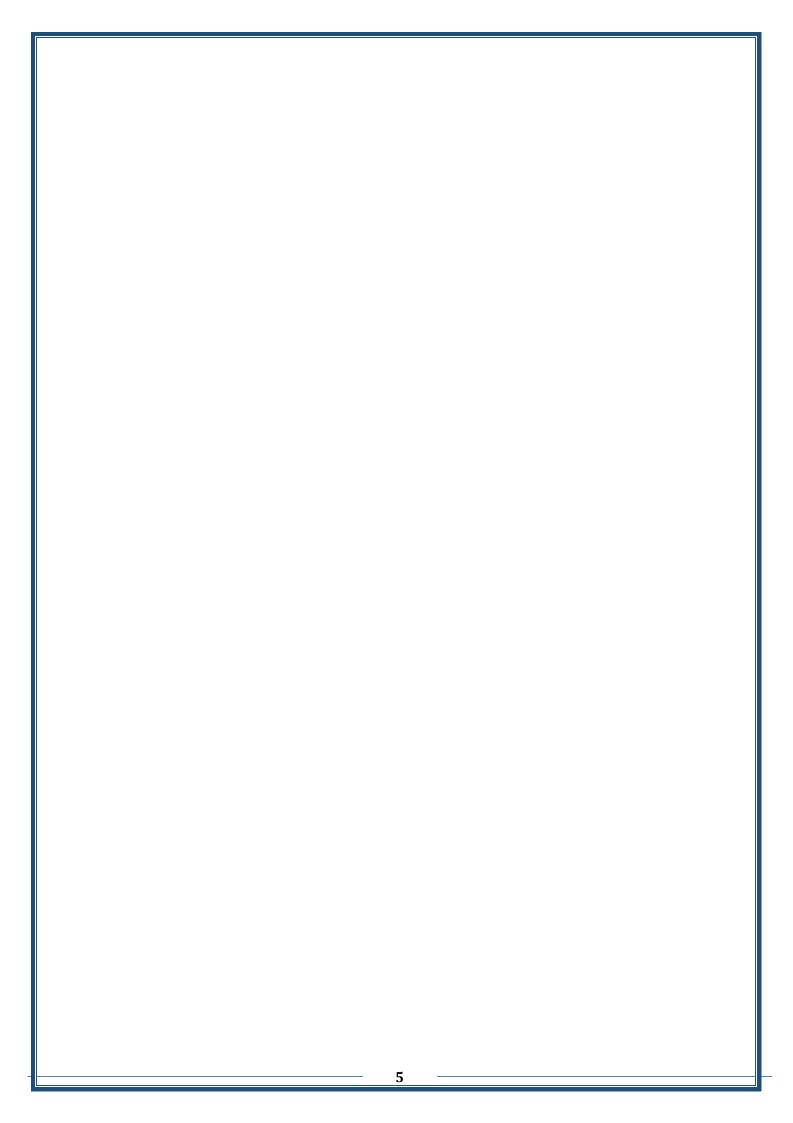
Professional Development	
Mentoring new faculty members	
Briefly describes the process used to mentor new, visiting, full-time, and part-ti	ime faculty at the
institution and department level.	ine labelity at the
Professional development of faculty members	
Briefly describe the academic and professional development plan and arrangem	nents for faculty
such as teaching and learning strategies, assessment of learning outcomes, pro-	-
development, etc.	
· '	
6. Acceptance Criterion	
(Setting regulations related to enrollment in the college or institute, wheth	er central
admission or others)	
7. The most important sources of information about the progra	m
7. The most important sources of information about the program.  State briefly the sources of information about the program.	m
	m
	m
	m
	m
State briefly the sources of information about the program.	m
State briefly the sources of information about the program.	m
State briefly the sources of information about the program.	m
State briefly the sources of information about the program.	m
State briefly the sources of information about the program.	m

Program Skills Outline															
			Required program Learning outcomes												
Year/Level Course Code	Course Basic or Optional		Knowledge			Skills				Ethics	Ethics				
		optional	<b>A1</b>	A2	<b>A3</b>	A4	B1	B2	В3	B4	C1	<b>C2</b>	С3	C4	
Three stag 2023/2024		Geograph y of Iraq		-	-	-	-	-	-	-	-				

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

	Course Descriptio	n Form	
1. Course Name:			
Geography of Iraq			
2. Course Code:			
3. Semester / Year:			
2023/2024			
4. Description Preparation I	Date:		
1/10/2023			
5. Available Attendance Form	ns:		
6. Number of Credit Hours (T	Cotal) / Number of Un	its (Total)	
8 hours /8 unite			
7. Course administrator's n	ame (mention all, if	more than	one name)
Name: Ahmed Talal Akrm			
Email: tlalakrma@gmail.c	cim		
8. Course Objectives			
Course Objectives		•	Introducing stunts to the
		•	Importance of Iraq's
		•	geography
		•	Introducing him to
			economic . Importance of Introducing him to
			Importance of water resiu
			Iraq
		•	
		•	
9. Teaching and Learning Str	ategies		
Strategy	Delivering led topic	ctures. Stud	ents preparing reports on
10. Course Structure			

Week		Required Learn	ing	Unit or	Learning m	ethod	Evaluation	ne
	o	Outcomes		subject	ct			
	u			name				
	r							
	s							
One 8ho	ur	For the	Geograp	hy Le	cture	N	Ionth	Г
ru		Student	Of Iraq's		ideo		Exam	
er		To be		present	ation		Daily	
k		Familiar				Assignm		
		With the				Attend	ıdent	
		Concepts Related				Attend	And	
		To the				1	Their	
		Geograph				Particip		
		Of iraq					In	
						lec	tures	
11. Course Evaluat	tion	,		1		-		
istributing the score o				assigned to	the student s	uch as dai	ly preparation	
aily oral, monthly, or w			etc					L
12. Learning and T	each	ing Resources						
equired textbooks (curri	icular	books, if any)						
ain references (sources	s)						graphy of l	
						•	ry perspect	
							-sadiq Culti	r
					Foundation		y, Regional	
					Geography			
					Geography Framework		-	
					Human Asp	ect , Dar	Dijlah for	
					_		ibution 200	9
ecommended books	and	references (scie	ntific journ	als,				
eports)								
lectronic References, W	ebsite	es						



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 mir aistikhdam tarayiq wastiratijiaat hadithat wasalib taelimia 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					

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	Specializatio	n	Special Requirements (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

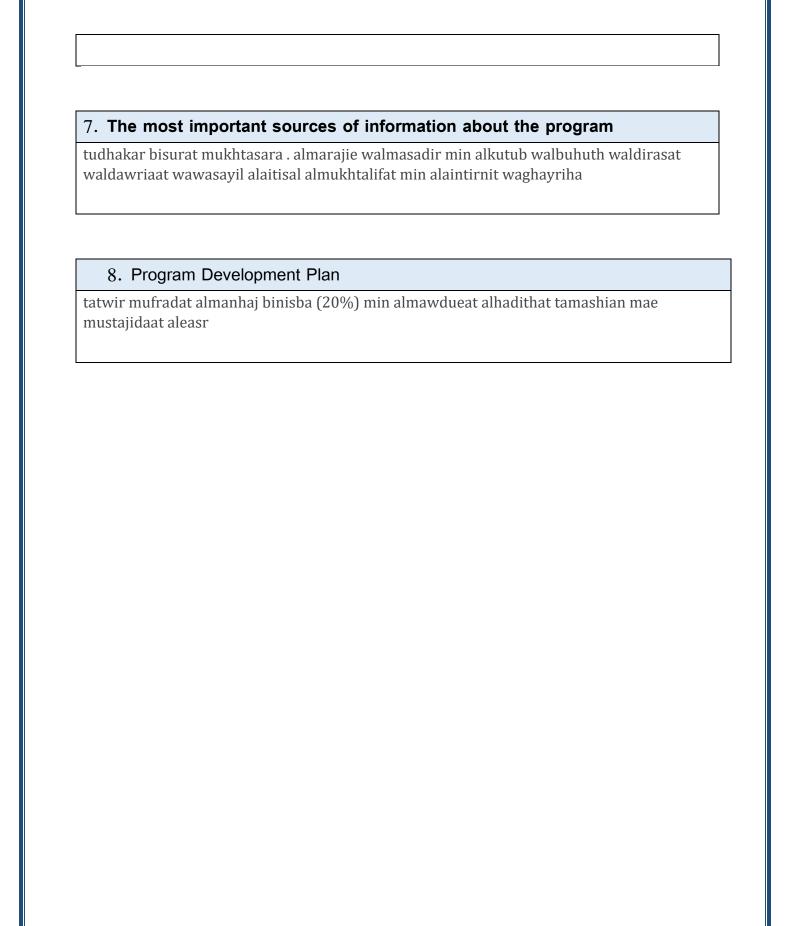
aqamat dawrat litaerif alkadir aljadid bialtarayiq waliastiratijiaat alhadithat liaistikhdamiha fi altadris

#### Professional development of faculty members

aigamat nadawat wanashatat khasat biwahdat altaahil waltawzif

## 6. Acceptance Criterion

mueadal altaalib fi almarhalat alaeidadiat adafatan alaa raghbatihi)



			Pro	gram	Skills	Outl	ine								
							Req	uired	progr	am Le	earnin	g outcon	ies		
Year/Level		Course Name	Basic or	Knov	vledge			Skills			Ethics	Ethics			
			optional	<b>A1</b>	A2	<b>A3</b>	A4	B1	B2	B3	B4	<b>C1</b>	C2	<b>C</b> 3	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 l	Name:									
2. (	Course (	Code:									
3. 3	Semeste	er / Year:									
4. ]	Descrip	tion Preparation Da	ate:								
5. 4	Availabl	e Attendance Forms	:								
6 ]	Number	of Credit Hours (To	tal) / Number of Uni	ts (Total)							
0. 1	<u> </u>	of Cicuit Hours (10	tary / rumber or om	is (Total)							
			, II		<b>\</b>						
	Course Name:	administrator's na	me (mention all, if	more than on	e name)						
_	Email:										
8. (	Course	Objectives									
Course	Objective	s	•								
			•	••••							
			•	••••							
	<u> </u>	g and Learning Strat	egies								
Strategy	'										
10. Co	ourse St	ructure									
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation						
		Outcomes	name	method	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	Learning Outcomes Statement 1							
understanding.								
2-identify the historical and								
cultural heritage .								
3-knowledge of the skills of the								
philosophy of history and the								
method of historical research .								
Skills								
1-to master teaching, research	Learning Outcomes Statement 2							
ethics and debate								
2-scientific research								
3-the student Masters the	Learning Outcomes Statement 3							
research practice in the field of								
specialization.								
Ethics								
1. Programming	Learning Outcomes Statement 4							
2. Auditioning								
3. Mission analysis								
4. Problem solving								
1. Content analysis	Learning Outcomes Statement 5							
2. Cooperative education								

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	Specializ	ation	Special Requirements (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.

			Pro	ogram	Skills	Outl	ine								
							Req	uired	progr	am L	earnin	g outcor	nes		
Year/Level	Course Code	Course Name	ame		wledge			Skills	Skills				Ethics		
			optional	A1	A2	<b>A3</b>	<b>A4</b>	B1	B2	В3	B4	<b>C1</b>	C2	C3	C4
The third		Philosoph y of history	Basic	/	<b>√</b>	/	1	/	/	1	<b>√</b>	<b>✓</b>	<b>√</b>	<b>√</b>	✓
				/	<b>√</b>	/	1	/	/	1	<b>√</b>	✓	✓	✓	<b>√</b>
				/	<b>✓</b>	/	1	/	/		<b>√</b>	✓	<b>✓</b>	<b>✓</b>	<b>√</b>
				/	<b>✓</b>	/	1	/	/	1	<b>√</b>	✓	<b>✓</b>	<b>✓</b>	<b>√</b>
				/	<b>√</b>	/	1	/	/	1	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	<b>√</b>
				/	<b>√</b>	/	1	/	/	1	<b>√</b>	✓	<b>✓</b>	✓	<b>✓</b>
				/	<b>√</b>	/	1	/	/	1	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	<b>√</b>
				/	<b>✓</b>	/	/	/	/	/	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓

	Please tick the boxes corresponding to the individual program learning outcomes under evaluation.	
I	4	

# **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) / Nu	umber of Units (Total)
2/2	
7. Course administrator's name (me	ention all, if more than one name)
Name: M.Dr. Amina Abdulkarim A	bdul Sattar
Email: amina.hsv.hum@uodiyala.e	du.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	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method
1	2	Observation	The concept development history	Inductive method	Observatio
2	2	Miscellaneous questions	The term philoso of history and relationship betw it and the science history	Direct observatio	Miscellane questions
3	2	Problem solving	Those involved the field of his and their duties	The blackboard	Problem solving
4	2	Observation		Brainstorn	Observatio
5	2	Miscellaneous questions	The reasons for emergence of philosophy of his	Direct observatio and discussion	Miscellane questions
6	2	Assignments and		Inductive	Assignmen
7	2	tests Miscellaneous	Features of	method Discussion	and tests Miscellane
7	2	questions	philosophy of his	Discussion	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 interpretatior 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	Discussion	Miscellane questions
12	2	Assignments and tests	Approaches modern philosop in the interpreta of history	Inductive method	Assignmen and tests
13	2	Assignments and tests	Approaches modern philosop in the interpreta of history	Reports	Assignmen and tests

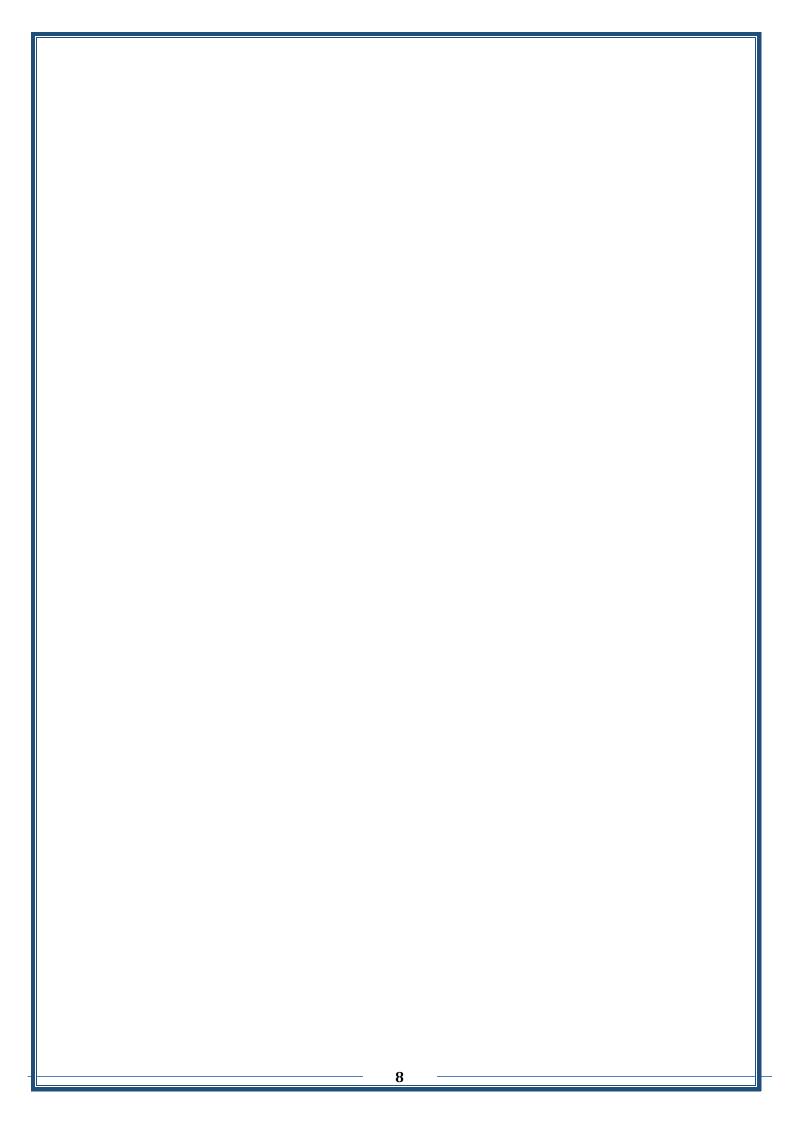
14	2		The legend history of and nations	Reports	
15	2	Duties		Exam	Duties
16	2	And tests	Elements of legend and features	Inductive method	And tests
17	2	Written Exam		Inductive method	Written Ex
18	2	Assignments and tests	Superstitious interpretation history	Inductive method	Assignmen and tests
19	2	Assignments and tests	Exam	Direct observatio	Assignmen and tests
20	2	Assignments and tests		Inductive method	Assignmen and tests
21	2	Miscellaneous questions	The interpretation the great heave religions of histor	Brainstorn	Miscellane questions
22	2	Assignments and tests		Direct observatio	Assignmen and tests
23	2	Assignments and tests		Discussion	Assignmen and tests
24	2	Miscellaneous questions	The interpretation 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 blackboard	Assignmen 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	Assignmen 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	Dr. Ahmed Mahmoud Sobhi
(scientific journals, reports)	
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	2					
		history						

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

# $\ \ 3. \ \, \textbf{Teaching and Learning Strategies}$

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 (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

				P	rogram SI	kills Outl	ine								
						Requ	ired j	progra	am Learning	outc	omes				
Year/Level	Course Code	Course Name	Basic	Knowledg	је			Skills	5			Ethics			
voar	Ol	or option al	A1	A2	A3	A4	B1	B2	В3	B4	C 1	C 2	C 3	C 4	
year		Philosop hy of history	Basic	The student should know the factors that led to the emerge nce and develop ment of philoso phy	The student explain s the meanin g of philoso phy and the philoso phy of history	To show the studen t The most import ant scientific opinio ns of philos	Th e st ud en t sh ou ld ex pl ai n th	Th e stu de nt get s to kn ow the wel l- kn ow	To clarify the scientific criticisms that face scientific philosoph ical theories	To be co me fa mi lia r wi th th e sci en	To explain the theories of cyclical succession in interpreting historical events				

			ophers	e	n	tifi		
			ориото	dif	phi	c		
				fic	los	ex		
				ult	op	pla		
				ies	her	na		
				th	S	tio		
				at	an	ns		
					d	rel		
				re				
				se	the	ate		
				ar	ir	d		
				ch	sci	to		
				er	ent	ph		
				S	ific	ilo		
				fac	pro	so		
				e	duc	ph		
				in	ts	y's		
				st		int		
				ud		er		
				yi		pr		
				ng		eta		
				ph		tio		
				ilo		n		
				so		of		

				ph		rel			
				y		igi on		,	
						S			
								n	

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

# **Course Description Form**

1 0	N							
	se Name:							
History of pl	nilosophy							
2. Cours	se Code:							
3. Seme	ster / Year:							
Third								
4. Descr	ription Preparation Date:							
July 2024								
5. Avail	able Attendance Forms:							
Stude								
	oer of Credit Hours (Total) / Nu	, , ,						
The h	ours are 45 hours and the nui	mber of units is 45 units						
7. Cour	se administrator's name (mei	ntion all, if more than one name)						
Name	e: Mr. Dr Mohammed Ali Huss	ein						
Emai	l: mohammed.hs.hum@uodiya	ala.edu.iq						
8. Cours	se Objectives							
Course Object	ives Knowing and understandi	<ul> <li>Introducing students to</li> </ul>	,					
the history	of the world	sources for studying						
		philosophy of history						
		<ul> <li>Informing students about</li> </ul>	it					
		reasons for the emergenc	:е					
		development of philosophy						
		Know the difference be	ŧw					
		philosophy and the philo	so					
		of history.						
9. Teach	ning and Learning Strategies							
Strategy								
	-	nterrogation, discussion, informa	ati					
	processing, investigation	on)						
10. Course	Structure							

Week Hours	Required Learning	Unit or subject	Learning	Evaluation		
	Outcomes	name	method	method		
32 to 2 wee inclung	Bachelor's degree Education (History)	Curriculum vocabulary In sequence	lecture Speaking and discussion And interrogation	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	Leaching	Resources

Required textbooks (curricular books, if any)	Philosophy of history / Dr. Qais
	Hatem
	Historical research method / 1
	Mahmoud Al-Huwairi
Main references (sources)	Philosophy of history / Dr. Q
	Hatem
Recommended books and references	Methodology of historical
(scientific journals, reports)	archaeological research / Dr.
(constant journals, repeated)	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	Course or course	Year/level							
		or course	code								
practical	theoretical	Psychological		2024-2023							
		counseling and									
		educational									
		guidance									
	6										

Expected learning outcomes of the programme .2	
	Knowledge
Statement of learning outcomes 1	Learning outcomes 1. The
Preparing the student to be a future teacher	student knows teaching
	methods
	Explains the importance of
	methods
	Skills
Statement of learning outcomes 2. Preparing a student who has	outcomes 2. Design Learning
scientific potential in his specialty	educational lessons
dent in the future Statement of learning outcomes 3. Enabling the stu	Learning Outcomes 3.
to use modern methods and strategies	Compares modern methods with
	ancient methods
	Value
Statement of learning outcomes 4. The student's love for his future	Learning outcomes 4. Preparing
profession	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 Lecturer method, interrogation, discussion, information ) .program in general (processing, investigation

## 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 Specialization** Scientific rank Preparing the teaching **Special** requirements/skills (if (any lecturer private general angel Psychological Psychological .M.Da Ayad Talib angel counseling counseling Mahmoud and and educational educational guidance guidance

## **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, .Remember briefly periodicals, various means of communication from the Internet and others

# Program development plan .8

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

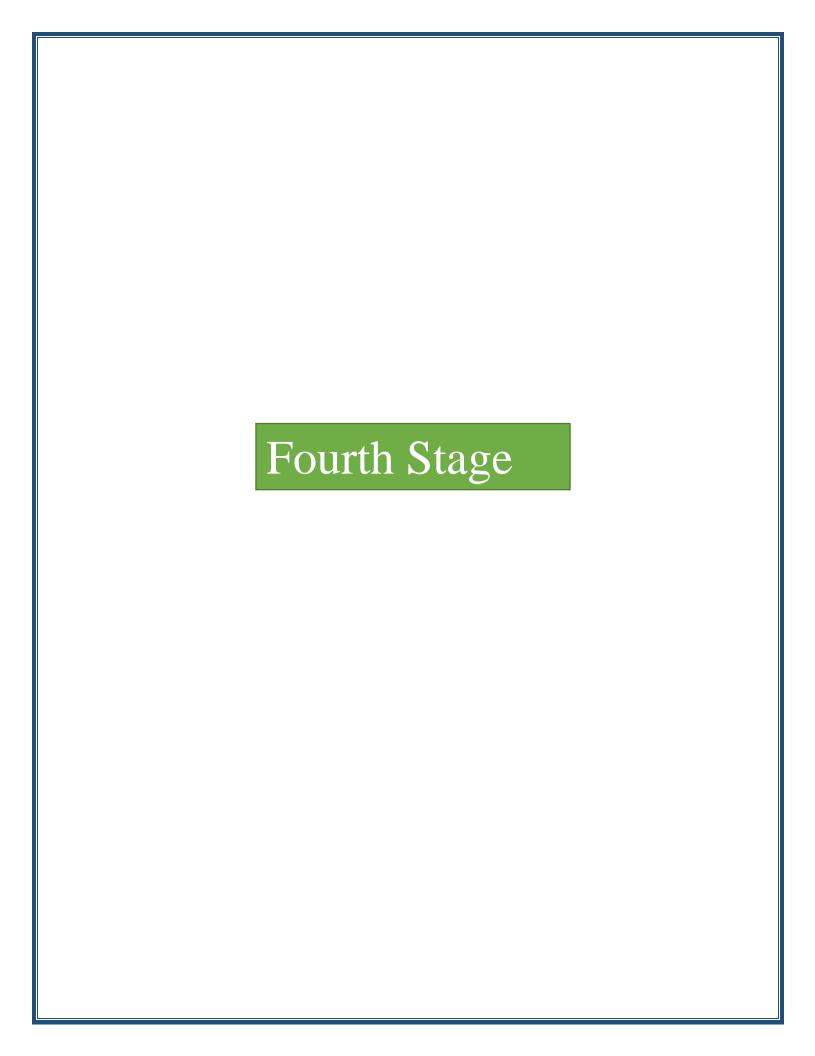
								sl	kills o	hart F	rogra	ım							
	programme Learning outcomes required from the																		
			Value	Skills				Knowledge		Knowledge			Knowledge			Essential or	Course Name	Course Code	Year/level
C4	C3	C2	<b>C</b> 1	B4	В3	<b>B2</b>	B 1	A4	A3	A2	A1	?optiona	- ,,,,	Couc					
	2	2	2		2	2	2	2	2	2	2	Basic	Psychologi cal 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**

			Cou	rse name: Teaching	methods	s .1		
				Cod	e Course	e .2		
				year /	Semeste	r .3		
					2024	1-2023		
description was prepared Date this								
					2			
			A	vailable attendance	forms .A	1 .5		
	(Nu	mber of stud	dy hours	(total)/number of un	its (tota	1 .6		
if n	nore than one	e name is )	Name o	of the course admi	nistrato	r .7		
				(me	entioned	<u>t</u>		
				: Amiel- N	Vame: A	1		
				objectives	s Course	8. 9		
		•		Objectives of	the study	subject		
	•••••	•						
	•••••	•	Too	phing and loarning o	trotogio	. 0		
			1680	ching and learning s		strategy		
					The	strategy		
				Course	e structu	re .10		
Evaluation	Learning	Name of the	unit or	Required learning	hours	the		
method	method		topic outcomes			week		

					evaluation	n 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 (m	ethodolog	y, if any		
					(referenc	es (sourc	es Main		
			Recom	mended	supporting	books	and		
			(	referen	ces (scientific	c journals	, reports		
				Elect	ronic referen	ces, Inter	net sites		



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

2. Expected learning	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								

# ${\bf 3. \ Teaching \ and \ Learning \ Strategies}$

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	Specializatio	n	Special Requirements/S (if applicable)	Skills	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

			Pro	gram	Skills	Outl	ine								
					Required program Learning outcomes										
Year/Level	Course Code	Course Name	Basic or	Knov	Knowledge			Skills			Ethics	Ethics			
	3000	Nume	optional	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	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. (	1. Course Name:											
2. (	Course	Code:										
3. 9	Semeste	er / Year:										
4. ]	4. Description Preparation Date:											
5. Available Attendance Forms:												
6.1	Viimher	of Credit Hours (To	tal) / Nu	mber of Uni	ts (Total)							
0. 1	Nullioci	of Cicuit Hours (10	(tai) / INU		is (Total)							
	Course Name:	administrator's na	me (mei	ntion all, if r	more than on	e name)						
	Maine: Email:											
8. (	Course	Objectives										
Course	Objective	s		•								
				•								
				•								
	<u> </u>	g and Learning Strat	tegies									
Strategy	'											
10. Co	ourse St	ructure										
Week	Hours	Required Learning	Unit or s	subject	Learning	Evaluation						
		Outcomes	name		method	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 reference	es										
(scientific journals, reports)											
Electronic References, Websites			<u> </u>								

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

# $\ \ 3. \ \, \textbf{Teaching and Learning Strategies}$

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	Specializ	ation	Special Requirements (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		Basic or	Knov	Knowledge			Skills				Ethics	Ethics		
			optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	B2	В3	B4	C1	<b>C2</b>	С3	<b>C4</b>
year		Modern Arab history	Basic												

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

# **Course Description Form**

1 (	2	N avec a									
	Course										
	n Arab I										
2. (	Course	Code:									
3. Semester / Year:											
2024											
4. Description Preparation Date:											
March		•									
5. 7	Availab	le Attendance Forms	:								
I	Daily										
			tal) / Number of Uni								
7	Γhe hoι	ırs are 45 hours and	d the number of uni	ts is 45 units							
7. (	Course	administrator's nai	me (mention all, if r	more than on	e name)						
_	Vame:										
ŀ	Email:										
8. 0	Course	Objectives									
Course	Objective	s Knowing and und	erstandi •	••••							
the his	tory of	the Arab world	•	••••							
			•	••••							
9. ¯	Гeachin	g and Learning Strat	egies								
Strategy		(Lecture met processing, inv	hod, interrogation estigation)	n, discussion	n, informati						
10. Co	ourse St	ructure									
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation						
		Outcomes	name	method	method						
week	eek 3 Add mast		Subject vocabulary	Lecture a							
			vocabulary	interrogation							

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.	_earning	and Tea	aching Res	sources						
Require	d textboo	ks (curricu	ılar books, if	any)						
Main ref	ferences (	(sources)								
Recomm	Recommended books and references									
(scientific journals, reports)										
Electron	ic Refere	nces, Wel	osites							

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	Learning Outcomes Statement 1
2- Understanding and	
comprehending	
3- Application	
4- Analysis	
5- Installation	
6CALENDER	
Skills	
1- The student draws a plan	Learning Outcomes Statement 2
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 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
1- For the student to	Learning Outcomes Statement 5
conclude the importance of the	
essay questions.	
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	Specializa	tion	Special Requirements (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 Course Code Name				Knowledg	je			Skills	Skills				Ethics			
			or optio nal	A1	A2	A3	A4	B1	B2	В3	B4	C1	C2	С3	C4	
Fourth		History of the Islamic states and emirate s	basic	- The student should know the factors that led to the establis hment of Islamic states	The student explain s the policy of governa nce in these states	For the studen t to explai n the most import ant of these states and their role in	The student should explain the adminis trative, financia l and econom ic aspects of these mini-	Th e stu de nt dra ws a ma p sho win g the	To en um era te the na me s of the se Isla mic stat	Th e st ud en t wi ll us e th e hi st	The stud ent sho uld dra w a diag ram sho win g the rela	The exam s	oral	edit oria l	The quart erly	

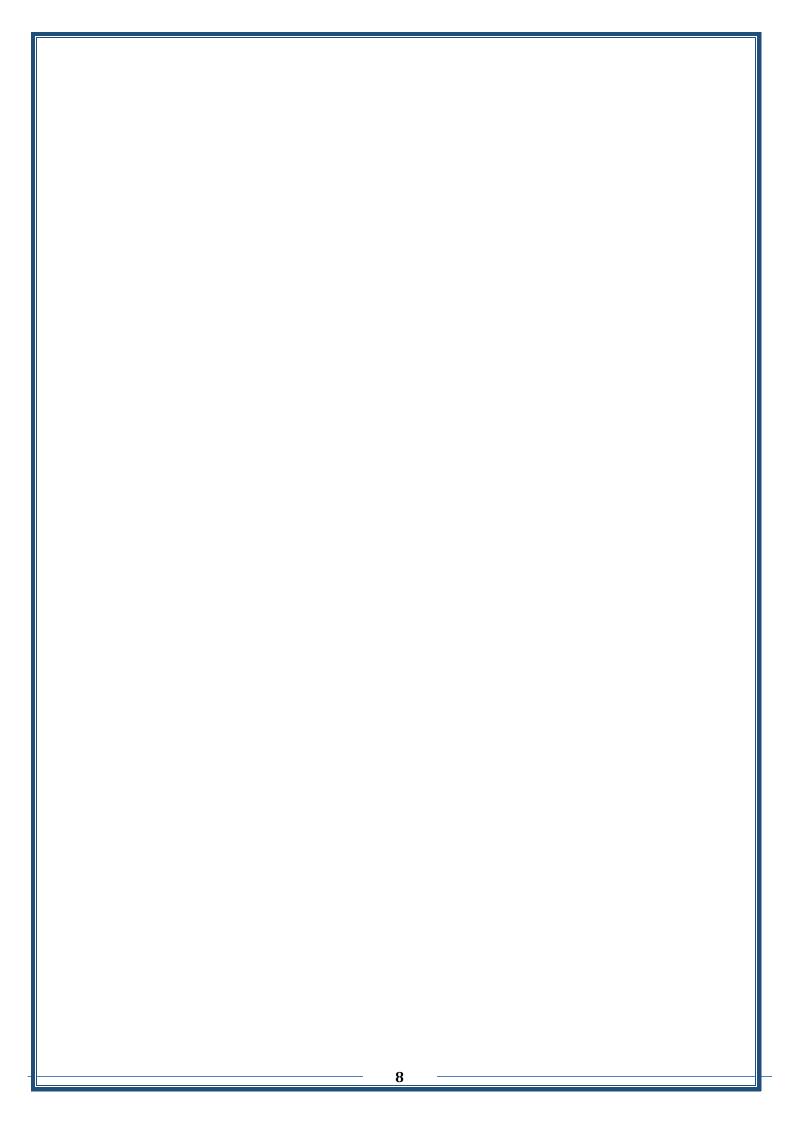
			spread ing Islam	states	are a of the se Isla mic stat es an d em irat es	es an d em irat es	ori cal atl as to id en tif y Isl a mi c st at es.	tion ship of the Abb asid Cali phat e to thes e min i- stat es		
					_					

•	Please t	ick the box	xes corre	sponding	to the indi	ividual pr	ogram lea	rning	outco	mes ı	under (	evaluati	on.	
						- 5								

# **Course Description Form**

	'	Course Desc	ripuon Form						
1. Course Name:									
History of the Isl	lamic stat	es and emirat	es						
2. Course Co	de:								
3. Semester	/ Year:								
Fourth									
4. Descriptio	n Prepara	ation Date							
:2024/3/20:		_							
5. Available A		e Forms:							
The stude		ours (Total) / N	Number of Units (T	Cotal)					
0. Number of	Cledit H	Juis (10tai) / IN	fulliber of Offics (1	Otal)					
2									
7. Course ac	ministra	tor's name (m	ention all, if more	e than one nam	ne)				
Name: Ina	m Safi Ab	oid Al-Rubbai (	Ph.D.)						
Email: ina	m.hsv.hui	m@uodiyala.e	du.iq						
8. Course Ob	jectives								
Course Objectives	<ul><li>Informing</li></ul>	students about the	sources of Islamic states	and emirates.					
,	- Informing	students about the re	easons for the independe	ence of Islamic states a	ind emirates				
	- Knowing t	he most important of	f these states						
	_		most important princes	of these countries a	nd their relationshi				
	Abbasid Cali		ala playad by thana amir	atoo and atotoo in the l	alamia warld				
			ole played by these emirative political and administrative						
9. Teaching a									
Strategy		9							
on alogy		- Lecture, disc	cussion, and prese	entation with in	terrogation n				
		,	, 1		S				
10. Course Struc	cture								
Week	Hours	Required	Unit or subject	Learning	Evaluation				
	Learning name method method								
		Outcomes							
the week	2			Lecture,	Achiev				
Curriculu recitatio tests.									

32 to weeks including exam		Bachelor's Degree Education (History)		vocabular In sequence	discussion and interrog on	Montl	rly
11. Course Eva	ll aluation						
Distribution of the preparation, daily, 60 grades for final	oral, month						
12. Learning a	nd Teachin	g Resources					
Required textbooks	(curricular bo	ooks, if any)		Islamic Dyn 2. Al-Haj of Andalusia Fall of Gran 3. Al-Had State in the 4. Al-San 5. Surur, Influence in and Fifth Ce	lithi, Qahtan. "Tl Late Abbasid Era nar, Faisal. "The Muhammad Ja Bilad al-Sham a enturies	t and West."  n. "The Histor Conquest to th  ne Arab-Islam  a."  Hamdanid Sta  mal al-Din. "  and Iraq in the	e." Tatin Fou
Main references (so	urces)			Kings Ibn a	bari / History s l-Jawzi, the regu l-Atheer al-Kam	lar in history	es a
Recommended boo journals, reports)	oks and re	ferences (scier	ntific	relate	ntific journals, d to the Islamic evant and the Ma	states and emi	top ates
Electronic Reference	es, Websites			Intern the E	et sites speciali mirates and Isl le, YouTube, and	zed in the his amic states, s	ory uch



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

# ${\bf 3. \ Teaching \ and \ Learning \ Strategies}$

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

			Pr	ogram	Skills	Outl	ine								
						Required program Learning outcomes									
Year/Level Course Code	Course Name	Basic or	Knov	vledge			Skills	\$			Ethics				
	Code	, rume	optional	<b>A1</b>	A2	<b>A3</b>	<b>A4</b>	B1	B2	В3	B4	C1	C2	С3	<b>C4</b>
year		Recent World History	Basic												

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

# **Course Description Form**

1. (	1. Course Name:											
Recen	Recent World History											
2. (	2. Course Code:											
3. 9	3. Semester / Year:											
Year	Year											
4. ]	4. Description Preparation Date:											
March	2024											
5. 1	Availabl	e Attendance Forms	:									
	Daily			4:								
		· · · · · · · · · · · · · · · · · · ·	tal) / Number of Uni									
	I'he hou	rs are 45 hours and	d the number of unit	ts is 45 units								
7. (	Course	administrator's nar	me (mention all, if r	nore than on	e name)							
	Name:		,		,							
]	Email:											
8. (	Course (	Objectives										
Course	Objectives	s Knowing and und	erstandi •	••••								
		the world	•									
	-		•	••••								
9.	Γeaching	g and Learning Strat	egies									
Strategy												
		-	hod, interrogation	n, discussion	n, informati							
		processing, inv	estigation)									
10. Co	10. Course Structure											
Week	Hours Required Learning Unit or subject Learning Evaluation											
		Outcomes name method method										
week	3	Add master	Subject	Lecture a	Examination							
			vocabulary interrogation									

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. l	_earning	and Tea	aching Re	sources					
Require	d textbool	ks (curricu	ılar books, i	any)					
Main ref	ferences (	(sources)							
Recomn	nended	books	and ref	erences					
(scientif	ic journals	s, reports.	)						
Electron	ic Refere	nces, Wel	osites						

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	1. **Knowledge and Understanding of Linguistic Rules and
2- Understanding and	Statement of learning outcomes 1
comprehending	
3- Application	
4- Analysis	
5- Installation	
6- Evaluation	
Skills	Learning Outcomes
- 1- The student draws a plan	Statement of learning outcomes 2
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	
The student should use the	Statement of learning outcomes 3
historical atlas to identify similar	
cities	
Ethics	Learning Outcomes
1- Achievement tests.	Statement of learning outcomes 4
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 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-	Statement of learning outcomes 5
Daily, monthly and quarterly.	
-	

# 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								

	<u> </u>		<u> </u>

# **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.

			Pro	ogram	Skills	Outl	ine								
							Req	uired	progr	am L	earnin	g outcon	nes		
Year/Level	Course Code		Basic or	Knov	wledge			Skills	5			Ethics			
			optional	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	B1	B2	<b>B3</b>	<b>B4</b>	C1	C2	<b>C3</b>	<b>C4</b>
First		Contemporar y history of Iraq	Basic	For the stude nt to know the event s and disti nguis hed figur es in the mode rn and conte mpor ary histo ry of Iraq	For the stude nt to know the events and distin guishe d figure s in the moder n and conte mpora ry histor y of Iraq	For the stude nt to know the event s and disti nguis hed figur es in the mode rn and conte mpor ary histo ry of Iraq	For the stud ent to kno w the eve nts and dist ing uish ed figu res in the mo der n and cont	For the stude nt to know the event s and disti nguis hed figur es in the mode rn and conte mpor ary histo ry of Iraq	*			*			*

					emp ora ry hist ory 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. Informing students about the most 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 tl
impact under British control.

### 9. Teaching and Learning Strategies

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

### 10. Course Structure

Week	Ho ur s	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
32		Bachelor's degree Education (History)	Curriculum In sequence		Quizzes, weekly monthly and f exams. And par 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.

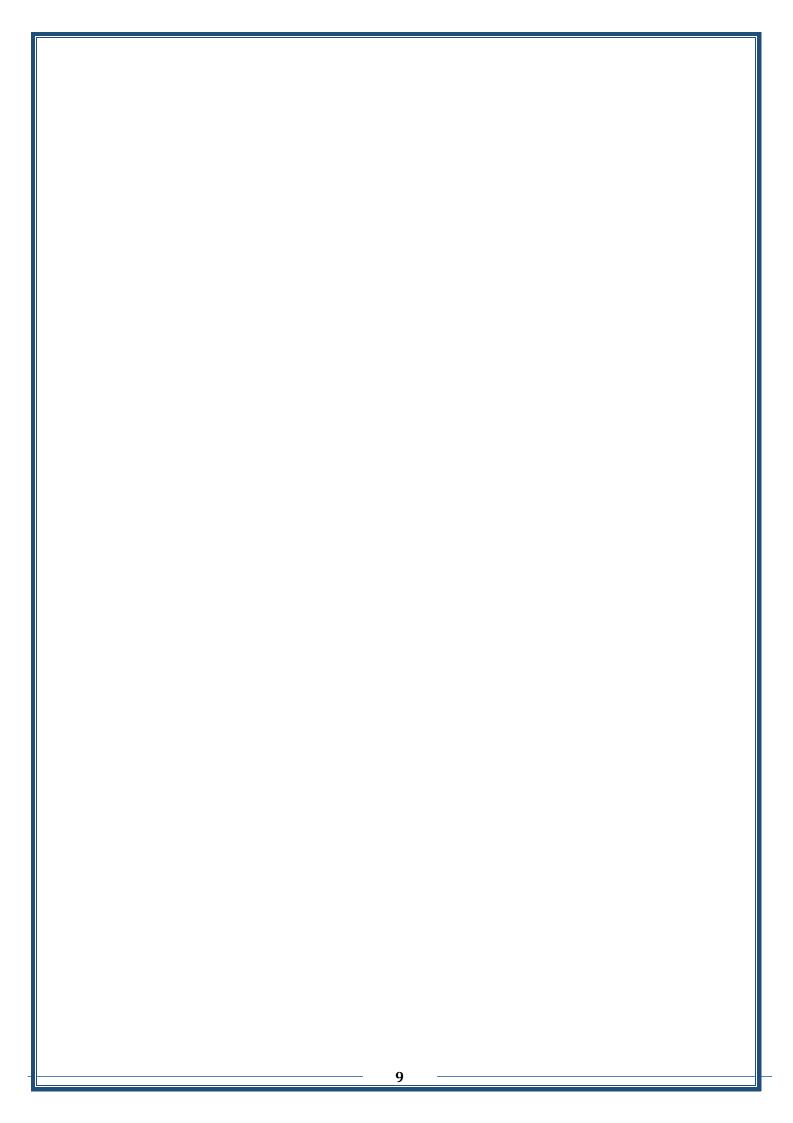
To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

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	Contemporary history of Iraq by Abdul Rahman Idris
any)	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	(Scientific journals, reports on contemporary Iraq topics)
references (scientific journals,	
reports)	
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	1. **Knowledge and Understanding of Linguistic Rules and
2- Understanding and	Statement of learning outcomes 1
comprehending	
3- Application	
4- Analysis	
5- Installation	
6- Evaluation	
Skills	Learning Outcomes
- 1- The student draws a plan	Statement of learning outcomes 2
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	
The student should use the	Statement of learning outcomes 3
historical atlas to identify similar	
cities	
Ethics	Learning Outcomes
1- Achievement tests.	Statement of learning outcomes 4
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 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-	Statement of learning outcomes 5
Daily, monthly and quarterly.	
-	

# 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							

	<u> </u>		<u> </u>

# **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.

Pro					Skills	Outl	ine								
							Req	uired	progr	am L	earnin	g outcon	nes		
Year/Level	Course Code	Code		Knov	wledge			Skills	5			Ethics			
			optional	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	B1	B2	<b>B3</b>	<b>B4</b>	C1	C2	<b>C3</b>	<b>C4</b>
First		Contemporar y history of Iraq	Basic	For the stude nt to know the event s and disti nguis hed figur es in the mode rn and conte mpor ary histo ry of Iraq	For the stude nt to know the events and distin guishe d figure s in the moder n and conte mpora ry histor y of Iraq	For the stude nt to know the event s and disti nguis hed figur es in the mode rn and conte mpor ary histo ry of Iraq	For the stud ent to kno w the eve nts and dist ing uish ed figu res in the mo der n and cont	For the stude nt to know the event s and disti nguis hed figur es in the mode rn and conte mpor ary histo ry of Iraq	*			*			*

					emp ora ry hist ory 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. Informing students about the most 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
important stages of development of social and intellect
life in Iraq, and the most important political parties and tl
impact under British control.

### 9. Teaching and Learning Strategies

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

#### 10. Course Structure

Week	Но	Required Learning	Unit or subject	Learning	Evaluation
	ur	Outcomes	name	method	method
	s				
32		Bachelor's degree Education (History)	Curriculum In sequence	Presentation and raising questions discussion	

#### 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.

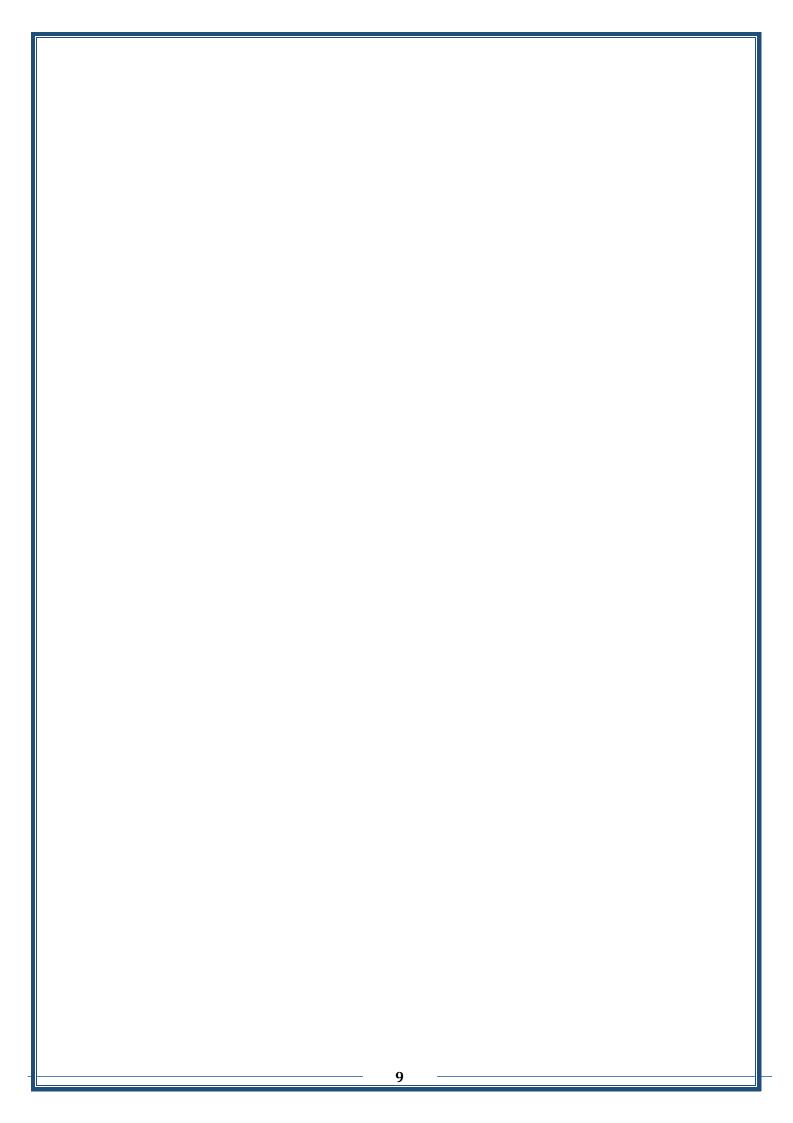
To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

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Required textbooks (curricular books	Contemporary history of Iraq by Abdul Rahman Idris
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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)
	(Scientific journals, reports on contemporary Iraq topics)
Recommended books and	(Scientific Journals, reports on contemporary fraq topics)
references (scientific journals,	
reports)	
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	theoretical	practical				
		English						
			4					

2. Expected learning	outcomes of the program
Knowledge	
1 . remembering	Learning Outcomes Statement 1
2-understanding and	
assimilation	
3. application	
4. analysis	
5. installation	
6-the calendar	
Skills	
1-the student should draw a	Learning Outcomes Statement 2
scheme by learning the	
teaching methods of the	
subject	
2-the student should submit a	
research paper	
1-the student should use the	Learning Outcomes Statement 3
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.	
Ethics	
1-to make the student write a	Learning Outcomes Statement 4
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-students should use their	
professors on how to extract	
the scientific material from its	
sources.	
1-the student should analyze	Learning Outcomes Statement 5
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	
•	

# ${\bf 3. \ Teaching \ and \ Learning \ Strategies}$

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

professional	, educational an	d psychologi	cal preparati	on correctly.	
•	•	. , .	<u> </u>		

Program Skills Outline															
				Required program Learning outcomes											
1	Course Code		Basic or	Knowledge				Skills				Ethics			
			optional	<b>A1</b>	A2	A3	<b>A4</b>	B1	B2	В3	<b>B4</b>	C1	C2	<b>C3</b>	C4
4		Historical texts in English	Basic	<b>✓</b>	✓	<b>√</b>	,	· · · · · ·	<b>✓</b>	·	✓	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>
				<b>✓</b>	✓	✓	,	<b>√</b>	✓	`	✓	✓	<b>✓</b>	✓	✓
				<b>✓</b>	✓	✓	,	<b>✓</b>	<b>✓</b>	`	✓	<b>√</b>	<b>√</b>	✓	✓
				<b>✓</b>	✓	<b>√</b>	,	<b>✓</b>	<b>√</b>	`	✓	<b>√</b>	<b>√</b>	✓	✓
				<b>✓</b>	✓	<b>√</b>	,	<b>✓</b>	<b>✓</b>	`	✓	<b>√</b>	<b>√</b>	✓	✓
				<b>✓</b>	✓	✓	,	<b>~</b>	<b>✓</b>	`	✓	<b>√</b>	<b>✓</b>	✓	✓
				<b>✓</b>	✓	✓	,	<b>~</b>	<b>✓</b>	`	✓	<b>√</b>	✓	✓	✓
				<b>✓</b>	✓	✓	,	<b>✓</b>	✓	,	✓	<b>√</b>	✓	✓	✓

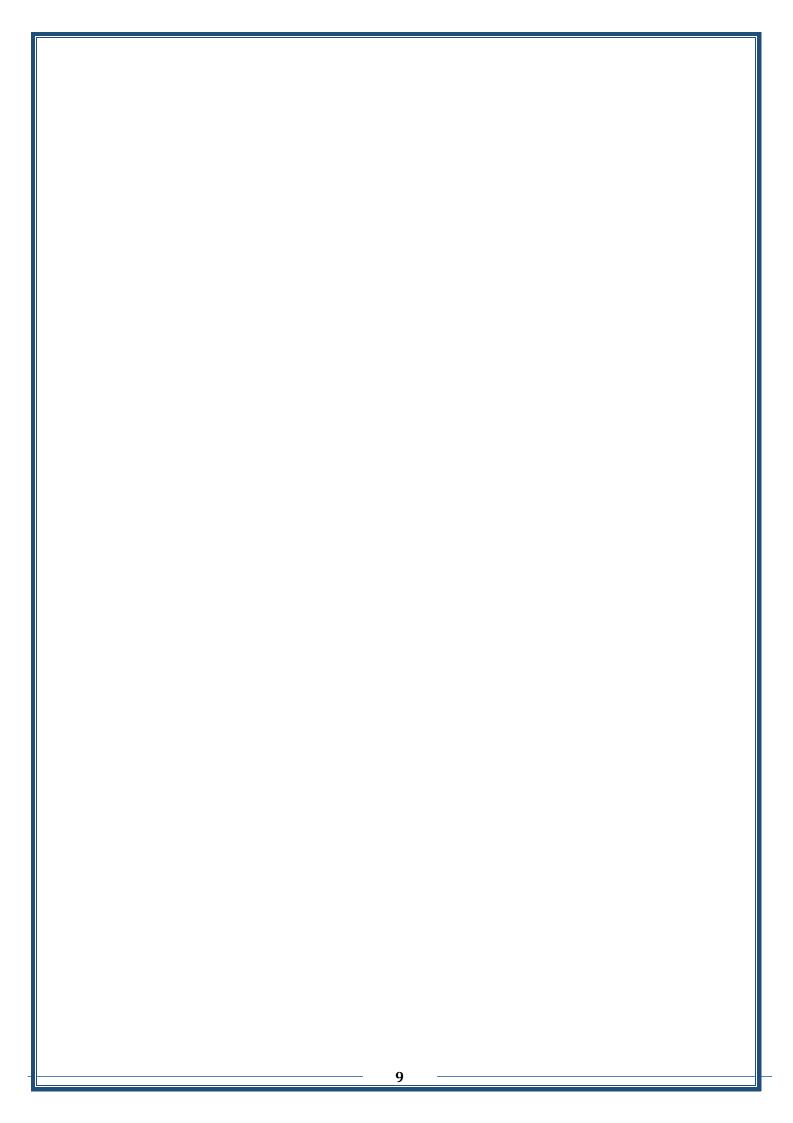
•	Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

# **Course Description Form**

	se Name:	
Historical te	xts in English	
2. Cours	se Code:	
3. Seme	ster / Year:	
2024		
4. Desci	ription Preparation Date:	
20/3/2024		
	able Attendance Forms:	
Stude	ents per of Credit Hours (Total) / Nur	nher of Units (Total)
O. Italia	ici of cicuit flours (fotal) / fital	noci of omis (rotal)
4		
	se admınıstrator's name (mer e: M.Dr. Amina Abdulkarim Abo	ntion all, if more than one name)
	l: <u>amina.hsv.hum@uodiyala.ed</u>	
& Cours	se Objectives	
Course Object		1-to make the student write a
		scientific research that meets the
		research conditions .
		research conditions . $2 ext{the student should learn the}$
		2-the student should learn the research sections sequentially .
		2-the student should learn the research sections sequentially . 3-the student learns how to write
		2-the student should learn the research sections sequentially . 3-the student learns how to write margins .
		2-the student should learn the research sections sequentially . 3-the student learns how to write
		2-the student should learn the research sections sequentially . 3-the student learns how to write margins . 4-the student analyzes the sour
9. Teach	ning and Learning Strategies	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
9. Teach		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 .
I		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

WeekHoursRequired Learning OutcomesUnit or subject nameLearning meth Difference texts3260Histori textsDifference teachi textsA- Knowledg ObjectivesEnglish (coope learning	method  nt Achievement ng tests
32 60 Histori Difference texts teachi A- Knowledg English methodologiectives (cooperation)	nt Achievement
A- Knowledg English metho Objectives (cooperation)	ng tests
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 worl  A5- Identifyi the eras that the Arab	rati types ig st vati ts

in English  A6- Identify the importance of studying historical events in English	
11. Course Evaluation  Distributing the score out of 100 according to	to the tasks assigned to the student such as daily
preparation, daily oral, monthly, or written e	xams, 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 (Goog 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														
							Requ	uired	progr	am L	earnin	g outcon	ies		
Year/Level	Course Code	Course Name	Name		vledge			Skills	5			Ethics			
		optional	optional	A1	A2	<b>A3</b>	A4	B1	B2	В3	B4	C1	C2	С3	<b>C4</b>
	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:							
Chapt	ter one and two							
3.	Description Preparation Date:							
	20/3/2024							
4.	4. Available Attendance Forms:							
	Students are boys and girls							
5.	Number of Credit Hours (Total) / Number	r of Units (To	tal)					
	Two hours							
6.	Course administrator's name (mention	n all, if more	than one name)					
	Name: D.Bahaar ahmed jashm							
	Email: bahaar.hs.hum@uodiyala.edu.iq							
7.	Course Objectives							
Course	e 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 education
			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 of
			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 the
			which is the desired goal.
		•	
		•	
8. Teaching	and Learning Strategies		
Strategy			
	1 - Introducing st	udents to t	the most important histori
	texts translated in	to English	
		_	ortant sources related to t
	study of historical		
		_	the importance of studyi
			ents in the English language about the importance
	9		logical sites and how
	pronounce them ir		
	pronounce them i	i die biigiis.	

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

	se Structur				
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method
30	60				
hoi	hoi	A1-			
		Identifying			
		historical			
		terms in t			
		English			
		language			
		A2- Lea			
		about t			
		biography			
		the Ho			
		Prophet			
		English			
		A3-			
		Identifying			
		historical			
		events in t			
		English			
		language			
		A4-			
		Identifying			
		the me			
		important			
		historical			
		events			
		shared			
		between t			
		Islamic wo			
		and t			
		Western			
		world			
		A5-			

	Identifying the eras the the Ar Islamic sta went throu in the Engle language A6- Recognizing the importance of studyi historical events in t English language			
10. Course Evalua	ll ation			
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. Abo		
		Aziz Salem Dictionary of historical ter		
			var Al-Khalid	
Main references (sources)		Dictionary of Historical Terr by Anwar Mahmoud Zanati		
Recommended books	and references (scientific			
journals, reports)	`			
Electronic References,		Various communication si (Google, YouTube)etc		

