

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



Academic Program and Course Description Guide

2025

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Faculty/Institute College of Education for Human Sciences

Scientific Department of History

Academic or Professional Program Name: Bachelor's degree in history

Final Certificate Name: Bachelor's degree in History

Academic System: Annual system

Description Preparation Date: 2024-2025

File Completion Date: 17/9/2024

Signature:

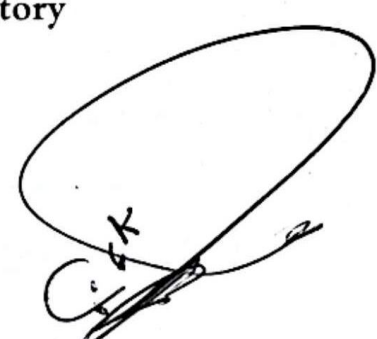


Head of Department Name:

Dr. Ghazwan Adnan Muhammad

Date: 3/10/2024

Signature:



Scientific Associate Name:

Dr. Khaled Gamal Hamdi

Date: 3/10/2024



The file is checked by:

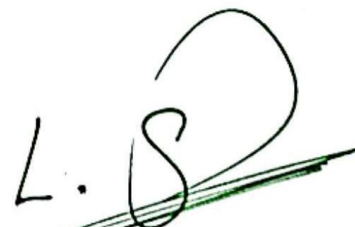
Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Dr. Zenah Shahed Ali

Date: 3/10/2024

Signature:



Approval of the Dean

Prof. Dr. Luay Sihoud Fawaz Al-Tamimi

Dean

1. Program Vision

- Spreading psychological culture in society and increasing awareness of it.
- Creating rare specializations in the educational and psychological sciences, such as measurement, evaluation, personality, health, and psychology.
- Paying attention to scientific research in the fields of mental health as a result of the compelling circumstances that society is going

2. Program Mission

- 1- Leadership in providing academic programs in the field of educational and psychological sciences to advance and build the human being as an individual for the development of society.
2. Graduating qualified cadres in the field of psychological and educational sciences and spreading psychological culture to all members of society.
3. Enhancing the intellectual, cultural and educational level of students by developing their psychological, personal, behavioral and intellectual skills to meet the requirements of the labor market and providing distinguished graduates to serve the community who help in the renaissance and development of society and confront all the challenges facing society such as pests and psychological and family diseases.

3. Program Objectives

- 1- Preparing scientific staff who hold a bachelor's degree who is responsible for leading the educational process in society.
- 2- Graduates specialized in educational and psychological sciences equipped with educational and psychological skills.
- 3- Preparing specialized scientific cadres holding master's and doctoral degrees

to supply Iraqi universities and scientific research institutions in society.

4- Conducting basic and applied studies and research, and holding scientific seminars and conferences that contribute to the progress of society.

5- Keeping up with the labor market and knowledge developments.

□ 6- Empowering the student with creative and personal skills.

7- Creativity and innovation in the field of psychological sciences and confronting all psychological problems, scourges and social diseases

8- Focusing on the applied aspect by training students on counseling and psychological skills to prepare them on how to deal with the psychological and social problems they face.

9- Effective contribution to writing methodological, assistance, and general reference books.

10- Conducting theoretical, experimental and comparative research in the field of psychological and counseling sciences in all its branches.

11- Providing scientific expertise and advice to the educational institution in the community in a way that ensures keeping pace with the development taking place in its field of specialization, given the community's need for this in order to confront all social problems.

12- Refine critical and creative thinking skills, strengthen their personality, and focus on students' higher-order thinking skills.

13- Building partnerships with the public and private sectors by conducting studies and cooperating in all ways.

14- Providing psychological and counseling consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | 8 | 27 | 16.875% | — |
| College Requirements | 8 | 27 | 16.875% | — |
| Department Requirements | 32 | 133 | 82.5% | — |
| Summer Training | — | — | — | — |
| Other | | | | |

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

First stage

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------------------------------|-------------|--|--------------|-----------|
| | | | theoretical | practical |
| 2023-2024 The first stage: general | | : general theoretical and practical psychology | 3 | 0 |

8. Expected learning outcomes of the program

| Knowledge | |
|--|---|
| Enabling students to know and understand the theoretical framework of general psychology | Its definition, theories, historical development, and concepts associated with it |
| Skills | |
| Make the student able to use the acquired information | by using the information in application and viewing |
| Linking learning and training with experiences. | Preparing research reports |
| Ethics | |
| Paper and electronic lecture | reports |
| Group discussion | social interaction |

9. Teaching and Learning Strategies

Brainstorming, paper, real-time feedback, notes, (presentation - training - discussion)

10. Evaluation methods

Daily, oral and written tests, preparing reports

11. Faculty

Faculty Members

| Academic Rank | Specialization | Special Requirements/Skills (if applicable) | Number of the teaching staff |
|---------------|----------------|---|------------------------------|
|---------------|----------------|---|------------------------------|

| | General | Special | | Staff | Lecturer |
|---------------------------|--|----------------------------|---|-------------|----------|
| A. M. D. Zina Shaheed Ali | Educational and Psychological Sciences | s Psychological Counseling | Familiarity with theories of psychology | is an angel | |

Professional Development

Mentoring new faculty members

Participate in training courses and seminars and learn about everything new in the specialty level.

Professional development of faculty members

Using all new strategies in the field of professional development

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

- The teaching staff and the information it possesses
- 2. Scientific libraries.
- 3. International information networks and the Internet.
- 4. Workshops
- 5. Research centers.

14. Program Development Plan

Program Skills Outline

| | | | | Required program Learning outcomes | | | | | | | | | | | |
|---------------------|-------------|--------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 2-23-2024 level one | | General psychology | Basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| | | | | | |
|--|--------------|---|---|------------------------|--------------------------|
| 1. Course Name: | | | | | |
| General psychology | | | | | |
| 2. Course Code: | | | | | |
| - | | | | | |
| 3. Semester / Year: | | | | | |
| 2023-2024 | | | | | |
| 4. Description Preparation Date: | | | | | |
| 1/9/2023 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| Is mandatory | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| 90 hours | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: A.M.D. Sanaa Hussein Khalaf Email: dr.sanaa.psy@uodiyala.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | | <ul style="list-style-type: none"> • Introducing students to historical development psychology • Branches of psychology • His theories | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | Open questions, discussion and dialog brainstorming | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1 | 3 | its topics and goals, introduction to psychology, | Introduction to psychology | Lecture discussio | Duties |

| | | | | | |
|-----------|----------|---|------------------------------------|------------------------|----------|
| | | lecture and discussion | | | |
| 2 | 3 | Introduction to psychology | Introduction to psychology | Lecture and discussion | Duties |
| 3 | 3 | method and the experimental method are scientific research methods | Research Methodology | Lecture and discussion | Duties |
| 4 | 3 | its topics and goals, introduction to psychology, lecture and discussion | | Lecture and discussion | the exam |
| 5 | 3 | research methods | Research Methodology | Lecture and discussion | Duties |
| 6 | 3 | Sample, psychological research tools, and characteristics of scales | Scientific research tools | Lecture and discussion | Duties |
| 7 | 3 | Questionnaire and interview | Scientific research tools | Lecture and discussion | Duties |
| 8 | 3 | Measures, tests, observation | Scientific research tools | Lecture and discussion | Duties |
| 9 | 3 | | | | the exam |
| 10 | 3 | Structural, functional, and connectionist school | Schools of contemporary psychology | Lecture and discussion | Duties |
| 11 | 3 | Hypothesis, factor analysis, psychoanalysis, and Freudianism | Schools of contemporary psychology | Lecture and discussion | Duties |
| 12 | 3 | Behaviorism, new behaviourism, | Schools of contemporary psychology | Lecture and discussion | Duties |

| | | | | | |
|-----------|----------|---|-----------------------------------|------------------------|----------|
| | | Gestalt, cognitive, humanism | | | |
| 13 | 3 | | | | Exam |
| 14 | 3 | Motivation: its definition, importance, and theories | Motivation and emotion | Lecture and discussion | Duties |
| 15 | 3 | Emotion, its definition, types, and theories | Motivation and emotion | Lecture and discussion | Duties |
| 16 | 3 | Definition of tendencies, their manifestations, interpretation, and measurement methods | Tendencies, trends and values | Lecture and discussion | Duties |
| 17 | 3 | sentiment scales, | Tendencies, trends and values | Lecture and discussion | Duties |
| 18 | 3 | Trends: their definition, components and characteristics, methods of measuring them, and methods of their change | Tendencies, trends and values | Lecture and discussion | Duties |
| 19 | 3 | Definition of values, and reasons for choosing White's classification | Tendencies, trends and values | Lecture and discussion | Duties |
| 20 | 3 | Identifying tendencies, trends and values | Tendencies, trends and values | Lecture and discussion | a report |
| 21 | 3 | | | | the exam |
| 22 | 3 | Definition of intelligence, theories of | Intelligence and mental abilities | Lecture and discussion | Duties |

| | | | | | |
|-----------|----------|--|-----------------------------------|------------------------|------------|
| | | intelligence, methods of research into intelligence, types of intelligence tests | | | |
| 23 | 3 | Mental abilities: attention and perception | Intelligence and mental abilities | Lecture and discussion | Duties |
| 24 | 3 | Mental abilities: memory and thinking | Intelligence and mental abilities | Lecture and discussion | Duties |
| 25 | 3 | Learning theories | Learning | Lecture and discussion | Duties |
| 26 | 3 | self education | Learning | Lecture and discussion | Duties |
| 27 | 3 | The term personality, its importance, dimensions, and theories | Personal | Lecture and discussion | Duties |
| 28 | 3 | | | | the exam |
| 29 | 3 | Compatibility indicators and the importance of mental health | Compatibility and mental health | Lecture and discussion | Duties |
| 30 | 3 | The most important problems of youth and adolescents | Compatibility and mental health | And discussion | the report |

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, reportsetc

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | nothing |
| Main references (sources) | General psychology book, Dr. Saleh Al-Dahri, Wahib Al-Kubaisi |
| Recommended books and references (scientific journals, reports...) | Psychology, 2017, Robert Sessions Woodworth, translated by Abdul Hamid Kazem |
| Electronic References, Websites | https://aialibrary.com/product-category/ / |

1. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|----------------|--------------|-----------|
| 2222/2222 | | General Arabic | theoretical | Practical |
| | | | 2 | 1 |

2. Expected learning outcomes of the program

| Knowledge | |
|---|---|
| Learning Outcomes 1. The student should know general Arabic Explains the importance of learning general Arabic | Learning Outcomes Statement 1 Preparing the student to be a future teacher |
| Skills | |
| Learning Outcomes Statement 2 Designs educational lessons | Learning Outcomes Statement 2 Preparing a student who has scientific potential in his specialty |
| Learning Outcomes 3. Compares general Arabic topics | Learning Outcomes Statement 3 Enabling the student in the future to master Arabic language subjects |
| Ethics | |
| Learning Outcomes 4 Adad is an enthusiastic student who loves his specialty | Learning Outcomes Statement 4 The student's love for his future profession |
| Learning Outcomes 5 Good preparation for the student to be proficient in the Arabic language | Learning Outcomes Statement 5 To interact positively with students |

3. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. Method of lecture, interrogation and discussion

2. Evaluation methods

Implemented at all stages of the program in general. Achievement tests of various types and extracurricular activities

5. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|--------------------------------------|-----------------|---------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Assistant teacher Marwa Abbas Hassan | Arabic Language | Only | | | 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. Holding educational workshops on the importance of the Arabic language and its teaching

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. Holding seminars and lectures and exchanging experiences with other universities

t. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others) The student's grade point average along with his desire for the field he would like to study

7. The most important sources of information about the program

State briefly the sources of information about the program. Sources and references, research and studies in magazines and the Internet

8. Program Development Plan

Developing the curriculum vocabulary by (202) in line with modern developments

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|----------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 0202/0202 | | General Arabic | basic | 0 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

1. Course Name: general arabic

2. Course Code:

3. Semester / Year:2223/2224

4. Description Preparation Date:2224/3/11

5. Available Attendance Forms:

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

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

Name: Assistant teacher Marwa Abbas Hassan

Email: marwa.gev@uodiyala.edu.iq

8. Course Objectives

Course Objectives

- • Proficiency in the Ara language.....
- • Writing free of spelling errors.....
- Knowing the history of our Ara language and its scholars.....

9. Teaching and Learning Strategies

Strategy

Lecture, interrogation and discussions

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|----------------------|-----------------|-------------------|
| | 12 | | The | Lecture, | Daily a |

| | | | | | |
|--|--|--|---|------------------------------|----------------------|
| | | Realizing the importance of the Arabic language Developing the student's memorization abilities Ability to comprehend grammatical topics | hamza at the beginning, middle, and end of words and speech | interrogation and discussion | monthly examinations |
|--|--|--|---|------------------------------|----------------------|

11. Course Evaluation

Distributing the score out of 122 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Arabic language and grammar books |
| Main references (sources) | General Arabic language for non-specialists |
| Recommended books and references (scientific journals, reports...) | All books concerned with studying Arabic language topics |
| Electronic References, Websites | |

V. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|--|--------------|-----------|
| 0202_0202 | | M.M. Qahtan Einad Ismail Saleh | theoretical | practical |
| | | | 2 | |

1. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

0. Expected learning outcomes of the program

Knowledge

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

Skills

| | |
|---------------------|-------------------------------|
| Learning Outcomes 0 | Learning Outcomes Statement 0 |
|---------------------|-------------------------------|

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

Ethics

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

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

2. Teaching and Learning Strategies

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

2. Evaluation methods

Implemented at all stages of the program in general.

5. Faculty

Faculty Members

| Academic Rank | Specialization | Special Requirements/Skills (if | Number of the teaching staff |
|---------------|----------------|---------------------------------|------------------------------|
|---------------|----------------|---------------------------------|------------------------------|

| | | | 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.

t. Acceptance Criterion

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

V. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

| |
|--|
| |
|--|

| | | | | | | | | | | | | | | | | |
|--|--|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | ms | | | | | | | | | | | | | | |
|--|--|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

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

Course Description Form

Course Name: M.M. **Qahtan Einad Ismail Saleh**

1. Course Code:

0. Semester / Year: 0202_0202

2. Description Preparation Date: 02_2_0202

4. Available Attendance Forms:

5. Number of Credit Hours (Total) / Number of Units (Total)
55

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

Name: M.M **Qahtan Einad Ismail Saleh**

Email: Hum24ps121@uodiyala.edu.iq

V. Course Objectives

Course Objectives

●

●

| | |
|--|---------|
| | ● |
|--|---------|

1. Teaching and Learning Strategies

| | |
|-----------------|---|
| Strategy | Teaching and learning strategies and methods adopted in implementing the program general. |
|-----------------|---|

0. Course Structure

| Week | Hours | Required | Unit or subject | Learning method | Evaluation |
|-------------|--------------|-----------------|------------------------|------------------------|-------------------|
|-------------|--------------|-----------------|------------------------|------------------------|-------------------|

| | | Learnin g Outcom es | name | | method |
|---|---|--|---------------------------------|------------------------------------|--|
| The first week: Definition rights, their goals, characteristics, and the most important | 4 | | Huma rights and public freedoms | Interview style with interrogation | Daily exams of 5 marks Monthly exams 15 marks |

categories
of human
rights

The second
week:

Rights and
freedoms i
ancient
times

Week

Three:

Human
rights in
heavenly
religions

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

| | | | | | |
|---|--|--|--|--|--|
| Week Four The concept of rights and freedoms according to Imam Ali (peace be upon him) Week Five: International l 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
Constitutio
, its
importance
Week Ten:
Types of
human
rights in th
modern era
Week
Eleven:
Democracy

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

| | | | | | |
|---|--|--|--|--|--|
| Week Twelve: The development of historical democracy | | | | | |
| Week Thirteen: Principles Democracy | | | | | |
| Week Fourteen: Constitutional Democracy | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Week fifteen: Representative democracy | | | | | |
|--|--|--|--|--|--|

2. Course Evaluation

Distributing the score out of 122 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

2. Learning and Teaching Resources

| | |
|---|----------------------------------|
| Required textbooks (curricular book if any) | Human rights and public freedoms |
| Main references (sources) | Ministry of Higher Education |

| | |
|--|-----------------------------------|
| | Education and Scientific Research |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

1. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|---|--------------|-----------|
| 2222-2224 | | Computer basics and office applications | theoretical | practical |
| | | | 2 | 1 |

2. Expected learning outcomes of the program

| Knowledge | |
|---------------------|-------------------------------|
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

5. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---|-------------------|---------------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Assistant teacher, Ghazwan Ahmed MIJWIL | computer Sciences | Information systems | | | | |

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.

t. Acceptance Criterion

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

V. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

| |
|--|
| |
|--|

Program Skills Outline

| | | | | Required program Learning outcomes | | | | | | | | | | | |
|------------|-------------|---|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 0202-0202 | | Computer basics and office applications | basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

1. Course Name:

2. Course Code:

3. Semester / Year:

4. Description Preparation Date:

5. Available Attendance Forms:

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

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

Name:

Email:

8. Course Objectives

Course Objectives

-
-
-

9. Teaching and Learning Strategies

Strategy

11. Course Structure

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

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| Distributing the score out of 111 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

V. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|---|--------------|-----------|
| 2222_2222 | | M.M. Nidal Abdul Jalil Hussein Ali | theoretical | practical |
| | | | 2 | |

1. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|-----------------|-----------|
| | | | theor etical | 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 2 | Learning Outcomes Statement 2 |
| Ethics | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

2. Teaching and Learning Strategies

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

2. 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.

t. Acceptance Criterion

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

V. 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

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

Course Description Form

Course Name: M.M. **Nidal Abdul Jalil Hussein Ali**

1. Course Code:

2. Semester / Year: 2222_2222

2. Description Preparation Date: 22_2_2222

4. Available Attendance Forms:

5. Number of Credit Hours (Total) / Number of Units (Total) 4

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

Name: M.M Nidal Abdul Jalil Hussein Ali

Email: Hum24ps122@uodiyala.edu.iq

V. Course Objectives

Course Objectives

-
-
-

1. Teaching and Learning Strategies

Strategy

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

2. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|---|-------|----------------------------|----------------------------------|------------------------------------|--|
| <p>The first week: Definition of rights, their goals, characteristics, and the most important categories of human rights</p> <p>The second week: Rights and freedoms in ancient times</p> <p>Week Three: Human rights in heavenly</p> | 4 | | Human rights and public freedoms | Interview style with interrogation | <p>Daily exams of 5 marks</p> <p>Monthly exams of 15 marks</p> |

| | | | | | |
|---|--|--|--|--|--|
| religions Week Four: Th concept of righ and freedoms according to Imam Ali (peac be upon him) Week Five: International Organizations Week Six: Regional recognition of human rights Week Seven: T position of international organizations o human rights Week Eight: | | | | | |
|---|--|--|--|--|--|

| | | | | | |
|--|--|--|--|--|--|
| <p>Universal Declaration of Human Rights Week Nine: Th Constitution, it importance Week Ten: Typ of human right in the modern era Week Eleven: Democracy Week Twelve: The development o historical democracy Week Thirteen Principles of Democracy</p> | | | | | |
|--|--|--|--|--|--|

| | | | | | |
|---|--|--|--|--|--|
| Week Fourteen Constitutional Democracy Week fifteen Representative democracy | | | | | |
|---|--|--|--|--|--|

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

2. Course Evaluation

Distributing the score out of 122 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

2. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Human rights and public freedoms |
| Main references (sources) | Ministry of Higher Education and Scientific Research |
| Recommended books and references (scientific journals, reports...) | |

| | |
|---------------------------------|--|
| Electronic References, Websites | |
|---------------------------------|--|

1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

Adoption of global comprehensive education quality standards and the Association of Arab Universities standards in the field of education quality

5. Other external influences

Ministry of Higher Education, Ministry of Education, Ministry of Tourism and Antiquities

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |

| | | | | |
|--------------------------------|--|--|--|--|
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

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

| 7. Program Description | | | | |
|-------------------------------|--------------------|-----------------------|---------------------|------------------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| Year | | General Arabic | theoretical | practical |
| 2025–2024 | | | theoretical | |

| 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

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

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 |
| M.M. Waad Sattar Nasser / Arabic 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.

12. Acceptance Criterion

The student's GPA in the preparatory stage, in addition to the student's desire and the geographical area where the student resides, in line with the admission policy of Iraqi universities, colleges and institutes.

13. The most important sources of information about the program

References and sources from books, research studies, periodicals, and various means of communication from the Internet and others

14. Program Development Plan

Developing the curriculum according to the nature of the curriculum and the year of its writing. Development takes place by deleting, adding, or replacing parts or chapters from the approved curriculum if there are actual reasons for development that are

determined in advance.

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-----------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 2024-2025 | | Arabic Language | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- 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: Educational and Psychological Sciences

3. Semester / Year: 2024–2025

4. Description Preparation Date:2025

5. Available Attendance Forms: Inperson

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

2 hours

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

Name: M.M. Waad Sattar Nasser

8. Course Objectives

Course Objectives

1.The student will draw a map of Iraq and indicate locations of prisons.

2.The student will list the names of the prisons and m graves they encounter during that period.

3.The student will use a historical atlas to identify locations of prisons and mass graves.

9. Teaching and Learning Strategies

Strategy

Discussion, lecture and questioning

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|--------|----------------------------|----------------------|-----------------|-------------------|
| | 2hours | | Arabic Language | theoretical | |

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) | Mustafa Jatal, Arabic for Non-Specialists. |
| Main references (sources) | Mustafa Jatal, Arabic for Non-Specialists. |
| Recommended books and references (scientific journals, reports...) | Mustafa Jatal, Arabic for Non-Specialists. |
| Electronic References, Websites | Various communication sites (Google, YouTube), etc. |



Secand Stage

1. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------------------|--------------|-----------|
| | | | theoretical | practical |
| 2222/2222 | | Curriculum and textbook | 2 | 1 |

2. Expected learning outcomes of the program

| Knowledge | |
|---|--|
| Learning Outcomes 1 Preparing the student to be a future teacher | Learning Outcomes Statement 1 That the student knows the curriculum and the textbook explains the importance of the curriculum and the textbook |
| Skills | |
| Learning Outcomes t Designs a curriculum plan | Learning Outcomes Statement t Preparing a student who has scientific potential in his specialty |
| Learning Outcomes 3 He compares the old and modern curriculum and knows the importance of using the textbook | Learning Outcomes Statement 3 Enabling the student in the future to prepare modern curricula and use the textbook well |
| Ethics | |
| Learning Outcomes 4 Preparing an enthusiastic student who loves his specialty | Learning Outcomes Statement 4 The student's love for his future profession |
| Learning Outcomes 5 Good preparation for the student to be able to use curricula and textbooks in teaching | Learning Outcomes Statement 5 Positive interaction with students |

3. Teaching and Learning Strategies

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

(Lecture-interrogation-discussion-problem-solving method)

2. Evaluation methods

Implemented at all stages of the program in general.

Achievement tests of various types and extracurricular activities

5. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|-------------------------|-------------------------|----------------------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Prof. Aqeel Aboud Faleh | Philosophy in education | Geography teaching methods | | | | |

Professional Development

Mentoring new faculty members

Holding courses to familiarize new staff with the importance of the curriculum and textbook and how to prepare and use them

Professional development of faculty members

Holding seminars and discussions and exchanging experiences with other corresponding colleges for development

t. Acceptance Criterion

The student's average in the middle school stage in addition to his desire

V. The most important sources of information about the program

References and sources from books, research, studies, periodicals, and various means of communication from the Internet and others

8. Program Development Plan

Developing the curriculum vocabulary by t0\$ in line with modern developments

Program Skills Outline

| | | | | Required program Learning outcomes | | | | | | | | | | | |
|------------|-------------|-------------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 0202/0202 | | Curriculum and textbook | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

1. Course Name:

t. Course Code:

3. Semester / Year:

4. Description Preparation Date:

5. Available Attendance Forms:

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

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

Name:

Email:

8. Course Objectives

Course Objectives

-
-
-

9. Teaching and Learning Strategies

Strategy

10. Course Structure

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

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

11. Course Evaluation

Distributing the score out of 111 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

1t. Learning and Teaching Resources

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

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------------------|--------------|-----------|
| | | | theoretical | practical |
| 2222_2222 | | M.M. Ali Musa Jaafar | | |
| | | | 1t | |

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 t | Learning Outcomes Statement t |
|---------------------|-------------------------------|

| | |
|---------------------|-------------------------------|
| 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.

2. 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.

t. Acceptance Criterion

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

V. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|-------------------------------|--------------------|--------------------|--------------------------|---|-----------|-----------|-----------|---------------|-----------|-----------|-----------|---------------|-----------|-----------|-----------|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 0202_0204 | | | Optional | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

Course Name: M.M. Ali Musa Jaafar

1.

t. Course Code:

3. Semester / Year: t2t3_t2t4

4. Description Preparation Date: 1t_3_t2t4

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total) 15

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

Name: M.M. Ali Musa Jaafar

Email:

8. Course Objectives

Course Objectives

-
-
-

1. Teaching and Learning Strategies

Strategy

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

t. Course Structure

| Week | Hours | Required Learning | Unit or subject name | Learning method | Evaluation method |
|------|-------|-------------------|----------------------|-----------------|-------------------|
|------|-------|-------------------|----------------------|-----------------|-------------------|

| | | Outcomes | | | |
|--|---|----------|--------------------|-------------------------------------|--|
| <p>The first week: crimes and its types and divisions</p> <p>The second week: An overview of the political systems in Iraq (1921_2003)</p> <p>Week Three: The Baathist regime's violations of rights and freedoms</p> <p>Week Four: Violation of the right to party pluralism</p> <p>Week Five: Violation of social, political and cultural rights</p> <p>Week Six: Violation of international law</p> <p>Week Seven: The impact of the Baathist</p> | 1 | | Baath Party crimes | Interview style with interrogations | <p>Daily exams</p> <p>5 marks</p> <p>Monthly exams</p> <p>15 marks</p> |

regime's behavior of society and its control over the state
Week Eight: Limiting powers to the Baathist regime
Week 2: The impact of the transitional period on fighting authoritarian political
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 Baath regime

Week Thirteen: The use of international prohibited weapons and environmental pollution

Week fourteen: scorched earth policies

Week fifteen: drying of the marshes and forced migration

The first week:

Definition of rights, their goals, characteristics, and the most important categories of human rights

The second week:

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

| | | | | | |
|--|----------|--|---|--|--|
| <p>Rights and freedom in ancient times</p> <p>Week Three: Human rights in heavenly religions</p> <p>Week Four: The concept of rights and freedoms according to Imam Ali (peace upon him)</p> <p>Week Five: International Organizations</p> <p>Week Six: Regional recognition of human rights</p> <p>Week Seven: The position of international organizations on human rights</p> <p>Week Eight: Univers</p> | <p>2</p> | | <p>Human rights and public freedoms</p> | | |
|--|----------|--|---|--|--|

| | | | | | |
|--|--|--|--|--|--|
| Declaration of Human Rights Week Nine: The Constitution, its importance Week Ten: Types of human rights in the modern era Week Eleven: Democracy Week Twelve: The development of historical democracies Week Thirteen: Principles of Democracy Week Fourteen: Constitutional Democracy Week Fifteen: Representative democracy | | | | | |
|--|--|--|--|--|--|

3. 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

4. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Baath Party crimes Human rights and public freedoms |
| Main references (sources) | Ministry of Higher Education a Scientific Research |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

Third stage

1. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|------------------|--------------|-----------|
| 2222-2222 | | Teaching methods | theoretical | practical |
| | | | 2 | 1 |

2. Expected learning outcomes of the program

| Knowledge | |
|---|--|
| Learning Outcomes 1 The student should know teaching methods Explains the importance of methods | Learning Outcomes Statement 1 Preparing the student to be a future teacher |
| Skills | |
| Learning Outcomes 2 Designs educational lessons | Learning Outcomes Statement 2 Preparing a student who has scientific potential in his specialty |
| Learning Outcomes 3 Compares modern methods with ancient methods | Learning Outcomes Statement 3 Enabling the student in the future to use modern methods and strategies |
| Ethics | |
| Learning Outcomes 4 Preparing an enthusiastic student who loves his specialty | Learning Outcomes Statement 4 The student's love for his future profession |
| Learning Outcomes 5 Good preparation for the student to be proficient in teaching | Learning Outcomes Statement 5 Positive interaction with students |

3. Teaching and Learning Strategies

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

2. Evaluation methods

Implemented at all stages of the program in general. Achievement tests of various kinds, extracurricular activities

5. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|-------------------------------|------------------|--------------------------------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Prof. Dr. Hossam Yousif Saleh | Teaching methods | Methods of teaching biology sciences | | | stuff | |

Professional Development

Mentoring new faculty members

Holding courses to familiarize new staff with modern methods and strategies for use in teaching

Professional development of faculty members

Holding seminars and discussions and exchanging experiences with other corresponding colleges for development

t. Acceptance Criterion

(The student's average in the preparatory stage in addition to his desire)

V. The most important sources of information about the program

Remember briefly. 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 (202) of modern topics in line with the developments of the times

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 0202-0202 | | Teaching methods | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| 1. Course Name: Teaching methods | | | | | |
|--|-------|---|----------------------|-----------------|-------------------|
| | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year:2224-2223 | | | | | |
| | | | | | |
| 4. Description Preparation Date: | | | | | |
| | | | | | |
| 5. Available Attendance Forms: | | | | | |
| | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: | | | | | |
| Email: | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | <ul style="list-style-type: none"> • • • | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

11. Course Evaluation

Distributing the score out of 122 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc

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 | |
|------------|-------------|-------------|--------------|-----------|
| 2222-2224 | | guidance | theoretical | practical |
| | | | 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.

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 |
| | | | | | |

| | | | | | | |
|--------------------------|----------|-------------------------|--|--|-------|--|
| Prof-khaled najim mahmod | guidance | Philosophy of education | | | 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.

t. Acceptance Criterion

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

V. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------|-------------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 0202-0202 | | | Philosophy of education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| 1. Course Name: | | | | | |
|--|-------|---|----------------------|-----------------|-------------------|
| | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year: | | | | | |
| | | | | | |
| 4. Description Preparation Date: | | | | | |
| | | | | | |
| 5. Available Attendance Forms: | | | | | |
| | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: | | | | | |
| Email: | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | <ul style="list-style-type: none"> • • • | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | | | | |
| 11. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| Distributing the score out of 111 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

1. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| | | | | |

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.

t. Acceptance Criterion

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

V. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|-------------------------------|-------------|------------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 2024-2025 The second phase | | personality psychology | essential | - | - | - | - | - | - | - | - | - | - | - | - |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| 1. Course Name: | | | | | |
|---|-------|--|---|--------------------|-------------------|
| personality psychology | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year: | | | | | |
| 2024-2025 | | | | | |
| 4. Description Preparation Date: | | | | | |
| | | | | | |
| 5. Available Attendance Forms: | | | | | |
| | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| 2 hours for each division 3 people 6 hours 3 units | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: alaa saeed hrath Email: lasyd853@gmail.com | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | | <ul style="list-style-type: none"> Defining students of persona psychology..... who understands persona theories..... applies personality theories of..... | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | a' muhadarat , tahdir taqarir min qibal altulaab hawl almawd munaqasha | | | |
| 12. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| | | The stud must | personali psycholo | Lecture discussion | monthly exam and |

| | | | | | |
|--|--|--|--|---|--|
| | | familiar with concepts related to personality psychology | | of the video presentation of personality theorist | daily requirements for students to attend and follow the lecture |
|--|--|--|--|---|--|

11. Course Evaluation

Distributing the score out of 111 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...) | Awaida, Kamel Muhammad Personality Psychology, International Book House, Beirut, Lebanon 2- Rab Muhammad Shehata, Personal Psychology, 2113 |
| Electronic References, Websites | |

1. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|--------------------------|--------------|-----------|
| 2222 | | manahij watarayiq tadrīs | theoretical | practical |
| 2222 | | | 2 | 1 |

2. Expected learning outcomes of the program

| Knowledge | |
|---|--|
| altaealum 1 yaerif altaalib tarayiq altadrīs yuadih ahimiat altarayiq | altaealum 1 yuadih ahimiat altarayiq |
| Skills | |
| mukhrajat altaealum 2.yusamim durus taelimiat wayatamakan min eamaliat altadrīs | bayān natayij altaealum 2. aedad talib ladayh amakaniaat eilmīat fi akhtisāsīh |
| mukhrajat altaealum 3.yuqaran bayn altarayiq alhadithat waltarayiq alqadima | bayān natayij altaealum 3.tamkin altaalib mustaqbalan min aistikhdam tarayiq wastiratijiaat hadithat wasalib taelimiat mutajadidat wawasayil watiknulujiā taelim mutatawir |
| Ethics | |
| mukhrajat altaealum 4.aedad talib mutahamis wayaeshaq akhtisāsatan | bayān natayij altaealum 4.hab altaalib limihnatih mustaqbalan |
| mukhrajat altaealum 5.alaedad aljayid liltaalib likay yakun mutamakinan fi altadrīs | bayān natayij altaealum 5. altafaeul alayjābi mae altalaba |

3. Teaching and Learning Strategies

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

2. Evaluation methods

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

5. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

aqamat dawrat litaerif alkadir aljadid bialtarayiq waliastiratijiaat alhadithat liaistikhdamiha fi altadris

Professional development of faculty members

aiqamat nadawat wanashatat khasat biwahdat altaahil waltawzif

t. Acceptance Criterion

mueadal altaalib fi almarhalat alaeidadiat adafatan alaa raghbatih)

| |
|--|
| |
|--|

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 (202) min almawdueat alhadithat tamashian mae
mustajidaat aleasr

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------|---------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | | | | | | | | | | | | | | |
| 2024-2025 | | asas i | tarayiq altadris | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| 1. Course Name: | | | | | |
|--|-------|---|----------------------|-----------------|-------------------|
| | | | | | |
| 2. Course Code: | | | | | |
| | | | | | |
| 3. Semester / Year: | | | | | |
| | | | | | |
| 4. Description Preparation Date: | | | | | |
| | | | | | |
| 5. Available Attendance Forms: | | | | | |
| | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: | | | | | |
| Email: | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | <ul style="list-style-type: none"> • • • | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | | | | |
| 11. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| Distributing the score out of 111 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

| Program description .1 | | | | |
|-------------------------------|--------------------|-------------------------------------|------------------------------|---------------------------------|
| Credit hours | | Name of the course or course | Course or course code | Year/level |
| practical | theoretical | Educational research methods | | 2024-2025 third level |
| 1 | 2 | | | |

| Expected learning outcomes of the programme .2 | |
|---|--|
| Knowledge | |

| | |
|---|---|
| <p>Statement of learning</p> <p>Prepare the .1 outcomes teacher, student to be a mentor, and researcher in the future at the same .time</p> | <p>Learning Outcomes</p> <p>The student should know the educational .research methodology</p> <p>.Explains the importance of research methods</p> <p>Enumerates the types of scientific research .methods</p> |
| <p>Skills</p> | |
| <p>Statement of learning</p> <p>Preparing a .t outcomes student with scientific potential</p> <p>His ipecialty in</p> | <p>Write a scientific research tLearning Outcomes</p> |
| <p>Statement of learning</p> <p>Enabling the .3 outcomes</p> | <p>educational Design 3Learning Outcomes</p> <p>lessons</p> |

| | |
|---|--|
| <p>student in the future to prepare educational and .psychological research</p> | |
| Value | |
| <p>Statement of learning The .4 outcomes student's love for his future profession</p> | <p>A research student with a .4 Learning Outcomes passion for his specialty</p> |
| <p>Statement of learning Positive .0 outcomes interaction with students</p> | <p>Good preparation for the .0 Learning outcomes student to be proficient in writing research and teaching</p> |

Teaching and learning strategies .3

Teaching and learning strategies and methods adopted in implementing the program in general (lecture method, interrogation, discussion, information (processing, investigation

Evaluation methods .4

Achievement tests .Implementing it in all stages of the program in general of all kinds, extracurricular activities

education institution .o

Faculty members

| Preparing the teaching staff | | Special requirements/skills (if any) | Specialization | | Scientific rank |
|------------------------------|-------|--------------------------------------|------------------------|--|---|
| lecturer | angel | | private | general | |
| | angel | | Educational psychology | Educational and psychological sciences | Assistant Dr. Professor Noor Jabbar Ali |

Professional development

Orienting new faculty members

Holding introductory courses and workshops on the importance of scientific role in advancing education, and following the research methods and their scientific research methodology in writing research

Professional development for faculty members

Holding seminars and discussions and exchanging opinions and development experiences with other corresponding colleges for

Acceptance standard .t

The student's average in the preparatory stage, in addition to his desire to specialize

The most important sources of information about the program .V

dissertations, References, sources, scientific research .Remember briefly
dissertations, periodicals, magazines, and the Internet

Program development plan .8

of modern topics in line with %t2Developing the curriculum vocabulary by
the developments of the times

skills chart Program

Learning outcomes required from the programme

| Value | | | | Skills | | | | Knowledge | | | | Essenti al or optiona l | Cours e Name | Cours e Code | Year/lev el |
|--------------|----------|----------|-----------|---------------|----------|----------|----------|------------------|----------|----------|----------|--|--|-----------------------------|------------------------|
| £C | C | C | 'C | B | B | B | B | A | A | A | A | | | | |
| | 3 | 2 | | £ | 3 | 2 | ' | £ | 3 | 2 | ' | Basic | Educ ationa l resear ch | | -2223 222£ |

| | | | | | | | | | | | | | | metho ds | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-------------|--|--|
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

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



Course description form

| | |
|---|---|
| : Course Name .1 | |
| Educational research methods | |
| | |
| : Code Course .t | |
| | |
| year /Semester .3 | |
| t2t4-t2t3 | |
| description was prepared Date this .4 | |
| | |
| Available attendance forms .A .° | |
| | |
| (Number of study hours (total)/number of units (total) .7 | |
| | |
| if more than one name is) Name of the course administrator .v (mentioned | |
| : Amiel- Name: Al | |
| Objectives Course .8 | |
| <ul style="list-style-type: none"> • • • | <p>Objectives of the study subject</p> |
| Teaching and learning strategies .9 | |
| | e strategy |

| | |
|--|--|
| | |
|--|--|

Course structure .12

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

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Course evaluation .11

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

Learning and teaching resources .1t

| | |
|--|--|
| | thodology, if) Required textbooks (any |
| | (Main references (sources |
| | Recommended supporting books and references (scientific journals, (... reports |
| | Electronic references, Internet sites |

15. Program Vision

Program vision is written here as stated in the university's catalogue and website.

16. Program Mission

Program mission is written here as stated in the university's catalogue and website.

17. Program Objectives

General statements describing what the program or institution intends to achieve.

18. Program Accreditation

Does the program have program accreditation? And from which agency?

19. Other external influences

Is there a sponsor for the program?

20. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

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

| 21. Program Description | | | | |
|-------------------------|-------------|--------------------------|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| 2024-2025 | | Educationl TECHNIQUES | theoretical | practical |
| | | | 2 | 1 |

22. 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 |
|---------------------|-------------------------------|

23. Teaching and Learning Strategies

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

24. Evaluation methods

Implemented at all stages of the program in general.

25. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|--------------------------------|-------------------------------|-------------------------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| .pro.dr. ihsan adnan ziadan | Educational administration | Educational administration | | | | |

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.

26. Acceptance Criterion

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

27. The most important sources of information about the program

State briefly the sources of information about the program.

28. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|------------------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| 2024-2025 | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 2024-2025 | | Educationl TECHNIQ UES | basic | 2 | 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

| | |
|--|---|
| 13. Course Name: | |
| | |
| 14. Course Code: | |
| | |
| 15. Semester / Year: | |
| | |
| 16. Description Preparation Date: | |
| | |
| 17. Available Attendance Forms: | |
| | |
| 18. Number of Credit Hours (Total) / Number of Units (Total) | |
| | |
| 19. Course administrator's name (mention all, if more than one name) | |
| Name: | |
| Email: | |
| 20. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • • • |
| 21. Teaching and Learning Strategies | |
| Strategy | |

| 22. Course Structure | | | | | |
|--|--------------|-----------------------------------|-----------------------------|------------------------|--------------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| | | | | | |
| 23. 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 | | | | | |
| 24. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

Program vision .29

- Spreading psychological culture in society and increasing awareness .of it
 - Focusing on scientific research in the field of mental health due to the .dire circumstances facing society
 - Establishing rare specializations in educational and psychological .sciences, such as measurement, evaluation, personality, and health
 - .And psychological
- Providing students with theoretical knowledge in the fields of psychological . and educational counseling and its various areas
- Developing practical skills in using modern guidance tools and .methods
 - Promoting professional and ethical values in psychological .counseling practices
 - Qualifying students to work in educational and pedagogical .environments and providing psychological support to learners
 - Encouraging applied scientific research in the fields of psychological .counseling and educational guidance
 - Building an integrated student personality capable of dealing with .psychological and social challenges in society

| | |
|--|---|
| Program message .30 | |
| Remember the program's mission as stated in the university's prospectus and .website | |
| Program objectives .31 | |
| Understand the theoretical foundations of psychological counseling, including .concepts, principles, goals, and various fields | – |
| Distinguish between psychological counseling and other helping practices such .as psychotherapy, educational and vocational guidance | – |
| Identify basic counseling theories (e.g., behavioral, cognitive, humanistic, . psychoanalytic) and apply their principles in counseling situations | – |
| Identifying the basic characteristics of a successful psychological counselor, in terms of skills, values, and professional ethics | – |
| Acquiring basic skills in the counseling process , such as: building a counseling relationship, active listening, asking questions, and dealing with the . client | – |
| Understanding the stages of the counseling process from assessment to the conclusion of the counseling relationship, and the ability to plan effective . counseling sessions | – |

| |
|--|
| Program accreditation .32 |
| ?Is the program accredited? By which authority |
| Other external influences .33 |
| ?Is there a sponsor for the program |

| | | | | |
|------------------------------|-------------------|-------------------|--------------------------|-----------------------------------|
| Program structure .34 | | | | |
| * comments | percentage | Study unit | Number of courses | Program structure |
| | | | | Institutional requirements |
| | | | | College requirements |
| | | | | Department requirements |
| | | | | Summer training |
| | | | | Other |

| | | | | |
|--------------------------------|--------------------|---------------------------------|--------------------|-------------------|
| Program Description .35 | | | | |
| Credit hours | | Course name | Course code | Year/Level |
| practical | theoretical | Psychological counseling | | 2025-2024 |

| | | | | |
|--|----------|---|--|----------------|
| | | and educational guidance | | |
| | 2 | | | Stage 3 |

| | | |
|--|---|------------|
| Expected learning outcomes of the program | | .36 |
| know I | | |
| Its definition, theories, historical development, and associated concepts | Enabling students to gain knowledge and understanding of the theoretical framework of the concept of psychological counseling and educational .guidance | |
| Skills | | |
| Use the information acquired by the student in conducting the guidance process and planning to .build a guidance session | Enable the student to use the acquired information | |
| Preparing research reports | Linking learning and training with experiences | |
| values | | |

| | |
|---|-------------------------------|
| Reports | Paper and electronic lectures |
| social interaction | Dialogue and group discussion |
| Teaching and learning strategies .37 | |
| Lecture, discussion, brainstorming and questioning method | |
| Evaluation methods .38 | |
| Daily, oral and written tests, preparing reports | |

| Faculty .39 | | | | | | |
|------------------------|--------------|---|---|---|---|-------------------------------|
| Faculty members | | | | | | |
| Faculty numbers | | Special requirements/skills (if any) | | Specialization | | Academic rank |
| lecturer | angel | | | private | general | |
| | angel | | Familiarity with the concept of psychological counseling, related | Psychological counseling and educational guidance | Psychological counseling and educational guidance | M.M. Haitham Ali Shahab |

| | | | | | | |
|--|--|--|---------------------------------------|--|--|--|
| | | | concepts, journals and theories | | | |
|--|--|--|---------------------------------------|--|--|--|

| | |
|---|--|
| Professional development | |
| Orientation of new faculty members | |
| Participate in training courses and seminars and learn about everything new in the .field of psychological counseling and counseling theories | |
| development for faculty members | |
| Using all the latest psychological counseling strategies in the field of professional development | |
| Acceptance criteria .40 | |
| Establishing regulations related to admission to the college or institute,) (whether central admission or other mentioned | |
| The most important sources of information about the program .41 | |
| The teaching staff and the information they possess .1 .Scientific libraries .2 | |

.International information networks and the Internet .3
Workshops .4
.Research centers .5

| | |
|--------------------------|-----|
| Program Development Plan | .42 |
| | |

| Program Skills Chart | | | | | | | | | | | | | | | |
|---|--------|--------|--------|--------|----|----|----|-----------|----|----|----|------------------------------|---|----------------|----------------------|
| Required learning outcomes of the program | | | | | | | | | | | | | | | |
| values | | | | Skills | | | | knowledge | | | | Essential or ?optional | Course name | Course code | Year/Level |
| Part 4 | Part 3 | Part 2 | Part 1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | essential | Psychological counseling and educational guidance | | 2025-2024 Stage 3 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed

Course Description Form

| | |
|---|---------------------------------|
| Course name | .25 |
| Psychological counseling and educational guidance | |
| Course code | .26 |
| | |
| semester/ year | .27 |
| 2025–2024 | |
| Date this description was prepared | .28 |
| | |
| Available attendance forms | .29 |
| mandatory | |
| Number of study hours (total) / Number of units (total) | .30 |
| Number of units)4(| |
| Name of the course administrator (if more than one name is mentioned) | .31 |
| :Name .A Name: M.M. Haitham Ali Shahab Al haitham.ps@uodiyala.edu. | |
| objectives Course | .32 |
| <p>Learn the basic concepts of psychological counseling, its objectives, principles , and .fields</p> <p>Understand different counseling theories and explain their applications in real–life .situations</p> | <p>Course objectives</p> |

| Distinguish between information gathering methods and how to use them in the guidance process – | | | | | |
|---|-------------------------------|---|--|-----------------|-------------|
| Teaching and learning strategies .33 | | | | | |
| Lecture, discussion, brainstorming, questioning , feedback – | | | | Strategy | |
| Course structure .34 | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | week |
| Duties | Lecture and discussion | The concept of psychological counseling, a historical overview of the emergence of psychological counseling, justifications for psychological counseling | Understanding the concept of guidance and its development | 2 | 1 |
| Duties | Lecture and | The objectives | Identify the | 2 | 2 |

| | | | | | |
|-----------------|-------------------------------|---|---|----------|----------|
| | discussion | of psychological counseling and its role in achieving mental health, the principles on which it is based Psychological counseling and educational guidance | goals of psychological counseling | | |
| a report | Lecture and discussion | Educational Guidance: Its Importance and Need, The Difference Between Psychological Counseling and Educational Guidance | Knowing the difference between psychological counseling and educational guidance and psychotherapy | 2 | 3 |

| | | | | | |
|---------------|---------------------------------------|---|--|----------|----------|
| | | and psychotherapy | | | |
| Duties | Lecture and discussion | Methods and strategies of psychological counseling | Introduction to psychological counseling methods | 2 | 4 |
| exam | Lecture and discussion | Skills required for a psychological counselor, ethics of the psychological counselor and his professional specifications | Identify the skills , ethics, and professional specifications of a psychological .counselor | 2 | 5 |
| Duties | Lecture and discussion | The relationship of guidance to other sciences, the philosophical- psychological foundations of | Understanding the relationship of guidance to ,other sciences | 2 | 6 |

| | | | | | |
|-----------------|-------------------------------|--|---|----------|----------|
| | | psychological and educational guidance | | | |
| Duties | Lecture and discussion | Fields Psychological counseling, therapeutic counseling, educational counseling, vocational counseling, counseling Marital, family counseling | Distinguishing the areas of guidance and identifying the characteristics of each area | 2 | 7 |
| Duties | Lecture and discussion | Child Guidance, Youth Guidance, Adult Guidance, Extraordinary Guidance (Specialists) | Defining the characteristics of each category and the role of psychological counseling in it | 2 | 8 |
| a report | Lecture and discussion | Methods and techniques of psychological counseling: | Distinguishing between psychological counseling | 2 | 9 |

| | | | | | |
|--------|------------------------|---|--|---|----|
| | | individual counseling, direct group counseling (psychodrama) Indirect | methods and their characteristics | | |
| Duties | Lecture and discussion | Brief counseling, behavioral counseling, play counseling, religious counseling | Defining the concept of each type of guidance and its importance | 2 | 10 |
| exam | Lecture and discussion | Counseling and Psychotherapy Theories: The Importance of Theory in the Work of the Counselor, Psychoanalytic Theory | Introduction to the theories of counseling and psychotherapy and their characteristics | 2 | 11 |
| Duties | Lecture and discussion | behavioral theory | The concept of behavioral theory | 2 | 12 |
| Duties | | Client centered | The concept of | 2 | 13 |

| | | | | | |
|---------------|-------------------------------|--|---|----------|-----------|
| | | counseling theory | client-centered counseling theory | | |
| Duties | Lecture and discussion | Rational-emotive Counseling Theory, Reality Counseling Theory | Learn about its concept and characteristics | 2 | 14 |
| Duties | Lecture and discussion | Information necessary for the educational guidance process and its importance for the guide and the guideee | Defining the importance of information needed for the psychological counseling process | 2 | 15 |
| Duties | Lecture and discussion | Information gathering methods: the guidance | Definition of types of information collection | 2 | 16 |

| | | | | | |
|--------|------------------------|---|--|---|----|
| | | interview, its importance, characteristics, conditions for its success, and types | methods and conditions for their success | | |
| Duties | Lecture and discussion | Cumulative record, observation, tests and measures | Defining the characteristics of each type of information collection method | 2 | 17 |
| exam | Lecture and discussion | Case study, narrative records, autobiography | Defining the characteristics of each type of information collection method | 2 | 18 |
| Duties | Lecture and discussion | Methods of modifying human behavior within the framework of | Learn the meaning of behavior and methods of | 2 | 19 |

| | | | | | |
|----------|------------|--|---|---|----|
| | | psychological counseling, responsive behavior, behavior procedural | .modifying it | | |
| a report | Discussion | Behavioral characteristics: main dimensions of behavior, behavior modification, general objectives of behavior modification behavior | Understanding the meaning of behavior, methods of modifying it , and the general objectives of .modification behavior | 2 | 20 |
| Duties | | Areas of behavior modification, major trends in behavior modification | Identify areas of behavior modification | 2 | 21 |

| | | | | | |
|---------------|-------------------------------|--|--|----------|-----------|
| Duties | Lecture and discussion | Educational guidance in school, guidance teacher | Recognizing the importance of educational guidance in school | 2 | 22 |
| Duties | Lecture and discussion | The role of the educational and psychological counselor in the school, the problems that educational counseling addresses in the school | Identifying school problems addressed by educational guidance | 2 | 23 |
| Duties | Lecture and discussion | Parent-Teacher Councils and their role in educational guidance | Understanding the role of parent councils in educational guidance | 2 | 24 |
| Duties | Lecture and discussion | Parental Rights, Hadith 8 from the book The Family in Islam | Definition of parents' rights | 2 | 25 |
| | | | | | |

| | | | | | |
|--------|------------------------------|---|---|---|----|
| | | <p>by Sayyid Muhammad al- Sadr May God sanctify his secret</p> | | | |
| Duties | Lecture and discussion | Marital and family counseling and psychotherapy | Learn about the role of marital counseling | 2 | 26 |
| exam | Lecture and discussion | Fundamentals of marital counseling and therapy, family (social) choice, individual choice (psychological) | Learn the basics of marital counseling | 2 | 27 |
| Duties | | Theories of choice for marriage and its role in family formation, | Understanding the concept of marriage theory | 2 | 28 |

| | | | | | |
|---|------------------------|--|---|---|----|
| | | homogeneity theory, convergence theory Spatial | | | |
| Duties | Lecture and discussion | Value theory, complementary needs theory | Understanding the concept of value theory and complementary needs theory | 2 | 29 |
| The report | and discussion | Crisis Guidance | Recognizing the importance and role of psychological counseling in crises | 2 | 30 |
| Course Evaluation .35 | | | | | |
| written exam, 5% oral, 5% report, for each semester and 40% for both %10 semesters, 60% final | | | | | |
| Learning and teaching resources .36 | | | | | |
| nothing | | | Required textbooks | | |

| | |
|--|---|
| | (Methodology if any) |
| <p>Sayed (Psychological –Al–Daraji, Hassan Al – (Counseling and Mental Health</p> <p>Zahran, Hamed Abdel Salam (Psychological – (Guidance and Counseling</p> <p>Al–Shennawy, Mohamed Mahrous (Theories of – (Counseling and Psychotherapy</p> <p>Kafafi, Aladdin (Family Counseling and – (Psychotherapy</p> <p>Patterson (Theories of Counseling and – (Psychotherapy</p> <p>Introduction to Psychological Counseling – Translated by Dr. Murad Ali, Dr. Ahmed) (Allah</p> | <p>Main references (sources)</p> |
| | <p>Recommended supporting books and references (scientific (.journals, reports, etc</p> |
| | <p>Electronic references, websites</p> |

Fourth stage

| Program description .1 | | | | |
|------------------------|-------------|------------------------------|-----------------------|-------------------------------|
| Credit hours | | Name of the course or course | Course or course code | Year/level |
| practical | theoretical | Measurement and evaluation | | 2024-2025 The fourth stage |
| 1 | 2 | | | |

| Expected learning outcomes of the programme .2 | |
|--|-------------------|
| Knowledge | |
| Statement of learning | Learning Outcomes |

Prepare .1 outcomes
 the student to be a
 teacher, mentor, and
 researcher in the future
 .at the same time

The student should know psychological and
 .educational measurement
 Explains the importance of measurement and
 .evaluation in the educational process
 .the types of achievement tests Enumerates

Skills

Statement of learning
 The student . t outcomes
 Hii conducts oral exams
 ipecialty

Design specialiied tLearning Outcomes
 specialiiation educational objectives in the field of

Statement of learning
 Enabling .3 outcomes

an essay and topic Design :3 Learning Outcomes
 in the field of specialiiation

| | |
|---|---|
| <p>the student in the future standardized to prepare .questions</p> | |
| Value | |
| <p>Statement of learning The .4 outcomes student's love for his future profession</p> | <p>Prepare comprehensive and .4 Learning outcomes objective class questions</p> |
| <p>Statement of learning Positive .0 outcomes interaction with students</p> | <p>Good preparation for the .0 Learning Outcomes prepare questions in light of student to be able to the specifications table</p> |

Teaching and learning strategies .3

and methods adopted in implementing the program in general strategies
interrogation, discussion , information processing , (lecture method)
(investigation

Evaluation methods .4

Implementing it in all stages of the program in general. Achievement tests
extracurricular activities , of all kinds

education institution .o

Faculty members

| Preparing the teaching staff | | Special requirements/skills (if any) | | Specialization | | Scientific rank |
|------------------------------|-------|--------------------------------------|--|-----------------------------|--|-----------------|
| lecturer | angel | | | private | general | |
| | angel | | | Methods of teaching history | Educational and psychological sciences Teaching methods | Professor Dr |

development Professional

Orienting new faculty members

Holding introductory courses and workshops on the importance of achievement tests and their role in the educational process, and following .standardiied questions when preparing questions of various types

Holding seminars and discussions and exchanging opinions and experiences with other corresponding colleges for development

The most important sources of information about the program .V

References, sources, scientific research, dissertations, .Remember briefly
periodicals, magazines, and the Internet .dissertations

Program development plan .8

of modern topics in line with %t2Developing the curriculum vocabulary by
the developments of the times

| skills chart Program | | | | | | | | | | | | | | | | |
|---|---|---|--------|---|---|---|-----------|---|---|---|---|-----------------------------------|--------------------|---------------------------------|----------------|---------------|
| the programme Learning outcomes required from | | | | | | | | | | | | Essenti al or optiona ?! | Cours e Name | Cours e Code | Year/lev el | |
| Value | | | Skills | | | | Knowledge | | | | | | | | | |
| €C | C | C | 'C | B | B | B | B | A | A | A | A | | | | | |
| | 3 | 2 | | € | 3 | 2 | ' | € | 3 | 2 | ' | | | | | |
| | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | Basic | Meas urement and evalu | | 2024- 2025 |

| | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--------------|--|--|
| | | | | | | | | | | | | | ation | | |
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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



Course description form

| |
|---|
| : Course Name .1 |
| Measurement and evaluation |
| : Code Course .t |
| year /Semester .3 |
| 2024-2025 |
| description was prepared Date this .4 |
| Available attendance forms .A .° |
| (Number of study hours (total)/number of units (total .7 |
| if more than one name is) Name of the course administrator .V (mentioned |
| : Amiel- Name: Al |
| Objectives Course .8 |
| <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>.....</p> <p>.....</p> <p>.....</p> </div> <div style="flex: 1; border-left: 1px solid black; padding-left: 10px;"> <p>Objectives of the study subject</p> </div> </div> |
| Teaching and learning strategies .9 |
| e strategy |

| | |
|--|--|
| | |
|--|--|

Course structure .12

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

Course evaluation .11

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

Learning and teaching resources .1t

| | |
|--|--|
| | thodology, if) Required textbooks (any |
| | (Main references (sources |
| | Recommended supporting books and references (scientific journals, (... reports |
| | Electronic references, Internet sites |

1. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| | | | | |
| | | | | |

2. w

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.

t. Acceptance Criterion

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

V. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

| Program Skills Outline | | | | | | | | | | | | | | | |
|------------------------|-------------|-------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Required program Learning outcomes | | | | | | | | | | | |
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 2024-2025 | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

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

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| | |
| 4. Description Preparation Date: | |
| | |
| 5. Available Attendance Forms: | |
| | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: | |
| Email: | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none">••• |
| 9. Teaching and Learning Strategies | |
| Strategy | |
| 11. Course Structure | |

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

11. Course Evaluation

Distributing the score out of 111 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 vision

- Spreading psychological culture in society and increasing awareness of it.
- Paying attention to scientific research in the fields of mental health as a result of the compelling circumstances that society is going through.
- Creating rare specializations in the educational and psychological sciences, such as measurement, evaluation, personality, health, and psychology.

2. Program message

State the program's mission as stated in the university's bulletin and website.

Preparing a generation capable of carrying out the task of teaching and rehabilitating children with special needs

3. Program objectives

General statements that describe what the program or institution intends to achieve.

Make the student know what all types of disability are in terms of their definition and diagnosis, choose educational programs for each category of special disability, and choose educational and pedagogical means that suit each type of disability.

4. Programmatic accreditation

Does the program have program accreditation? From which side?

It is accredited by the Ministry of Higher Education and Scientific Research

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program structure

Program Structure Number of Courses Study Unit Percentage Notes *

Institution requirements 15

College requirements 15

Section 15 Requirements

There is no summer training

Other

* Notes may include whether the course is core or elective.

7. Program description

Year/level Course or course code Course or course name Credit hours

My theory is practical

8. Expected learning outcomes of the program

Knowledge

Learning outcomes 1 Statement of learning outcomes 1

Skills

Learning Outcomes 2 Statement of learning outcomes