

**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

2026

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.

University name: University University Name: ... University of Diyala
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 Educational and psychological sciences
Academic System: Annual system
Description Preparation Date: 2026-2027
File Completion Date: 2026

Signature:

Head of Department Name:

Dr. Ghazwan Adnan Muhammad

Date: 20 / 9 / 2026

Signature:

Scientific Associate Name:

Dr. Khaled Gamal Hamdi

Date: 16 / 9 / 2026

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

M.M. Zainab Qutaiba Abdali

Date: 17 / 9 / 2026

Signature:

Approval of the Dean

Prof. Dr. Luay Sayhood Fawaz Al-Tamimi

Dean

Date: 21 / 9 / 2026

Secand Stage

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
2026-2027		Curricula and Textbooks	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			Staff	

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
2026-2027		Curricula and Textbooks	Basic	2	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

1. Course Name: Curricula and Textbooks					
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, reports etc					
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	
2026-2027		Dr.Ali Musa Jaafar	theoretical	practical
			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
2026-2027			Optional	0	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: Dr. Ali Musa Jaafar

2. Course Code:

3. Semester / Year:

2026-2027

4. Description Preparation Date:

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

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 policy

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:

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

Declaration of Hum 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 democrac 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 and Scientific Research
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Dean's approval

1. Program vision

.Remember to see the program as stated in the university prospectus and website

2. Program message

Remember the program's mission as stated in the university's prospectus and
.website

3. Program objectives

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

4. Program accreditation

?Is the program accredited? By which authority

5. Other external influences

?Is there a sponsor for the program

6. Program structure

* comments	percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements

				Summer training
				Other

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

7. Program Description				
Credit hours		Course name	Course code	Year /Level
practical	theoretical	Educational planning		2026-2027
	٢			

8. Expected learning outcomes of the program	
know I	
Learning Outcomes Statement ١ Preparing the student to be a future teacher	Learning outcomes: ١. The student will know the education .systems Explains the importance of education systems
Skills	
Learning Outcomes Statement ٢. Preparing a student with scientific potential in his specialty	Learning Outcomes ٢. Develops educational systems
Learning Outcomes Statement ٣. Enabling the student in the future to identify the types of educational systems	Learning Outcomes ٣. Compare different educational systems
values	
Learning Outcomes Statement ٤. The student's love for his future profession	Learning Outcomes ٤. Preparing an enthusiastic student who loves the profession
Learning Outcomes Statement ٥. Positive Interaction with Students	Learning outcomes ٥. Good preparation of the student to be .familiar with education systems

9. Teaching and learning strategies
--

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

10. Evaluation methods

Implemented throughout all phases of the program in general, including .achievement tests of various types and extracurricular activities

11. Faculty

Faculty members

Faculty numbers		Special requirements/skills (if any)		Specialization		Academic rank
lecturer	angel			private	general	
	angel			Educational and psychological sciences	History teaching methods	M. Qaisar Ismail Ibrahim

Professional development

Orientation of new faculty members

Introducing the staff to the extent of development of education systems worldwide

Professional development for faculty members

Holding seminars and discussion groups and exchanging experiences with other similar colleges for development

12. Acceptance criteria

(The student's average in middle school, in addition to his desire)

13. The most important sources of information about the program

references and sources from books, research, studies, periodicals, Briefly mention
.and various means of communication such as the Internet and others

14. Program Development Plan

Developing the curriculum vocabulary by (۲۰٪) of modern topics in line with the
.latest developments

Program Skills Chart															
Required learning outcomes of the program															
values				Skills				knowledge				Essential or ?optional	Course name	Course code	Year/Level
Part ٤	Part ٣	Part ٢	Part ١	B٤	B٣	B٢	B١	A٤	A٣	A٢	A١				
	٢	٢	٢		٢	٢	٢	٢	٢	٢	٢	essential	Education al planning		2026-2027

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

Course Description Form

1. Course Name: Comparative Education	
2. Course code	
3. semester/ year	
2026-2027	
4. Date this description was prepared	
2026	
5. Available attendance forms	
Classroom lectures	
6. Number of study hours (total) / Number of units (total)	
weeks at a rate of (٦٤) hours / number of units (٤) (٣٢)	
7. Name of the course administrator (if more than one name is mentioned)	
M. Qaisar Ismail Ibrahim	
8. objectives Course	
• Enabling the student in the future to learn about the type of educational systems • Preparing students to adapt to different educational systems •	:Course objectives Distinguish between different educational systems Compares different educational systems
9. Teaching and learning strategies	
and learning strategies and methods adopted in implementing the program in .general Method of lecture, interrogation, discussion, information processing,) (investigation	Strategy

10. Course structure

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

11. Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc

12. Learning and teaching resources

	Required textbooks (methodology if available)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

Program Vision

State the program vision as published in the university bulletin and on its official website.

Program Mission

State the program mission as published in the university bulletin and on its official website.

Program Objectives

- 1 - Strengthen students' specialized skills.
- 2 - Strengthen students' presentation skills.
- 3 - Train students in questioning/interviewing.
- 4 - Strengthen students' competence in all teaching methods.
- 5 - Help students build their academic personality.
- 6 - Help students acquire scientific research skills.
- 7 - Strengthen students' teaching personality.

Program Accreditation

Has the program obtained program accreditation? From which body?

Other External Influences

Is there a sponsoring body for the program?

Program Structure

Notes *	Percentage	Academic Unit	Number of Courses	Program Structure
				Institution Requirements
				College Requirements
				Department Requirements
				Summer Training
				Other

.Notes may indicate whether the course is compulsory or elective *

Program Description				
Credit Hours		Course Name	Course Code	Year / Level
Practical	Theoretical	General Arabic		2026–2027
	2			

Expected Learning Outcomes of the Program	
Knowledge	
Learning Outcome Statement 1: Prepare the student to become a future teacher.	Learning Outcome 1: The student should know General Arabic. Explain the importance of learning General Arabic.
Skills	
Learning Outcome Statement 2: Prepare a student with scientific capabilities in their specialization.	Learning Outcome 2: Designs educational lessons.
Learning Outcome Statement 3: Enable the student in the future to master Arabic language topics.	Learning Outcome 3: Compares topics of General Arabic.
Values	
Learning Outcome Statement 4: Foster the student's future love for the profession.	Learning Outcome 4: Prepare an enthusiastic student who loves their specialization.
Learning Outcome Statement 5: Positive interaction with students.	Learning Outcome 5: Properly prepare the student to be proficient in the Arabic language.

Teaching and Learning Strategies
Teaching and learning strategies and methods adopted generally for implementing the program (lecture, questioning, and discussion).

Assessment Methods
Implemented generally at all stages of the program: achievement tests of various types and extracurricular activities.

Teaching Staff						
Faculty Members						
Number of Teaching Staff		Special Requirements/Skills (if any)		Specialization		Academic Rank
Lecturer	Permanent Staff			Specific	General	
	Permanent Staff			Morphology	Arabic Language	Assistant Lecturer Marwa Abbas Hasan

Professional Development
Orientation of New Faculty Members
Conduct educational workshops on the importance of the Arabic language and its teaching.
Professional Development for Faculty Members
Hold seminars and lectures with exchange of experiences with other universities.

Admission Criteria
The student's grade average together with their preference for the field they wish to study.

Main Sources of Information about the Program
Briefly state the sources and references, including research and studies in journals and on the Internet.

Program Development Plan
Develop the curriculum content by (20) in line with contemporary developments.

Program Skills Matrix															
Required Learning Outcomes of the Program															
Values				Skills				Knowledge				Compulsory or Elective	Course Name	Course Code	Year / Level
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
	۲	۲	۲		۲	۲	۲		۲	۲	۲	Compulsory	General Arabic		2026-2027

- Please place a check mark in the boxes corresponding to the individual learning outcomes of the program that are subject to assessment

Course Description Form

Course Name					
General Arabic					
Course Code					
Semester / Year					
2026-2027					
Date of Preparation of this Description					
20/9/2026					
Available Attendance Modes					
Daily					
Total Study Hours / Total Units					
14					
Name of Course Coordinator (if more than one name, list them)					
Name: Lecturer Marwa Abbas Hasan				Email:	
marwa.gev@uodiyala.edu.iq					
Course Objectives					
Mastery of the Arabic language Writing free of spelling errors +++++Knowledge of the history of our Arabic language.			Course Objectives		
Teaching and Learning Strategies					
Lecture, questioning, and discussions					Strategy
Course Structure					
Assessment Method	Learning Method	Unit or Topic	Required Learning Outcomes	Hours	Week
Daily and monthly examinations	Lecture and questioning	1 – Memorization of a Qur'anic text (Surah Al-Isra, verses 23–29) and a Prophetic hadith about work.	Recognize the importance of the Arabic language Develop the student's abilities in expression	14 hours per week	١
		2 – From Arabic literature: the poet Al-Sharif Al-Radi, with memorization of selected passages from his poem.		14 hours	٢
	Lecture and questioning	3 – The Arab poet Abu Al-Ala Al-Ma'arri and his Dalya poem.	Recognize the importance of the Arabic language Develop the student's abilities in	14 hours	٣
		4 – Selected passages from Al-Sayyab's poem "Rain Song."			٤
		5 – Arabic novel (types and elements).			٥
		6 – Topics in Arabic grammar (accusative constructions).			٦
					٧
					٨
					٩
					١٠

		7 – Genitive constructions.	expression		١١
		8 – The present tense verb (subjunctive and jussive forms).			١٢
		9 – Language skills (rules for writing the letter tā').			١٣
		10 – Writing the letters dād and zā'.			١٤
		11 – Alif madd and alif maqṣūrah.			١٥
		11 – Arabic dictionaries.			١٦
		12 – Semantics.			١٧
		13 – Linguistic errors.			١٨
		14 – Arabic language examination.			١٩
		Second semester topics:			٢٠
		1 – From the Qur'an: a text from Surah Yusuf (verses 1–7).			٢١
		2 – A Prophetic hadith about piety.			٢٢
		3 – Al-Mutanabbi and selected verses from his Mīmiyyah poem.			٢٣
		4 – Muhammad Mahdi Al-Jawahiri and his poem "Dijlah Al-Khayr."			٢٤
		5 – Topics in Arabic morphology (noun inflection/declension).			٢٥
		6 – Arabic grammar (numbers).			٢٦
		7 – Conjuncts and related structures in Arabic.			٢٧
		8 – How to search for words in Arabic dictionaries.			٢٨
		9 – Arabic rhetoric.			
		10 – The science of Badī'.			
		11 – Semantic rhetorical devices.			
		12 – Verbal rhetorical devices.			

		13 – Examples of linguistic errors. 14 – Examination.			
--	--	--	--	--	--

Course Assessment

Distribution of the 100 marks according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written examinations, reports, etc.

Learning and Teaching Resources

Arabic language and grammar books	Required Textbooks (if a prescribed textbook exists)
General Arabic for Non-Specialists	Main References (Sources)
All books concerned with studying topics of the Arabic language	Recommended Supporting Books and References (scientific journals, reports, etc.)
	Electronic References, Internet 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		Baath regime crimes in Iraq	theoretical	practical
٢٠٢٥-٢٠٢٤			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
Dr. Abdul Hakim Talab Jaafar / Specialization: Modern and Contemporary Asian History					

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

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
		Baath regime crimes in Iraq													

- 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: 2026–2027	
4. Description Preparation Date:2026	
5. Available Attendance Forms: Inperson	
6. Number of Credit Hours (Total) / Number of Units (Total)	
1 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Abdul Hakim Talab Jaafar Email: hum24ps100@uodiyala.edu.iq	
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
	1hours		Baath regime crimes in Iraq	theoreti	
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)			Ministry of Higher Education and Scientific Research, Crimes of the Ba'ath Regime in Iraq, Curriculum for Public and Private Universities, 2024.		
Main references (sources)			Ministry of Higher Education and Scientific Research, Crimes of the Ba'ath Regime in Iraq, Curriculum for Public and Private Universities, 2024.		
Recommended books and references (scientific journals, reports...)			Ministry of Higher Education and Scientific Research, Crimes of the Ba'ath Regime in Iraq, Curriculum for Public and Private Universities, 2024.		
Electronic References, Websites			Various communication sites (Google, YouTube), etc.		

Third stage

University name: University University Name: ... University of Diyala

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 Educational and psychological sciences

Academic System: Annual system

Description Preparation Date: 2026-2027

File Completion Date: 2026

Signature:

Head of Department Name:

Dr. Ghazwan Adnan Muhammad

Date: 20 / 9 / 2026

Signature:

Scientific Associate Name:

Dr. Khaled Gamal Hamdi

Date: 16 / 9 / 2026

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

M.M. Zainab Qutaiba Abdali

Date: 17 / 9 / 2026

Signature:

Approval of the Dean

Prof. Dr. Luay Sayhood Fawaz Al-Tamimi

Dean

Date: 21 / 9 / 2026

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2026-2027		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
2026-2027		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:2025-2026					
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 122 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2026-2027		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
2026-2027			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		• • •			
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 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
2026-2027		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:					
2026-2027					
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			- 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 requirement 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	



Program description .1

Credit hours		Name of the course or Course	Course or course code	Year/level
practical	theoretical	Educational research methods		2026_2027 third level
1	2			

Expected learning outcomes of the programme .2**Knowledge**

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

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

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
4C	C3	C2	3C	B4	B3	B2	B1	A4	A3	A2	A1				
	2	2	2	2	2	2	2	2	2	2	2	Basic	Educ ationa l resear ch		2026- 2027

														metho ds		

Please check the boxes corresponding to the individual learning



outcomes from the program subject to evaluation

Dean's approval

vision Program .١٥

.university prospectus and website Remember to see the program as stated in the

message Program .١٦

university's prospectus and Remember the program's mission as stated in the
.website

objectives Program .١٧

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

accreditation Program .١٨

?program accredited? By which authority Is the

external influences Other .١٩

?Is there a sponsor for the program

structure Program .٢٠

* comments	percentage	Study unit	Number of courses	structure Program
				Institutional requirements
				College requirements

				Department requirements
				Summer training
				Other

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

Program Description .٢١				
hours Credit		name Course	code Course	Year /Level
Practical	theoretical	Comparative education		2026-2027
	٢			

learning outcomes of the program Expected .٢٢	
know I	
Learning Outcomes Statement 1 Preparing the student to be a future teacher	Learning outcomes: 1. The education student will know the .systems Explains the importance of education systems
Skills	
Statement 2. Preparing a student with scientific Learning Outcomes potential in his specialty	Learning Outcomes 2. Develops educational systems
Statement 3. Enabling the student in the future to Learning Outcomes educational systems identify the types of	Learning Outcomes 3. Compare systems different educational
Values	
Statement 4. The student's love for his future Learning Outcomes profession	Learning Outcomes 4. Preparing an enthusiastic student who loves the profession
Statement 5. Positive Interaction with Students Learning Outcomes	Learning outcomes 5. Good to be preparation of the student .familiar with education systems

strategies Teaching and learning .٢٣

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

methods Evaluation .٢٤

general, including Implemented throughout all phases of the program in
.activities achievement tests of various types and extracurricular

Faculty .٢٥

Faculty members

numbers Faculty		Special requirements/skills (if any)		Specialization		rank Academic
Lecturer	angel			private	general	
	angel			Arabic language teaching methods and curricula	Philosophy of Education	Prof. Dr. Adnan Abdul Karim Mahmoud

development Professional

new faculty members Orientation of

of education systems worldwide Introducing the staff to the extent of development

development for faculty members Professional

exchanging experiences with other similar colleges Holding seminars and discussion groups and
for development

criteria Acceptance .٢٦

(desire The student's average in middle school, in addition to his)

most important sources of information about the program The .٢٧

,references and sources from books, research, studies, periodicals Briefly mention
.and various means of communication such as the Internet and others

Development Plan Program .٢٨

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

Program Skills Chart															
outcomes of the program Required learning															
Values				Skills				knowledge				or Essential ?optional	Course name	Course code	Year/Level
Part 4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	essential	Comparati ve education		2026-2027

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

Course Description Form

13. Course Name: Comparative Education	
14. Course code	
15. semester /year	
2026-2027	
16. Date this description was prepared	
2026	
17. Available attendance forms	
Classroom lectures	
18. Number of study hours (total) / Number of units (total)	
(٣٢) weeks at a rate of (64) hours / number of units(٤)	
19. Name of the course administrator (if more than one name is mentioned)	
Name: Prof. Dr. Adnan Abdul Karim Mahmoud Al A.	
20. Course objectives	
- Enabling the student in the future to learn about the types of educational systems - Preparing students to adapt to different educational systems 	Course objectives: Distinguish between different educational systems Compares different educational systems
21. Teaching and learning strategies	
and learning strategies and methods adopted in implementing the program general.)Method of lecture ,interrogation, discussion, information processing, investigation(	Strategy

--	--

22. Course structure

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

23. Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student ,such as daily preparation, daily, oral, monthly and written exams, reports ,etc.

24. Learning and teaching resources

	Required textbooks (methodology if available)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

Program vision ٢٩

- increasing awareness of Spreading psychological culture in society and .it
- of mental health due to the Focusing on scientific research in the field .dire circumstances facing society
- educational and psychological Establishing rare specializations in .personality, and health ,sciences, such as measurement, evaluation
- .And psychological
- Providing students with theoretical knowledge in the fields of psychological . various areas and educational counseling and its
- 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 .psychological support to learners environments and providing
- Encouraging applied scientific research in the fields of psychological .educational guidance counseling and
- Building an integrated student personality capable of dealing with

.social challenges in society psychological and

Program message .٣٠

prospectus and Remember the program's mission as stated in the university's
.website

Program objectives .٣١

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

Program accreditation .٣٢

?accredited? By which authority Is the program

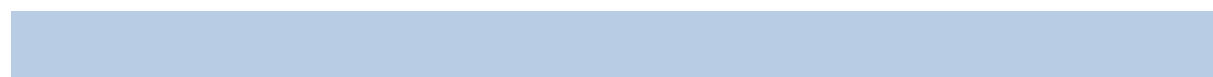
Other external influences .٣٣
?Is there a sponsor for the program

Program structure .٣٤				
* comments	percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

* Notes may include whether the course is core or optional

Program Description .٣٥			
Credit hours	Course name	Course code	Year/Level

practical	theoretical	Psychological counseling and educational guidance		2025-2026
	٢			Stage 3



٣٦. Expected learning outcomes of the program	
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	
in Use the information acquired by the student conducting the guidance process and planning to	Enable the student to use the acquired

.build a guidance session	information
Preparing research reports	Linking learning and training with experiences
Values	
Reports	Paper and electronic lectures
social interaction	Dialogue and group discussion

and learning strategies Teaching .٣٧
Lecture, discussion, brainstorming and questioning method

methods Evaluation .٣٨
Daily, oral and written tests, preparing reports

Faculty .٣٩
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 concepts, journals and theories	Psychological counseling and educational guidance	Psychological counseling and educational guidance	M.M. Haitham Ali Shahab

development Professional	
new faculty members Orientation of	
everything new in	Participate in training courses and seminars and learn about .theories the field of psychological counseling and counseling
for faculty members development	
of	Using all the latest psychological counseling strategies in the field professional development

٤٠ . criteria Acceptance
or institute, Establishing regulations related to admission to the college) (whether central admission or other mentioned

٤١ . The most important sources of information about the program
١ . The teaching staff and the information they possess ٢ . Scientific libraries ٣ . International Internet and the information networks ٤ . Workshops ٥ . Research centers

٤٢ . Development Plan Program

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		2026-2025 Stage 3

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

Course Description Form

25.	Course name		
	Psychological counseling and educational guidance		
26.	Course code		
27.	semester/ year		
	٢٠٢٦-٢٠٢٥		
28.	Date this description was prepared		
29.	Available attendance forms		
	Mandatory		
30.	Number of study hours (total) / Number of units) total(		
	Number of units(٤)		
31.	Name of the course administrator (if more than one name is mentioned)		
	Name: M.M. Haitham Ali Shahab Al A .Name: haitham.ps@uodiyala.edu.iq		
32.	Course objectives		
	<table><tr><td>- Learn the basic concepts of psychological</td><td>Course objectives</td></tr></table>	- Learn the basic concepts of psychological	Course objectives
- Learn the basic concepts of psychological	Course objectives		

counseling, its objectives, principles , and fields. – Understand different counseling theories and explain their applications in real–life situations. – Distinguish between information gathering methods and how to use them in the guidance process					
33. Teaching and learning strategies					
– Lecture, discussion, brainstorming, questioning , feedback				Strategy	
34. Course structure					
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	Understanding the concept of guidance and its development	۲	1

		counseling			
Duties	Lecture and discussion	The objectives of psychological counseling and its role in achieving mental health, the principles on which it is based Psychological counseling and educational guidance	Identify the goals of psychological counseling	۲	2
a report	Lecture and discussion	Educational Guidance: Its Importance and Need ,The Difference Between Psychological Counseling and Educational Guidance and psychotherapy	Knowing the difference between psychological counseling and educational guidance and psychotherapy	۲	3
Duties	Lecture and discussion	Methods and strategies of psychological	Introduction to psychological counseling	۲	4

		counseling	methods		
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.	۲	5
Duties	Lecture and discussion	The relationship of guidance to other sciences, the philosophical– psychological foundations of psychological and educational guidance	Understanding the relationship of guidance to other sciences,	۲	6
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	۲	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	٢	8
a report	Lecture and discussion	Methods and techniques of psychological counseling: individual counseling, direct group counseling (psychodrama) Indirect	Distinguishing between psychological counseling methods and their characteristics	٢	9
Duties	Lecture and discussion	Brief counseling, behavioral counseling ,play counseling, religious counseling	Defining the concept of each type of guidance and its importance	٢	10
exam	Lecture and discussion	Counseling and Psychotherapy Theories: The Importance of Theory in the Work of the Counselor, Psychoanalytic	Introduction to the theories of counseling and psychotherapy and their	٢	11

		Theory	characteristics		
Duties	Lecture and discussion	behavioral theory	The concept of behavioral theory	۲	12
Duties		Client-centered counseling theory	The concept of client-centered counseling theory	۲	13
Duties	Lecture and discussion	Rational-emotive Counseling Theory, Reality Counseling Theory	Learn about its concept and characteristics	۲	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	۲	15
Duties	Lecture and discussion	Information gathering methods: the guidance interview, its importance,	Definition of types of information collection methods and conditions for	۲	16

		characteristics, conditions for its success, and types	their success		
Duties	Lecture and discussion	Cumulative record, observation, tests and measures	Defining the characteristics of each type of information collection method	۲	17
exam	Lecture and discussion	Case study, narrative records , autobiography	Defining the characteristics of each type of information collection method	۲	18
Duties	Lecture and discussion	Methods of modifying human behavior within the framework of psychological counseling, responsive behavior, behavior procedural	Learn the meaning of behavior and methods of modifying it.	۲	19
a report	Discussion	Behavioral characteristics: main dimensions of behavior,	Understanding the meaning of behavior , methods of modifying it ,	۲	20

		behavior modification, general objectives of behavior modification behavior	and the general objectives of modification. behavior		
Duties		Areas of behavior modification, major trends in behavior modification	Identify areas of behavior modification	۲	21
Duties	Lecture and discussion	Educational guidance in school, guidance teacher	Recognizing the importance of educational guidance in school	۲	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	۲	23
Duties	Lecture and discussion	Parent-Teacher Councils and their role in educational guidance	Understanding the role of parent	۲	24

			councils in educational guidance		
Duties	Lecture and discussion	Parental Rights, Hadith 8 from the book The Family in Islam by Sayyid Muhammad al-Sadr May God sanctify his secret	Definition of parents' rights	٢	25
Duties	Lecture and discussion	Marital and family counseling and psychotherapy	Learn about the role of marital counseling	٢	26
exam	Lecture and discussion	Fundamentals of marital counseling and therapy, family (social) choice, individual choice)psychological(	Learn the basics of marital counseling	٢	27

Duties		Theories of choice for marriage and its role in family formation, homogeneity theory, convergence theory Spatial	Understanding the concept of marriage theory	۲	28
Duties	Lecture and discussion	Value theory, complementary needs theory	Understanding the concept of value theory and complementary needs theory	۲	29
The report	and discussion	Crisis Guidance	Recognizing the importance and role of psychological counseling in crises	۲	30
35. Course Evaluation					
۷۰٪ written exam, 5% oral, 5% report, for each semester and 40% for both semesters, 60% final					
36. Learning and teaching resources					
Nothing			Required textbooks		

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

Dean's approval

Program vision .٤٣

.Remember to see the program as stated in the university prospectus and website

Program message .٤٤

Remember the program's mission as stated in the university's prospectus and
.website

Program objectives .٤٥

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

Program accreditation .٤٦

?Is the program accredited? By which authority

Other external influences .٤٧

?Is there a sponsor for the program

Program structure .٤٨

* comments	percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements

				Summer training
				Other

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

Program Description . ٤ ٩				
Credit hours		Course name	Course code	Year /Level
practical	theoretical	Comparative education		2026-2027
	2			

Expected learning outcomes of the program . ٥ .	
know I	
Learning Outcomes Statement ١ Preparing the student to be a future teacher	Learning outcomes: ١. The student will know the education systems. Explains the importance of education systems
Skills	
Learning Outcomes Statement ٢. Preparing a student with scientific potential in his specialty	Learning Outcomes ٢. Develops educational systems
Learning Outcomes Statement ٣. Enabling the student in the future to identify the types of educational systems	Learning Outcomes ٣. Compare different educational systems
values	
Learning Outcomes Statement ٤. The student's love for his future profession	Learning Outcomes ٤. Preparing an enthusiastic student who loves the profession
Learning Outcomes Statement ٥. Positive Interaction with Students	Learning outcomes ٥. Good preparation of the student to be familiar with education systems

Teaching and learning strategies . ٥ ١

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

Evaluation methods .٥٢

Implemented throughout all phases of the program in general, including .achievement tests of various types and extracurricular activities

Faculty .٥٣

Faculty members						
Faculty numbers		Special requirements/skills (if any)		Specialization		Academic rank
lecturer	angel			private	general	Pr.D Ihsan Adnan Zidan
	angel			Educational Administration	Educational & Psychological Sciences	

Professional development

Orientation of new faculty members

Introducing the staff to the extent of development of education systems worldwide

Professional development for faculty members

Holding seminars and discussion groups and exchanging experiences with other similar colleges for development

Acceptance criteria .٥٤
(The student's average in middle school, in addition to his desire)

The most important sources of information about the program .٥٥
references and sources from books, research, studies, periodicals, Briefly mention .and various means of communication such as the Internet and others

Program Development Plan .٥٦
Developing the curriculum vocabulary by (٢٠٪) of modern topics in line with the .latest developments

Program Skills Chart															
Required learning outcomes of the program															
values				Skills				knowledge				Essential or ?optional	Course name	Course code	Year/Level
Part ٤	Part ٣	Part ٢	Part ١	B٤	B٣	B٢	B١	A٤	A٣	A٢	A١				
															2026-2027

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

Course Description Form

37.	Course Name: Comparative Education				
38.	Course code				
39.	semester/ year				
2026-2027					
40.	Date this description was prepared				
2026					
41.	Available attendance forms				
Classroom lectures					
42.	Number of study hours (total) / Number of units (total)				
weeks at a rate of (٦٤) hours / number of units (٤) (٣٢)					
43.	Name of the course administrator (if more than one name is mentioned)				
.A Name: Prof. Dr. Adnan Abdul Karim Mahmoud Al					
44.	objectives Course				
- Enabling the student in the future to learn about the type of educational systems - Preparing students to adapt to different educational systems 	:Course objectives Distinguish between different educational systems Compares different educational systems				
45.	Teaching and learning strategies				
.and learning strategies and methods adopted in implementing the program in general (Method of lecture, interrogation, discussion, information processing, investigation)					
46. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	week
Tests Achievement					

--	--	--	--	--	--

47. Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc

48. Learning and teaching resources

	Required textbooks (methodology if available)
	Main references (sources)
	Recommended supporting books and references (.scientific journals, reports, etc)
	Electronic references, websites

approval Dean's

vision Program .١

.university prospectus and website Remember to see the program as stated in the

message Program .٢

university's prospectus and Remember the program's mission as stated in the
.website

objectives Program .٣

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

accreditation Program .٤

?program accredited? By which authority Is the

external influences Other .٥

?Is there a sponsor for the program

structure Program .٦

* comments	percentage	Study unit	Number of courses	structure Program
				Institutional requirements
			٢	College requirements
				Department requirements

				Summer training
				Other

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

Program Description .٧				
hours Credit		name Course	code Course	Year /Level
Practical	theoretical	M.amer kanan mahdi		2026-2027
	١٤			

learning outcomes of the program Expected .٨	
know I	
Learning Outcomes Statement 1 Preparing the student to be a future teacher	Learning outcomes: 1. The education student will know the .systems Explains the importance of education systems
Skills	
Statement 2. Preparing a student with scientific Learning Outcomes potential in his specialty	Learning Outcomes 2. Develops educational systems
Statement 3. Enabling the student in the future to Learning Outcomes educational systems identify the types of	Learning Outcomes 3. Compare systems different educational
Values	
Statement 4. The student's love for his future Learning Outcomes profession	Learning Outcomes 4. Preparing an enthusiastic student who loves the profession
Statement 5. Positive Interaction with Students Learning Outcomes	Learning outcomes 5. Good to be preparation of the student .familiar with education systems

strategies Teaching and learning .٩
--

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

methods Evaluation . ١٠

general, including Implemented throughout all phases of the program in
.activities achievement tests of various types and extracurricular

Faculty . ١١

Faculty members

numbers Faculty		Special requirements/skills (if any)		Specialization		rank Academic
Lecturer	angel			private	general	
	angel					

development Professional

new faculty members Orientation of

of education systems worldwide Introducing the staff to the extent of development

development for faculty members Professional

exchanging experiences with other similar colleges Holding seminars and discussion groups and
for development

criteria Acceptance . ١٢

(desire The student's average in middle school, in addition to his)

most important sources of information about the program The .١٣

,references and sources from books, research, studies, periodicals Briefly mention
.and various means of communication such as the Internet and others

Development Plan Program .١٤

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

Program Skills Chart													
outcomes of the program Required learning													
Values				Skills				knowledge				or Essential ?optional	Course name
Part 4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1		Course code
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Experi menta - psych

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

Course Description Form

1. Course Name: Comparative Education					
Amer kanan mahdi					
2. Course code					
amir.psv.hum@uodiyala.edu.iq					
3. semester /year					
4.					
2026-2027					
5. Date this description was prepared					
2026					
6. Available attendance forms					
Classroom lectures					
7. Number of study hours (total) / Number of units (total)					
(٣٢)weeks at a rate of (٦٤) hours / number of units(٤)					
8. Name of the course administrator (if more than one name is mentioned)					
9.					
10.					
11. Objectives					
- Enabling the student in the future to learn about the types of educational systems - Preparing students to adapt to different educational systems 			Course objectives: Distinguish between different educational systems Compares different educational systems		
12. Teaching and learning strategies					
and learning strategies and methods adopted in implementing the program in general.)Method of lecture, interrogation, discussion, information processing, investigation(					Strategy
13. Course structure					
Evaluation	Learning	Name of the unit or	Required learning	hours	week

method	method	topic	outcomes		
Te Achievem		Presentati a Discussi	Experimental Psychology	Y	

14. Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily ,oral, monthly and written exams, reports, etc.

15. Learning and teaching resources

	Required textbooks (methodology if availa
	Main references (sourc
	Recommended supporting books and references) scientific journals, reports, etc(.
	Electronic references, webs

Fourth stage

University name: University University Name: ... University of Diyala

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 Educational and psychological sciences

Academic System: Annual system

Description Preparation Date: 2026–2027

File Completion Date: 2026

Signature:

Head of Department Name:

Dr. Ghazwan Adnan Muhammad

Date: 20 / 9 / 2026

Signature:

Scientific Associate Name:

Dr. Khaled Gamal Hamdi

Date: 16 / 9 / 2026

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

M.M. Zainab Qutaiba Abdali

Date: 17 / 9 / 2026

Signature:

Approval of the Dean

Prof. Dr. Luay Sayhood Fawaz Al-Tamimi

Dean

Date: 21 / 9 / 2026

Program description .1				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Measurement and evaluation		2026-2027 The fourth stage
1	2			

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

Prepare .1outcomes 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 specialised tLearning Outcomes specialiation educational objectives in the field of
Statement of learning Enabling .3outcomes	an essay and topic Design :3Learning Outcomes in the field of specialiation

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

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 standardised questions when preparing questions of various types

Professional development for faculty members

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

Acceptance standard .t

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

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

														ation		

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

Course description form

1. Course Name :	
Measurement and evaluation	
2. Course Code :	
3. Semester / year :	
2020-2021	
4. Available attendance forms : A .	
5. (Number of study hours (total)/number of units (total) :	
6. Name of the course administrator (mentioned if more than one name is) :	
Amiel- Name: Al	
8. Course Objectives :	
Objectives of the study subject	
..... 	• •
9. Teaching and learning strategies :	
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 '11Distribution 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
2025-2026				

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
2025-2026															

- 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	

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

**Apparatus for Educational and Scientific Supervision and Evaluation
Quality Assurance and Academic Accreditation Directorate
Accreditation Department**

**Program and Course Description Guide
2026**

Introduction

The educational program is a coordinated and organized package of courses comprising procedures and experiences organized into a set of curriculum content, the primary purpose of which is to build and refine graduates' skills, making them qualified to meet labor-market requirements. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the External Examiner program.

The academic program description provides a concise summary of the program's main features and its courses, showing the skills students are helped to acquire in line with the academic program's objectives. The importance of this description lies in its being the cornerstone for obtaining program accreditation; it is written jointly by the teaching staff under the supervision of the scientific committees in the academic departments.

This guide, in its second edition, includes a description of the academic program after updating the content and items of the previous guide in light of developments in the Iraqi educational system. It covers the description of the academic program in its traditional (annual, semester-based) form, as well as the adoption of the standardized academic program description issued under Department of Studies letter No. T M3/2906 of 3/5/2023, for programs that adopt the Bologna Process as the basis of their work.

In this regard, we can only stress the importance of writing academic program and course descriptions to ensure the proper functioning of the educational process.

Concepts and Terms

Academic Program Description: Provides a concise summary of the program's vision, mission, and objectives, including a precise description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a concise summary of the course's most important characteristics and the learning outcomes the student is expected to achieve, demonstrating whether the student has made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious image of the future of the academic program, envisioning it as an advanced, inspiring, motivating, realistic, and applicable program.

Program Mission: Concisely clarifies the objectives and the activities necessary to achieve them, and also defines the program's paths and directions of development.

Program Objectives: Statements describing what the academic program intends to achieve within a specific time period; they are measurable and observable.

Curriculum Structure: All courses/subjects included in the academic program according to the adopted learning system (semester, annual, Bologna Process), whether they are requirements

(ministry, university, college, or academic department), along with the number of credit units.

Learning Outcomes: A coherent set of knowledge, skills, and values acquired by the student upon successful completion of the academic program. Learning outcomes must be defined for each course in a way that fulfills the program's objectives.

Teaching and Learning Strategies: The strategies used by faculty members to develop student teaching and learning; they are plans followed to reach learning objectives — i.e., they describe all classroom and extracurricular activities undertaken to achieve the program's learning outcomes.

1. Program Vision

Program Vision
• Spreading psychological awareness in society and increasing awareness of it. • Attending to scientific research in the fields of mental health, given the difficult circumstances the community is going through. • Introducing rare specializations in educational and psychological sciences, such as measurement and evaluation, and personality and mental health.

2. Program Mission

Program Mission
Refer to the program mission as stated in the university's bulletin and website.

3. Program Objectives

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

4. Program Accreditation

Program Accreditation
Is the program accredited? And by which body?

5. Other External Influences

Other External Influences
Is there a sponsoring body for the program?

6. Program Structure

Program Structure	Number of Courses	Credit Unit	Percentage	Notes *
Institution Requirements				
College Requirements				
Department Requirements				

Summer Training				
Other				

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

7. Program Description

Year / Level	Course Code or Track	Course or Track Name	Credit Hours	
2026-2027		Behavior Modification	Theoretical	Practical
Fourth Stage			3	

8. Expected Learning Outcomes of the Program

Knowledge	
Enable students to acquire knowledge and understanding of the theoretical framework of behavior modification	Define behavior modification, its foundations, concepts, theories, principles, and applications
Skills	
Enable the student to identify, measure, and analyze the causes of the target behavior	Apply behavior-modification methods and build appropriate behavioral intervention plans
Link learning and training with experience	Prepare research reports
Values	
Commitment to the ethics of practice and respect for individual differences	Positive interaction, cooperation, and responsibility in applying behavior-modification programs
Group discussion	Social interaction

9. Teaching and Learning Strategies

Teaching and Learning Strategies
Brainstorming, paper-based tasks, real-time feedback, observation, (presentation - practice - discussion).

10. Assessment Methods

Assessment Methods
Daily, oral, and written tests; preparation of reports.

11. Teaching Staff

Faculty Members

2027 Fourth Stage		Modification														
----------------------------------	--	---------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

• Please place a mark in the boxes corresponding to the individual program learning outcomes being assessed.

Course Description Form

1. Course Name	Behavior Modification
2. Course Code	
3. Semester / Year	2026-2027
4. Date This Description Was Prepared	
5. Available Forms of Attendance	Compulsory
6. Number of Class Hours (Total) / Number of Units (Total)	95 hours
7. Name of Course Instructor(s) (if more than one, list names)	Name: Prof. Dr. Nour Jabbar Ali Email: noor.ps@uodiyala.edu.iq

8. Course Objectives

Course Objectives
- Identify the concept of behavior modification, its objectives, and its basic principles. - Identify the behavioral theories and principles on which behavior modification is based. - Provide students with the skills to identify the target behavior, measure it, and analyze the factors influencing it. - Identify methods for reinforcing desired behavior and reducing undesired behavior, generalizing behavior, and maintaining it.

9. Teaching and Learning Strategies

Strategy
Open-ended questions, discussion and dialogue, brainstorming, case studies, practical training, review and analysis of behavioral situations.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Teaching Method	Assessment Method
1	3	Concept of behavior modification, its	Introduction to Behavior	Lecture and	Assianments

		importance, and its objectives	modification	discussion	
2	3	History of behavior modification, its development, and fields of application	Introduction to behavior modification	Lecture and discussion	Assignments
3	3	Basic concepts: behavior, environment, stimulus, and response	Basic behavioral concepts	Lecture and discussion	Assignments
4	3				Exam
5	3	Characteristics of behavior and rules for defining and describing it procedurally	Basic behavioral concepts	Lecture and discussion	Assignments
6	3	Observable behavior, measurement, and target behavior	Identifying and measuring behavior	Lecture and discussion	Assignments
7	3	Methods of collecting behavioral data and observation	Identifying and measuring behavior	Lecture and discussion	Assignments
8	3	Baseline, and methods for measuring the frequency, duration, and intensity of behavior	Behavioral measurement	Lecture and discussion	Assignments
9	3				Exam
10	3	Representing and interpreting behavioral data	Behavioral measurement	Lecture and discussion	Assignments
11	3	Concept of reinforcement, its types, and conditions of use	Reinforcement	Lecture and discussion	Assignments
12	3	Positive and negative reinforcement and their applications	Reinforcement	Lecture and discussion	Assignments
13	3	Continuous and intermittent reinforcement schedules	Reinforcement schedules	Lecture and discussion	Assignments
14	3	Punishment: concept, types, controls, and	Punishment	Lecture and	Assianments

		use		discussion	
15	3	Extinction and the principle of reinforcement deprivation, and their applications	Reducing undesired behavior	Lecture and discussion	Assignments
16	3	Differential reinforcement for reducing undesired behavior	Reducing undesired behavior	Lecture and discussion	Assignments
17	3	Shaping and chaining of behavior	Developing behavior	Lecture and discussion	Assignments
18	3	Prompting, fading, and assisted modification	Developing behavior	Lecture and discussion	Assignments
19	3	Imitation and modeling and their use in acquiring behavior	Acquiring behavior	Lecture and discussion	Assignments
20	3	Token economy and its educational applications	Behavior-modification programs	Discussion	Report
21	3				Exam
22	3	Behavioral contracting with the individual	Behavior-modification programs	Lecture and discussion	Assignments
23	3	Self-regulation and self-monitoring	Behavior-modification programs	Lecture and discussion	Assignments
24	3	Functional analysis of behavior and identifying antecedents and consequences	Functional assessment	Lecture and discussion	Assignments
25	3	Determining the function of behavior and constructing functional hypotheses	Functional assessment	Lecture and discussion	Assignments
26	3	Designing a behavior-modification plan and defining behavioral objectives	Constructing a behavior-modification program	Lecture and discussion	Assignments
27	3	Selecting the appropriate behavioral	Constructing a behavior-	Lecture and	Assianments

		procedure and constructing an intervention plan	modification program	discussion	
28	3	Generalizing behavior and maintaining acquired behavior	Generalization and maintenance of behavior	Lecture and discussion	Assignments
29	3	Classroom behavior management and applications of school behavior modification	Educational applications	Lecture and discussion	Assignments
30	3	Evaluating behavior-modification programs and writing the behavioral report	Program evaluation	Discussion	Report

11. Course Evaluation

10% written exam, 5% oral, 5% report per semester, and 40% for both semesters combined; 60% final exam.

12. Learning and Teaching Resources

Required Textbooks (Curriculum, if any)	None
Main References (Sources)	"Human Behavior Modification," 2014, Jamal Mohammed Al-Khatib
Recommended Supporting Books and References (scientific fields, reports, etc.)	"Behavior Modification Programs," 2013, Hamdi Abdullah Abdel-Azim
Electronic References, Websites	https://aialibrary.com/product-category/

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

Program and Course Description Guide
2026

Introduction

The educational program is a coordinated and organized package of courses comprising procedures and experiences organized into a set of curriculum content, the primary purpose of which is to build and refine graduates' skills, making them qualified to meet labor-market requirements. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the External Examiner program.

The academic program description provides a concise summary of the program's main features and its courses, showing the skills students are helped to acquire in line with the academic program's objectives. The importance of this description lies in its being the cornerstone for obtaining program accreditation; it is written jointly by the teaching staff under the supervision of the scientific committees in the academic departments.

This guide, in its second edition, includes a description of the academic program after updating the content and items of the previous guide in light of developments in the Iraqi educational system. It covers the description of the academic program in its traditional (annual, semester-based) form, as well as the adoption of the standardized academic program description issued under Department of Studies letter No. T M3/2906 of 3/5/2023, for programs that adopt the Bologna Process as the basis of their work.

In this regard, we can only stress the importance of writing academic program and course descriptions to ensure the proper functioning of the educational process.

Concepts and Terms

Academic Program Description: Provides a concise summary of the program's vision, mission, and objectives, including a precise description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a concise summary of the course's most important characteristics and the learning outcomes the student is expected to achieve, demonstrating whether the student has made the most of the available learning opportunities. It is derived from the program description.

Program vision: An ambitious image of the future of the academic program, envisioning it as an

advanced, inspiring, motivating, realistic, and applicable program.

Program Mission: Concisely clarifies the objectives and the activities necessary to achieve them, and also defines the program's paths and directions of development.

Program Objectives: Statements describing what the academic program intends to achieve within a specific time period; they are measurable and observable.

Curriculum Structure: All courses/subjects included in the academic program according to the adopted learning system (semester, annual, Bologna Process), whether they are requirements (ministry, university, college, or academic department), along with the number of credit units.

Learning Outcomes: A coherent set of knowledge, skills, and values acquired by the student upon successful completion of the academic program. Learning outcomes must be defined for each course in a way that fulfills the program's objectives.

Teaching and Learning Strategies: The strategies used by faculty members to develop student teaching and learning; they are plans followed to reach learning objectives — i.e., they describe all classroom and extracurricular activities undertaken to achieve the program's learning outcomes.

1. Program Vision

Program Vision

- Spreading psychological awareness in society and increasing awareness of it.
- Attending to scientific research in the fields of mental health, given the difficult circumstances the community is going through.
- Introducing rare specializations in educational and psychological sciences, such as measurement and evaluation, and personality and mental health.

2. Program Mission

Program Mission

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

3. Program Objectives

Program Objectives

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

4. Program Accreditation

Program Accreditation

Is the program accredited? And by which body?

5. Other External Influences

Other External Influences

Is there a sponsoring body for the program?

6. Program Structure

Program Structure	Number of Courses	Credit Unit	Percentage	Notes *
Institution Requirements				
College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year / Level	Course Code or Track	Course or Track Name	Credit Hours	
2026-2027		Behavior Modification	Theoretical	Practical
Fourth Stage			3	

8. Expected Learning Outcomes of the Program

Knowledge	
Enable students to acquire knowledge and understanding of the theoretical framework of behavior modification	Define behavior modification, its foundations, concepts, theories, principles, and applications
Skills	
Enable the student to identify, measure, and analyze the causes of the target behavior	Apply behavior-modification methods and build appropriate behavioral intervention plans
Link learning and training with experience	Prepare research reports
Values	
Commitment to the ethics of practice and respect for individual differences	Positive interaction, cooperation, and responsibility in applying behavior-modification programs
Group discussion	Social interaction

9. Teaching and Learning Strategies

Teaching and Learning Strategies
Brainstorming, paper-based tasks, real-time feedback, observation, (presentation - practice - discussion).

10. Assessment Methods

Assessment Methods

Daily, oral, and written tests; preparation of reports.

11. Teaching Staff

Faculty Members

Academic Rank	Specialization		Requirements / Special Skills (if any)	Faculty Preparation	
	General	Special		Staff	Lecturer
Prof. Dr. Nour Jabbar Ali	Educational and Psychological Sciences	Educational Psychology	Familiarity with behavior-modification topics	Staff	

Professional Development

Orientation of new faculty members

Participation in training courses and seminars, and keeping up with everything new in the specialization.

Professional development for faculty members

Using everything new in strategies in the field of professional development.

12. Admission Criteria

Admission Criteria

(State the regulations related to admission to the college or institute, whether central admission or otherwise.)

13. Most Important Sources of Information about the Program

1. The teaching staff and the information they possess
2. Scientific libraries
3. International information networks and the Internet
4. Workshops
5. Research centers

14. Program Development Plan

Program Skills Map														
			Required Learning Outcomes of the Program											
Year / Level	Course Code	Course Name	Core or Elective	Knowledge				Skills				Values		
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3
2026-2027 Fourth Stage		Behavior Modification	Core	√	√	√	√	√	√	√	√	√	√	√

• Please place a mark in the boxes corresponding to the individual program learning outcomes being assessed.

Course Description Form

1. Course Name	Behavior Modification
2. Course Code	
3. Semester / Year	2026-2027
4. Date This Description Was Prepared	
5. Available Forms of Attendance	Compulsory
6. Number of Class Hours (Total) / Number of Units (Total)	95 hours
7. Name of Course Instructor(s) (if more than one, list names)	Name: Prof. Dr. Nour Jabbar Ali Email: noor.ps@uodiyala.edu.iq Assistant Lecturer :Haitham Ali Shihab haitham.ps@uodiyala.edu.iq

8. Course Objectives

Course Objectives
- Identify the concept of behavior modification, its objectives, and its basic principles. - Identify the behavioral theories and principles on which behavior modification is based. - Provide students with the skills to identify the target behavior, measure it, and analyze the factors influencing it. - Identify methods for reinforcing desired behavior and reducing undesired behavior, generalizing behavior, and maintaining it.

9. Teaching and Learning Strategies

Strategy
Open-ended questions, discussion and dialogue, brainstorming, case studies, practical

training, review and analysis of behavioral situations.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Teaching Method	Assessment Method
1	3	Concept of behavior modification, its importance, and its objectives	Introduction to behavior modification	Lecture and discussion	Assignments
2	3	History of behavior modification, its development, and fields of application	Introduction to behavior modification	Lecture and discussion	Assignments
3	3	Basic concepts: behavior, environment, stimulus, and response	Basic behavioral concepts	Lecture and discussion	Assignments
4	3				Exam
5	3	Characteristics of behavior and rules for defining and describing it procedurally	Basic behavioral concepts	Lecture and discussion	Assignments
6	3	Observable behavior, measurement, and target behavior	Identifying and measuring behavior	Lecture and discussion	Assignments
7	3	Methods of collecting behavioral data and observation	Identifying and measuring behavior	Lecture and discussion	Assignments
8	3	Baseline, and methods for measuring the frequency, duration, and intensity of behavior	Behavioral measurement	Lecture and discussion	Assignments
9	3				Exam
10	3	Representing and interpreting behavioral data	Behavioral measurement	Lecture and discussion	Assignments
11	3	Concept of reinforcement, its types, and conditions of use	Reinforcement	Lecture and discussion	Assignments
12	3	Positive and negative	Reinforcement	Lecture	Assignments

		reinforcement and their applications		and discussion	
13	3	Continuous and intermittent reinforcement schedules	Reinforcement schedules	Lecture and discussion	Assignments
14	3	Punishment: concept, types, controls, and use	Punishment	Lecture and discussion	Assignments
15	3	Extinction and the principle of reinforcement deprivation, and their applications	Reducing undesired behavior	Lecture and discussion	Assignments
16	3	Differential reinforcement for reducing undesired behavior	Reducing undesired behavior	Lecture and discussion	Assignments
17	3	Shaping and chaining of behavior	Developing behavior	Lecture and discussion	Assignments
18	3	Prompting, fading, and assisted modification	Developing behavior	Lecture and discussion	Assignments
19	3	Imitation and modeling and their use in acquiring behavior	Acquiring behavior	Lecture and discussion	Assignments
20	3	Token economy and its educational applications	Behavior-modification programs	Discussion	Report
21	3				Exam
22	3	Behavioral contracting with the individual	Behavior-modification programs	Lecture and discussion	Assignments
23	3	Self-regulation and self-monitoring	Behavior-modification programs	Lecture and discussion	Assignments
24	3	Functional analysis of behavior and identifying antecedents and consequences	Functional assessment	Lecture and discussion	Assignments
25	3	Determining the function of behavior	Functional assessment	Lecture and discussion	Assignments

		and constructing functional hypotheses		discussion	
26	3	Designing a behavior-modification plan and defining behavioral objectives	Constructing a behavior-modification program	Lecture and discussion	Assignments
27	3	Selecting the appropriate behavioral procedure and constructing an intervention plan	Constructing a behavior-modification program	Lecture and discussion	Assignments
28	3	Generalizing behavior and maintaining acquired behavior	Generalization and maintenance of behavior	Lecture and discussion	Assignments
29	3	Classroom behavior management and applications of school behavior modification	Educational applications	Lecture and discussion	Assignments
30	3	Evaluating behavior-modification programs and writing the behavioral report	Program evaluation	Discussion	Report

11. Course Evaluation

10% written exam, 5% oral, 5% report per semester, and 40% for both semesters combined; 60% final exam.

12. Learning and Teaching Resources

Required Textbooks (Curriculum, if any)	None
Main References (Sources)	"Human Behavior Modification," 2014, Jamal Mohammed Al-Khatib
Recommended Supporting Books and References (scientific fields, reports, etc.)	"Behavior Modification Programs," 2013, Hamdi Abdullah Abdel-Azim
Electronic References, Websites	https://aialibrary.com/product-category/

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025-2026		manahij watarayiq tadris	theoretical	practical
			2	1

2. Expected learning outcomes of the program

Knowledge

altaealum 1 yaerif altaalib tarayiq altadris yuadih ahimiat altarayiq	altaealum 1 yuadih ahimiat altarayi
---	-------------------------------------

Skills

mukhrajat altaealum 2.yusamim durus taelimiat wayatamakan min eamaliat altadris	bayan natayij altaealum 2. aedad talib ladayh amakaniaat eilmiat fi akhtisasih
mukhrajat altaealum 3.yuqaran bayn altarayiq alhadithat waltarayiq alqadima	bayan natayij altaealum 3.tamkin altaalib mustaqbalan min aistikhdam tarayiq wastiratijiaat hadithat wasalib taelimiat mutajadidat wawasayil watiknuluja taelim mutatawir

Ethics

mukhrajat altaealum 4.aedad talib mutahamis wayaeshaq akhtisasatan	byan natayij altaealum 4.hab altaalib limihnatih mustaqbalan
mukhrajat altaealum 5.alaedad aljayid liltaalib likay yakun mutamakinan fi altadris	byan natayij altaealum 5. altafaeul alayjabi mae altalaba

3. Teaching and Learning Strategies

aistiratjiat watarayiq altaelim waltaealum almuetaamadat fi tanfidh albarnamaj bishakl eamin . (tariqat almuahadarat ,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			Staff	

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 raghbatihi)

--

7. The most important sources of information about the program

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

8. Program Development Plan

tatwir mufradat almanhaj binisba (202) min almawdueat alhadithat tamashian mae mustajidaat aleasr
--

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2026-2027															
		Basics of Educational Leadership and Management		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:					
Educational Leadership and Management					
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					