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

Academic Program and Course Description Guide

2025-2026

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.

First stage

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: 1/9/ 2025

File Completion Date: 2/9/ 2025

Signature:

Head of Department Name:

Dr. Ghazwan Adnan Muhammad

Date: 01-9- 2025

Signature:

Scientific Associate Name:

Dr. Khaled Gamal Hamdi

Date: 9-9 -2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Dr. Zeina Shahid Ali Bandar

Date: 05–9–2025

Signature:

Approval of the Dean

Prof. Dr. Luay Sayhood Fawaz Al–Tamimi

Dean

Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation
Accreditation Division

Academic Program and Course Description Guide
2025

Introduction

An educational program is a coordinated and organized package of courses that includes procedures and experiences arranged as individual course units. Its primary purpose 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, such as the External Examiner Program.

The academic program description provides a brief summary of the main characteristics of the program and its courses, indicating the skills that students are expected to acquire in accordance with the objectives of the academic program. The importance of this description lies in the fact that it represents a cornerstone for obtaining program accreditation. It is prepared by teaching staff under the supervision of the scientific committees in the academic departments.

In its second edition, this guide includes a description of the academic program after updating the components and sections of the previous guide in light of recent developments in the Iraqi educational system. It covers the traditional academic-program formats (annual and semester systems), as well as the standardized academic program description issued under the Department of Studies letter No. TM3/2906 dated 3 May 2023 for programs adopting the Bologna Process as the basis for their operation.

In this regard, the importance of preparing descriptions of academic programs and courses to ensure the proper functioning of the educational process is emphasized.

Concepts and Terminology

Academic Program Description: The academic program description provides a concise summary of its vision, mission, and objectives, including an accurate description of the intended learning outcomes in accordance with specified learning strategies.

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

Program Vision: An ambitious picture of the future of the academic program so that it is developed, inspiring, motivating, realistic, and applicable.

Program Mission: Briefly explains the objectives and activities required to achieve them and identifies the program's development path and directions.

Program Objectives: Statements describing what the academic program intends to achieve within a specified period and that are measurable and observable.

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

Learning Outcomes: A coherent set of knowledge, skills, and values acquired by the student after successfully completing the academic program. Learning outcomes must be specified for each course in a way that achieves the program objectives.

Teaching and Learning Strategies: Strategies used by the teaching staff member to develop students' teaching and learning. They are plans followed to achieve learning objectives and describe all classroom and extracurricular activities intended to achieve the program's learning outcomes.

Academic Program Description Template

Item	Details
University Name	University of Diyala
College / Institute	College of Education for Humanities
Academic Department	Department of Educational and Psychological Sciences
Academic or Professional Program Name	Bachelor's .....
Final Degree Name	Bachelor's in .....
Study System	Annual
Date of Description Preparation	1/9/2025
Date of File Completion	12/9/2026

Quality Assurance Review and Dean's Approval

Item	Details
Quality Assurance and University Performance Division	
Name of the Director of the Quality Assurance and University Performance Division	
Date	
Signature	
Dean's Approval	

1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

Has the program obtained program accreditation? If so, from which body?

5. Other External Influences

Is there a sponsoring body for the program?

Department Chair Name	Date	Signature
Scientific Assistant Dean Name	Date	Signature

6. Program Structure

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

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

7. Expected Learning Outcomes of the Program

Domain	Learning Outcomes	Statement of Learning Outcomes
Knowledge	The student should know: 1. The concept, nature, and importance of psychology. 2. The objectives and schools of psychology. 3. Behavior and the factors influencing it. 4. Research methods in psychology.	Preparing the student to become a successful educational counselor in schools or a social researcher in the Ministry of Justice or the Ministry of Labor and Social Affairs.
Skills	1. Designs counseling programs that help the counselee overcome their problems. 2. Delivers group or individual psychological lectures to the target group.	1. Preparing a student with scientific capabilities in their specialization. 2. Enabling the student in the future to use modern methods and strategies in the educational and psychological specialization.
Values	1. Preparing a professionally	1. Success of the student in their

	successful student in the specialization. 2. Properly preparing the student to become competent in teaching.	future profession. 2. Positive interaction with students and other individuals in society.

Program Description

Academic Year / Level	Course Code	Course Name	Theoretical	Practical
2026–2027		General Psychology	2	

8. Teaching and Learning Strategies

The teaching and learning strategies and methods generally adopted in implementing the program include: lecture method, questioning, discussion, information processing, and inquiry.

9. Assessment Methods

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

10. Teaching Staff

Academic Rank	Specialization – General	Specialization – Specific	Special Requirements / Skills	Staff Status	Lecturer
Assistant Professor, Dr. Zeina Shaheed Ali	Educational and Psychological Sciences	Educational Psychology		Permanent staff	

Professional Development

Orientation of newly appointed teaching staff.

Conducting courses to introduce new staff to modern teaching methods and strategies for use in teaching.

Professional development for teaching staff.

Holding seminars and discussion sessions and exchanging experiences with other equivalent colleges for professional development.

11. Admission Criterion

(The student's secondary-school average in addition to the student's preference.)

12. Main Sources of Information about the Program

Briefly list references and sources from books, research, studies, periodicals, and various communication media, including the Internet and others.

13. Program Development Plan

Update the curriculum components by 10% with contemporary topics in line with current developments.

Program Skills Matrix

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

Academic Year / Level	Course Code	Course Name	Core / Elective	Knowledge A1	Knowledge A2	Knowledge A3	Knowledge A4	Skills B1	Skills B2	Skills B3	Skills B4	Values C1	Values C2	Values C3	Values C4
2026–2027		General Psychology	Core	2	2	2	2	2	2	2		2	2	2	

Course Description Form

Item	Details
1. Course Name	General Psychology
2. Course Code	
3. Semester / Academic Year	2025–2026
4. Date of Description Preparation	1/9/2025
5. Available Attendance Mode	In-person
6. Total Study Hours / Total Academic Units	60 hours / 4 units
7. Course Coordinator	Name: _____ Email: _____

8. Course Objectives

The student should know:

1. The concept, nature, and importance of psychology.
2. The objectives and schools of psychology.
3. Behavior and the factors influencing it.
4. Research methods in psychology.
5. Motives, emotions, attitudes, and their types.
6. Attention, sensory perception, and the factors influencing them.
7. Memory, forgetting, thinking, creativity, intelligence, and mental abilities.

9. Teaching and Learning Strategies

Strategy	

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method

11. Course Assessment

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

12. Learning and Teaching Resources

Category	Resources
Required prescribed textbooks (if any)	General Psychology
Main references (sources)	Mohammed Jasim Al-Obaidi (2009), Introduction to General Psychology. Talat Mansour et al., Foundations of General Psychology.
Recommended supporting books and references (scientific journals, reports, etc.)	Shadia Ahmed Al-Nil (2004), General Psychology.
Electronic references / websites	

Paying attention to scientific researc

1. **Program Vision**
Spreading psychological culture in society and increasing awareness of it. Creating rare specializations in the educational and psychological sciences, such as measurement, evaluation, personality, health, and psychology.

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

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

to supply Iraqi universities and scientific research institutions in society.

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

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

Empowering the student with creative and personal skills.

6creativity and innovation in the field of psychological sciences and confronting all psychological problems, scourges and social diseases

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

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

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

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

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

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

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

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

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

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

7. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
			theoretical	**practical**
2025-2026 The first stage: general		**: general theoretical and practical psychology**	**3**	**0**

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

Daily, oral and written tests, preparing reports

11. Faculty			
Faculty Members			
Academic Rank	**Specialization**	**Special Requirements/Skills (if applicable)**	**Number of the teaching staff**

	General	Special			Staff	Lecturer
A..D. Sana Hussein Khalaf	Educational and Psychological Sciences	s Psychological Counseling	Familiarity with theories of psychology		is an angel	

Professional Development
Mentoring new faculty members
Participate in training courses and seminars and learn about everything new in the specialty level.
Professional development of faculty members
Using all new strategies in the field of professional development

12. Acceptance Criterion

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

13. The most important sources of information about the program

The teaching staff and the information it possesses

2.Scientific libraries.

3. International information networks and the Internet.

4.Workshops

5. Research centers.

14. Program Development Plan

Program Skills Outline																
				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	
2025-2026 level one		General psycholog Y	Basic	√	√	√	√	√	√	√	√	√	√	√	√	

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

Course Description Form

1. Course Name:
General psychology
2. Course Code:
-
3. Semester / Year:
2025-2026
4. Description Preparation Date:
1/9/2025
5. Available Attendance Forms:
Is mandatory
6. Number of Credit Hours (Total) / Number of Units (Total)
90 hours
7. Course administrator's name (mention all, if more than one name)
Name: A.M.D. Sanaa Hussein Khalaf Email: dr.sanaa.psy@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• **Introducing students to historical development psychology** • **•Branches of psychology** • **• His theories**

9. Teaching and Learning Strategies

Strategy	**Open brainstorming questions, discussion and dialog**

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	its topics and goals, introduction to psychology,	Introduction to psychology	Lecture discussio	Duties

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

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

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

11. Course Evaluation

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

12. Learning and Teaching Resources

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

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025-2026		**General Arabic**	**theoretical**	**Practical**
			2	***1***

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

3. Teaching and Learning Strategies

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

2. Evaluation methods

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

5. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant teacher Marwa Abbas Hassan	Arabic Language	Only			staff	

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level. Holding educational workshops on the importance of the Arabic language and its teaching
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc. Holding seminars and lectures and exchanging experiences with other Universities

t. Acceptance Criterion

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

7. **The most important sources of information about the program**
State briefly the sources of information about the program. Sources and references, research and studies in magazines and the Internet

8. Program Development Plan
Developing the curriculum vocabulary by (202) in line with modern developments

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2026		General Arabic	basic	0	0	0		0	0	0		0	0	0	

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

Course Description Form

1. Course Name: general Arabic
2. Course Code:
3. Semester / Year:2025-2026
4. Description Preparation Date:2224/3/11
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
7. Course administrator's name (mention all, if more than one name)
Name: Assistant teacher Marwa Abbas Hassan Email: marwa.gev@uodiyala.edu.iq
8. Course Objectives

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

9. Teaching and Learning Strategies	
Strategy	**Lecture, interrogation and discussions**

10. Course Structure

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

		Realizing th importance the Arabic language Developing the student memorizati abilities Ability comprehen grammatica topics	hamza at t beginni middle, and e of speec	interrogati and discussion	monthly examinatio

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)	Arabic language and grammar books
Main references (sources)	General Arabic language for no specialists
Recommended books and references (scientific journals, reports...)	All books concerned with studyi Arabic language topics
Electronic References, Websites	

V. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2025-2026		M.M. Qahtan Einad Ismail Saleh	Theoretical	practical
			2	

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

0. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 0	Learning Outcomes Statement 0
Learning Outcomes 2	Learning Outcomes Statement 2
Ethics	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 5	Learning Outcomes Statement 5

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

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

5. Faculty			
Faculty Members			
Academic Rank	Specialization	Special Requirements/Skills (if	Number of the teaching staff

			applicable)			
	General	Special			Staff	Lecturer

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

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

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

8. Program Development Plan

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		Hun rights and public free	optional	2	2	2	2	2	2	2	2	2	2	2	2	

		Ms													

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

Course Description Form

	Course Name: M.M. Qahtan Einad Ismail Saleh
1.	**Course Code:**
0.	**Semester / Year: 0202_0202**
2.	**Description Preparation Date: 2025-2026**
4.	**Available Attendance Forms:**

5. Number of Credit Hours (Total) / Number of Units (Total) 55
6. Course administrator's name (mention all, if more than one name)
Name: M.M Qahtan Einad Ismail Saleh **Email: Hum24ps121@uodiyala.edu.iq**
V. Course Objectives

Course Objectives	● ..... ● .....

	● .....

1. Teaching and Learning Strategies	
Strategy	**Teaching and learning strategies and method adopted in implementing the program i general.**

0. Course Structure					
Week	**Hour S**	**Require d**	**Unit or subject**	**Learning method**	**Evaluati on**

		Learnin g Outcom es	name		method
The first week: Definition rights, thei goals, Characteris cs, and the most Important	4		 Huma rights and public freedo ms	Interview style wit Interroga On	Daily exams of 5 marks Month y exams 15 marks

categories of human rights **The second week: Rights and freedoms i ancient times Week Three: Human rights in heavenly Religions**					

Week Four The concep of rights an freedoms according t Imam Ali (peace be upon him) Week Five: Internation l Organizatio ns Week Six: Regional					

recognition of human rights Week Seven: The position of internation l organizatio ns on human rights Week Eight Universal Declaration					

of Human Rights Week Nine The Constitutio , its importance Week Ten: Types of human rights in th modern era Week Eleven: Democracy					

Week Twelve: Th developme t of historical democracy Week Thirteen: Principles Democracy Week Fourteen: Constitutio al Democracy					

Week fifteen: Representa ive Democracy					

2. Course Evaluation

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

2. Learning and Teaching Resources

Required textbooks (curricular book if any)	**Human rights and publ freedoms**
Main references (sources)	**Ministry of Highe**

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

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025-2026		**Computer basics and office applications**	**theoretical**	**Practical**
			2	**1**

2. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	**Learning Outcomes Statement 1**
Skills	
Learning Outcomes 2	**Learning Outcomes Statement 2**
Learning Outcomes 3	**Learning Outcomes Statement 3**
Ethics	
Learning Outcomes 4	**Learning Outcomes Statement 4**
Learning Outcomes 5	**Learning Outcomes Statement 5**

3. Teaching and Learning Strategies

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

4. Evaluation methods

Implemented at all stages of the program in general.

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

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

t. Acceptance Criterion

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

V. The most important sources of information about the program

State briefly the sources of information about the program.

8. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2026		Computer basics and office Applications	basic	0	0	0	0	0	0	0		0	0	0	0

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

Course Description Form

1. Course Name:
2. Course Code:
3. Semester / Year:
4. Description Preparation Date:
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
7. Course administrator's name (mention all, if more than one name)
Name: Email:
8. Course Objectives

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

9. Teaching and Learning Strategies	
Strategy	

11. Course Structure

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

11. Course Evaluation
Distributing the score out of 111 according to the tasks assigned to the student such as daily preparation, dailyoral, 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	

V. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2025-2026		M.M. Nidal Abdul Jalil Hussein Ali	theoretical	practical
			2	

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 2	Learning Outcomes Statement 2
Ethics	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 5	Learning Outcomes Statement 5

2. Teaching and Learning Strategies

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

2. Evaluation methods

Implemented at all stages of the program in general.

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

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

t. Acceptance Criterion

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

V. The most important sources of information about the program

State briefly the sources of information about the program.

				Required program Learning outcomes											
Year/Le vel	Cour se Code	Course Name	Basic or option al	Knowledge				Skills				Ethics			
				A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4
2025-2026		Hum n right and publi freed ms	option al	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

Course Name: M.M. Nidal Abdul Jalil Hussein Ali
1. Course Code:
2. Semester / Year: 2025-2026
2. Description Preparation Date:
2025-2026
4. Available Attendance Forms:
5. Number of Credit Hours (Total) / Number of Units (Total) 4
6. Course administrator's name (mention all, if more than one name)

Name: M.M Nidal Abdul Jalil Hussein Ali
Email: Hum24ps122@uodiyala.edu.iq

V. Course Objectives

Course Objectives	
	● ..... ● ..... ● .....

1. Teaching and Learning Strategies

Strategy	Teaching and learningstrategies and methods adopted implementing the program in general.

2. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject Name	Learning method	Evaluation method
The first week: Definition of rights, their goals, characteristics, and the most Important categories of human rights The second week: Rights an freedoms in ancient times Week Three: Human rights i Heavenly	4		Human rights a Public Freedoms	Interview sty With Interrogation	Daily exams o 5 marks Monthly exa 15 marks

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

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

Week Fourteen Constitutional Democracy Week fiftee Representative democracy					

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

2. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	**Human rights and public freedoms**
Main references (sources)	**Ministry of Higher Education and Scientif Research**
Recommended books and references (scientific journals, reports...)	

Electronic References, Websites	

1. Program Vision

- Modeling language use: Texts provide exposure to authentic, rich language — vocabulary, grammar, style, discourse structures.

2. Program Mission

1-. To develop students' linguistic competence — the four skills (listening, speaking, reading, writing) so they can communicate effectively in English.

1. 2-Equipping future teachers with the knowledge, skills, and methods needed to teach English effectively in schools

3. Program Objectives

1.

Develop Basic Communicative Competence

- Enable students to understand and use English in everyday academic and professional contexts.
- Focus on listening, speaking, reading, and writing at a general proficiency level.

2.

Support Academic Studies and Research

- Help students understand academic texts, papers, articles, and textbooks written in English (especially in scientific or technical fields).
- Train students to write simple reports, abstracts, or summaries in English when required.

3.

Enhance Career Opportunities

- Prepare students to use English in future teaching roles, especially as English becomes more important in Iraqi education and international communication.
- Improve employability, as many jobs now require basic English proficiency.

4.

Foster Independent Learning and Access to Global Knowledge

- Enable students to use English to access global resources (online articles, videos, courses, etc.).
- Encourage self-study and life-long learning through English

4. **Program Accreditation**

- The department is actively seeking program accreditation under national standards.
- It is following required procedures (self-evaluation, preparing reports, etc.).

5. Other external influences

Academic/Institutional Sponsor	The university or college that owns or hosts the program

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	8	27	16/:	
College Requirements *	8	27	16	
Department Requirements	32	133	82	
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	
First year		English Texts	theoretical	practical
			100/:	

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1The students will be able to

	improve the basic English grammatical points and some social functions of English language skills .
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2 The students will recognize the importance of learning English language skills .
Learning Outcomes 3	Learning Outcomes Statement 3The students will be able to use some social expressions in the dairy life situations.
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4 The students will respect the cultural sides of the English language
Learning Outcomes 5	Learning Outcomes Statement 5The students will respect the traditions of other communities.

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. Cooperative learning, role play ,discussion….ect

10. Evaluation methods

Implemented at all stages of the program in general. Oral and written achievement tests

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof.Dr .Zainab Abbas	English language	Methods of Teaching	Having the basic knowledge of methods		30	

		English	of teaching English to non – English speakers			

Professional Development
Mentoring new faculty members
Present or attend educational or subject-area conferences Participate in training courses and seminars and learn about everything new in the specialty level. Read books/articles, subscribe to journals, follow education researchers
Professional development of faculty members
Visit another department/university to learn new practices Keep a teaching journal, or review video recordings of your teaching

12. **Acceptance Criterion**
Central admissions

13. **The most important sources of information about the program**
The textbook, workbook , internet websites

14. Program Development Plan
Consulting similar resources, attending workshops, conferences and seminars

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 first		English Texts	Optional	Acquire the basic grammatical points, verb to	Know the numbers and prices	Know adverbs, adjectives and days	Using English pronouns	Develops reading skill	Improve listening skill	Develop writing skills	Enhancing speaking skill	Respect traditions of other countries	Admire the culture of othe language	Speaking two languages	

				be and introductions											

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

Course Description Form

1. Course Name:English Texts
2. Course Code:
3. Semester / Year:2025-2026
4. Description Preparation Date:2025
5. Available Attendance Forms: written sheet
6. Number of Credit Hours (Total) / Number of Units (Total)
50 hours / 14 uni
7. Course administrator's name (mention all, if more than one name)
Name: Dr.Zainab Abbas Emai**Zaenab.ps.hum@uodiyala.edu.iq**
8. Course Objectives

Course Objectives	• **Developing English language skills .....** • **Understanding the basic grammatical poi .....** • **Using some social expressions know to pronouns, adjectives., numbers nationalities.....etc .....**

9. Teaching and Learning Strategies

Strategy	Lecturing , inquiring , short questions. Preparing reports

10. Course Structure

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

1 2- 3- 4 5— 6 7 8 9 10 11 12 13 14 15 16	2 2	Knowing the Eng Pronouns Recognize numbers Present simple Past simple Present continuous Future plans a /are /am Short answer Adverbs frequency Introduction Sports /drinks The time Adjectives Jobs Reading a Writing	Hello Your world Family and frien d The way I live Every day My favorites Where l live Times past We had a gre time I can do that Please and tha you Here and now It's time to go	Lecturi Lecturing Inquiry Lecturing Inquiring Lecturing Lecturing Questions Inquiry Lecturing Lecturing Lecturing Inquiry Lecturing	Oral test Oral questions Written questions Oral questions Asking questions Oral questions Written questions Oral questions Oral questions Written questions

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)	Beginner Students book Headway plus
Main references (sources)	Beginner Workbook Headway plus
Recommended books and references (scientific journals, reports…)	English language teaching Forum English Grammar in use
Electronic References, Websites	Wikipedia , internet websites, you

Secand Stage

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: 7/9/ 2025

File Completion Date: 2/9/ 2025

Signature:

Head of Department Name:

Dr. Ghazwan Adnan Muhammad

Date: 01-9- 2025

Signature:

Scientific Associate Name:

Dr. Khaled Gamal Hamdi

Date: 9-9 -2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Dr. Zeina Shahid Ali Bandar

Date: 05-9-2025

Signature:

Approval of the Dean

Prof. Dr. Luay Sayhood Fawaz Al-Tamimi

Dean

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
			theoretical	**practical**
2025-2026		**Curriculum and Textbook**	***2***	***1***

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

3. Teaching and Learning Strategies

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

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

2. Evaluation methods

Implemented at all stages of the program in general.

Achievement tests of various types and extracurricular activities

5. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

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

Professional development of faculty members
Holding seminars and discussions and exchanging experiences with other corresponding colleges for development

t. **Acceptance Criterion**
The student's average in the middle school stage in addition to his desire

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

8. Program Development Plan
Developing the curriculum vocabulary by t0$ in line with modern developments

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2026		Curriculum and textbook	Basic	0	0	0	0	0	0	0		0	0	0	

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

Course Description Form

1. Course Name:
t. Course Code:
3. Semester / Year:
4. Description Preparation Date:
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
7. Course administrator's name (mention all, if more than one name)
Name: Email:

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

9. Teaching and Learning Strategies	
Strategy	

10. Course Structure

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

11. Course Evaluation

Distributing the score out of 111 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, 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	
2025-2026		M.M. 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
2025-2026			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

Course Name: M.M. Ali Musa Jaafar
1.
t. 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) 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: crim its types and divisio The second week: A overview of the political systems in Iraq (1221_2003) Week Three: The Baathist regime's violations of rights and freedoms Week Four: Violatio of the right to party Pluralism Week Five: Violatio of social, political an cultural rights Week Six: Violation international law Week Seven: The impact of the Baathi	1		Baath Part crimes	Interview sty with interrogatio	Daily exams 5 mark Monthl exams 15 mar

regime's behavior o society and its contr over the state Week Eight: Limitin powers to the Baathist regime Week 2: The impact of the transitional period on fighting authoritarian politic 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 internationall prohibited weapons and environmental pollution Week fourteen: scorched earth polic 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: Huma rights in heavenly religions Week Four: The concept of rights an freedoms according to Imam Ali (peace upon him) Week Five: International Organizations Week Six: Regional recognition of huma rights Week Seven: The position of international organizations on human rights Week Eight: Univers	2		Human rights a 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 fiftee Representative democracy					

3. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports..... etc	
4. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Baath Party crimes Human rights and public freedoms
Main references (sources)	Ministry of Higher Education a Scientific Research
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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: 1/9/ 2025

File Completion Date: 2/9/ 2025

Signature:

Head of Department Name:

Dr. Ghazwan Adnan Muhammad

Date: 4-9- 2025

Signature:

Scientific Associate Name:

Dr. Khaled Gamal Hamdi

Date: 3-9 -2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Dr. Zeina Shahid Ali Bandar

Date: 5–9–2025

Signature:

Approval of the Dean

Prof. Dr. Luay Sayhood Fawaz Al–Tamimi

Dean

Third stage

1. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2025-2026		**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
2025-2026		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**	
2025-2026		**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
2025-2026			Pholisophy 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
2025-2026		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:
2025-2026
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 t concepts related personali psycholo		of the vid presentati of personalit theorist	daily requirem for stude to atte and foll the lectur

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 Muhamm Personality Psychology, Internatic Book House, Beirut, Lebanon 2- Rab Muhammad Shehata, Personal Psychology, 2113
Electronic References, Websites	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
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 watiknulujia taelim mutatawir
Ethics	
mukhrajat altaealum 4.aedad talib mutahamis wayaeshaq akhtisasatan	bayan natayij altaealum 4.hab altaalib limihnatih mustaqbalan
mukhrajat altaealum 5.alaedad aljayid liltaalib likay yakun mutamakinan fi altadris	bayan natayij altaealum 5. altafaeul alayjabi mae altalaba

3. Teaching and Learning Strategies

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

2. Evaluation methods

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

5. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

aqamat dawrat litaerif alkadir aljadid bialtarayiq waliastiratijiaat alhadithat liaistikhdamiha fi altadris

Professional development of faculty members

aiqamat nadawat wanashatat khasat biwahdat altaahil waltawzif

t. Acceptance Criterion

mueadal altaalib fi almarhalat alaeidadiat adafatan alaa 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 optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2026															
		asas i	tarayiq altadris	0	0	0	0	0	0	0		0	0	0	

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

Course Description Form

1. Course Name:
2. Course Code:
3. Semester / Year:
4. Description Preparation Date:
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
7. Course administrator's name (mention all, if more than one name)
Name: Email:
8. Course Objectives

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

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	

Program description .1				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Educational research methods		222٤_2222 third level
1	2			

Expected learning outcomes of the programme .2
Knowledge

Statement ○f learning Prepare the .1○utc○mes teacher, student t○ be a ment○r, and researcher in the future at the same .time	Learning Outc○mes The student sh○uld kn○w the educati○nal .research meth○d○l○gy .Explains the imp○rtance ○f research meth○ds Enumerates the types ○f scientific research .meth○ds
	Skills
Statement ○f learning Preparing a .t ○utc○mes student with scientific p○tential **Hii ipecialty** in	Write a scientific research tLearning Outc○mes
Statement ○f learning Enabling the .3○utc○mes	educati○nal Design 3Learning Outc○mes less○ns

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

Teaching and learning strategies .3
Teaching and learning strategies and meth○ds ad○pted in implementing the pr○gram in general (lecture meth○d, interr○gati○n, discussi○n, inf○rmati○n (pr○cessing, investigati○n

Evaluation methods .٤
Achievement tests .Implementing it in all stages ○f the pr○gram in general ○f 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			Educati○nal psych○l○gy	Educati○nal and ych○l○gical sciences	Assistant Dr. Pr○fess○r N○○r Jabbar Ali

Professional development

Orienting new faculty members
H○lding intr○duct○ry c○urses and w○rksh○ps ○n the imp○rtance ○f scientific r○le in advancing educati○n, and f○ll○wing the research meth○ds and their .scientific research meth○d○l○gy in writing research
Professional development for faculty members
H○lding seminars and discussi○ns and exchanging ○pini○ns and r devel○pmentexperiences with ○ther c○resp○nding c○lleges f○

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
dissertati○ns, ،References, s○urces, scientific research .Remember briefly dissertati○ns, peri○dicals, magacines, and the Internet

Pr○gram devel○pment plan .8
○f m○dern t○pics in line with %t2Devel○ping the curriculum v○cabulary by the devel○pments ○f the times

skills chart Program															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level
٤C	C3	C2	’C	B٤	B3	B2	B’	A٤	A3	A2	A’				
	2	2	2	2	2	2	2	2	2	2	2	Basic	Educational research		2025-2026

													metho ds		

- **Please checa the doies corresponding to the individual learning outcomes from the program sudject to evaluation**

Course description form

1. Course Name : Educational research methods	
t. Code Course :	
t2t4-t2t3	
3. year /Semester	
2025-2026	
4. description was prepared Date this	
٥. A. Available attendance forms	
٦. (Number of study hours (total)/number of units (total	
٧. Name of the course administrator (mentioned if more than one name is)	
Al- Name: Amiel :	
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

Fourth stage

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: 1/9/ 2025
File Completion Date: 2/9/ 2025

Signature:
Head of Department Name:
Dr. Ghazwan Adnan Muhammad
Date: 4-9- 2025

Signature:
Scientific Associate Name:
Dr. Khaled Gamal Hamdi
Date: 3-9 -2025

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Dr. Zeina Shahid Ali Bandar
Date: 5–9–2025
Signature:

Approval of the Dean
Prof. Dr. Luay Sayhood Fawaz Al–Tamimi
Dean

Program description .1				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Measurement and evaluation		2025-2026 The fourth stage
1	2			

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

Prepare .1○utc○mes the student t○ be a teacher, ment○r, and researcher in the future .at the same time	The student sh○uld kn○w psych○l○gical and .educati○nal measurement Explains the imp○rtance ○f measurement and .evaluati○n in the educati○nal pr○cess .the types ○f achievement tests Enumerates
	Skills
Statement ○f learning The student . t ○utc○mes **Hii** conducts oral exams **ipecialty**	Design specialiied tLearning Outc○mes specialiiati○n educati○nal ○bjectives in the field ○f
Statement ○f learning Enabling .3○utc○mes	an essay and t○pic Design :3Learning Outc○mes in the field ○f specialiiati○n

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

Teaching and learning strategies .3
and meth○ds ad○pted in implementing the pr○gram in general strategies interr○gati○n, discussi○n , inf○rmati○n pr○cessing , ،lecture meth○d) (investigati○n

Evaluation methods .٤
Implementing it in all stages ○f the pr○gram in general. Achievement tests extracurricular activities ،○f all kinds

education institution .o
Faculty members

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

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

.V The most important sources of information about the program

References, s○urces, scientific research, dissertati○ns, .Remember briefly peri○dicals, magaiines, and the Internet ،dissertati○ns

.8 Pr○gram devel○pment plan

○f m○dern t○pics in line with %t2Devel○ping the curriculum v○cabulary by the devel○pments ○f the times

skills chart Program															
the programme Learning outcomes required from															
Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	Year/level
C٤	C3	C2	C’	B٤	B3	B2	B’	A٤	A3	A2	A’				
	2	2	2	2	2	2	2	2	2	2	2	Basic	Measurement and evalu		٢٠٢٥-٢٠٢٦

													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
.t Code Course :
.3 year /Semester
٢٠٢٥-٢٠٢٦
٥. A. Available attendance forms
٦. (Number of study hours (total)/number of units (total
٧. 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**	
2025-2026			**theoretical**	**practical**

2. w	
Knowledge	
Learning Outcomes 1	Learning Outcomes Statement 1
Skills	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

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

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

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

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

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

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

8. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
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, reports .....etc

12. Learning and Teaching Resources

Required textbooks (curricular boo 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