

Ministry Higher education and scientific research  
Scientific supervision and evaluation device  
circle Quality assurance and academic accreditation  
Accreditation Department



## Academic program and course description guide

**2024**

the introduction:

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work.

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

#### Concepts and terminology:

Description of the academic program: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:It provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has 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 an advanced, inspiring, motivating, realistic and applicable program.

Program message:It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

Program Goals: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/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

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

Teaching and learning strategies:They are the strategies used by a faculty member to develop student teaching and learning, and they are plans that are followed to reach learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme

Academic program description form

University name: University Basra

College/Institute: College Education for girls

Scientific Department: Department Educational and psychological sciences

Name of the academic or professional program: Doctorate in psychological counseling and educational guidance

Name of final degree: Doctorate in psychological counseling and educational guidance

Academic system: annual

Date the description was prepared: 2/15/2024

File filling date: 15/3/2024

**the signature :**

**Name of scientific assistant:**

.....

**the signature :**

**Name of department**

**head:**

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance

Division:

the date

the signature

## authentication mrDean

### 1. See the program

SeekingcollegeEducation GirlsTo be one of the leading higher education institutions inuniversity BasraIn the field of modern education and scientific research through its scientific, research and administrative activities, it also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields ofeducation..

### 2. Program message

Working to prepare and graduate leading scientific and leadership competencies in...All specialtiesAnd in developing the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, emphasizing social and cultural values and responding to the requirements of the local market.

### 3. Program Goals

A. DepartureC is a student capable of teaching in middle school and high schoolYesH

B. Come onC: A student who knows the conceptsYesm the basisYesEducational and psychological sciences

C. Enabling the student to measure underdevelopment of its types and learn about methods of measuring underdevelopment

DrA group of elite studentsYesThis is the ability to continue higher studiesYesTo support learningYesm higher in the future
E. TakhriC: A student capable of working in health centers as a psychological researcher.
And the. Graduating a student capable of working in the courts as a psychological researcher. g.She sighedYesC: A student capable of working in centers for people with special needs, and psychological and community rehabilitation centres
Y. Come onC student is able to work inSecurity and military institutions as a psychological researcher.

<b>4. Program accreditation</b>
Nothing

<b>5. Other external influences</b>
Nothing

<b>6. Program structure</b>				
<b>comments *</b>	<b>percentage</b>	<b>Study unit</b>	<b>Number of courses</b>	<b>Program structure</b>



<b>Basic course</b>		<b>90</b>	<b>90</b>	<b>Enterprise requirements</b>
			<b>Yes</b>	<b>College requirements</b>
			<b>Yes</b>	<b>Department requirements</b>
			<b>nothing</b>	<b>summer training</b>
				<b>Other</b>

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

<b>7. Program description</b>				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Year/level</b>
<b>practical</b>	<b>theoretical</b>	<b>Comparative education</b>		<b>2023–2024 /Third</b>

<b>8. Expected learning outcomes of the programme</b>	
<b>Knowledge</b>	
	<p>A- Cognitive objectives.</p> <p>A1- Enabling the student to gain an understanding of</p>

	<p>various educational and psychological science subjects.</p> <p>A2- Preparing a teacherYesn moEtoYesn for trainingYesS in educational institutionsYesH.</p> <p>A3- . Introducing the student to the culture of comparative education.</p> <p>A4. Know the innovative methods, high skills, and clear and precise mechanisms used in comparative education</p>
<b>Skills</b>	
	<p>B1 - Providing learners with various research methods in comparative education</p> <p>B2 - The ability to use modern teaching methods and techniques.</p> <p>B3 - The ability to manage the classroom effectively.</p> <p>B 4. Learn about the types of comparative education.</p>

	B5. Getting to know comparative education in Arab countries
<b>Value</b>	
	<b>C1- Reception or acceptance</b> <b>Receiving</b>
	<b>C2- Response</b> <b>Responding</b>
	<b>C3- Evaluation or giving value</b> <b>Values</b>
	<b>C4- Organization</b> <b>Organizing</b>
	<b>C5- Forming the self or labeling it with value</b> <b>characterization by a value</b>
	C6- Comparing previous education systems and benefiting from them in the current era.
	C4- Presenting positive models of systems in comparative education.

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<b>9. Teaching and learning strategies</b>
1. Electronic lectures
2. Multimedia
3. Discussion and dialogue

<b>10. Evaluation methods</b>
1. Daily oral questions
2. Reports and homework
3. Quarterly exams

<b>11. education institution</b>						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
Teaching	angel			private	general	
	angel			Psychological	Psychological guidance and	
						Assistant Professor

				counseling	educational guidance	
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Professional development
Orienting new faculty members
Professional development for faculty members
Develop self-motivation for research and learning.
2. Developing a sense of belonging to the family, society and country.
3. Developing the desire to serve society.

12. Acceptance criterion
– The student must be a graduate of preparatory school/scientific/literary/applied/biological stream
– The student's average in preparatory study should not be less than (65%)

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

Multiple sources from the Internet

Comparative education and its educational policies, by author Dr. Abdel-Jawad Al-Sayyid Bakr.

**14. Program development plan**

Application comparison study Curriculum systems for an Arab country based on the Iraqi curriculum

**Program skills chart**

Learning outcomes required from the programme												Essential or optional?	Course Name	Course Code	Year/level
Value				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
													Basic	aFor comparative education	2023-2024


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



## Course description form

1. Course Name:	Comparative education
2. Course Code:	
3. Semester/Year: Annual	Annual
4. Date this description was prepared	3/15/2024
5. Available attendance forms:	My presence only
6. Number of study hours (total)/number of units (total):	90 hours annually.2An hour a week
7. Name of the course administrator (if more than one name is mentioned) the name: A.M.D. Rafif Abdul Hafez Al-RiahiEmail:	<a href="mailto:rafeef.alreahy@uobasrah.edu">rafeef.alreahy@uobasrah.edu</a>
8. Course objectives	
<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>	B1 - The student should know how to determine

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	<p>theSystemsTargetHAnd its definitiona.</p> <p>B2 - The ability to use modern teaching methods and techniques.</p> <p>B3 - The ability to manage the classroom effectively.</p> <p>B4 - Enabling the student to...Knowle of curriculaOf all kindsaAnd learn at waysApply it.</p>
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<b>9. Teaching and learning strategies</b>	
<p>1-Education strategy collaborative concept planning.</p> <p>2-Teaching strategy brainstorming.</p> <p>3.Multimedia</p> <p>3Discussion and dialogue</p>	The strategy

<b>10. Course structure</b>					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
<p>aFor weekly, monthly, daily,</p>	<p>Explaining scientific material through readingReview the existing systems in the countries in which</p>	<p><b>Compara ve educatio</b></p>		2hour	1
			1-Teaching female students the	2hour	2
				2hour	3
				2hour	4

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<b>written exams, and the end-of-year exam.</b>	teaching is taught and focus on the curricula followed in those countries.  2-Provide a report on each country studied in the lesson.  3-Displaying explanatory posters for each country or showing a videoSo that students make connections between what they read and what they see		most	2hour	5
			important	2hour	6
			types of	2hour	7
			systems.	2hour	8
			2- Informing	2hour	9
			students	2hour	10
			about the	2hour	11
			importance	2hour	12
			of...Each	2hour	13
			system and	2hour	14
			how to apply	2hour	15
			them	2hour	15
					vacat
				2hour	16
				2hour	17
				2hour	18
				2hour	19
				2hour	19
				2hour	20
				2hour	21
				2hour	22
				2hour	23
				2hour	24
				2hour	25

				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30

### 11. Course evaluation

distributionAs follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

### 12. Learning and teaching resources

nothing	Required textbooks (methodology, if any)
Multiple sources from the Internet  Comparative education and its education policies, by author Dr. Abdel-Jawad Sayyid Bakr.	Main references (sources)
A book called Comparative Education and Education Systems) by Muhammad Taha Hanafi and others, 2012	Recommended supporting books and references (scientific journals, reports....)
<a href="https://arz.wikipedia.org/wiki/%D8%A%D8%B1%D8%A8%D9%8A%D9%87%D9%85%D9%82%D8%A7%D8%B1%D9%86%D9%87">https://arz.wikipedia.org/wiki/%D8%A%D8%B1%D8%A8%D9%8A%D9%87%D9%85%D9%82%D8%A7%D8%B1%D9%86%D9%87</a>  <a href="https://www.researchgate.net/">https://www.researchgate.net/</a>	Electronic references, Internet sites

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Ministry Higher education and scientific research  
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Accreditation Department



**guide Description of the  
academic program and  
course**

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2024

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**Program message:** It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

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## Academic program description form

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**University name: University of Basra**

**College/Institute: College Education for girls**

**Scientific Department: Department Educational and psychological sciences**

**Subject professor: Abeer Khudair Abbas**

**Name of the academic or professional program: Cognitive psychology**

**Name of final degree: Bachelor's degree In educational and psychological sciences**

**Academic system: annual**

**Description preparation date: 10/5/2023**

**File filling date: 5/3/2024**

**the signature:**

**name Scientific**

**Assistant.**

**the signature:**

**name Head of**

**Department.**

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**Check the file before**

**Division of Quality Assurance and University Performance**

**Name of the Director of the Quality Assurance and University Performance Division:**

**the date**

**the signature**

## **Authentication of the Dean**

### **1. See the program**

Seeking college Education Girls To be one of the leading higher education institutions in university Basra in the field of modern education and scientific research through its scientific, research and administrative activities, it also works to provide an integrated path for its students And teaching it To make them active and creative in serving society in various fields Educational and psychological sciences Important and effective in building the humanitarian system..

### **2. Program message**

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Working to prepare and graduate leading scientific and leadership competencies in...Specializations in educational and psychological sciences And able toDeveloping the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, emphasizing social and cultural values and responding to the requirements of the local market.

### 3. Program Goals

1) Introducing students to the beginnings of cognitive psychology, the justifications for its emergence, and its methods.

2) Developing students' knowledge of the basic concepts of cognitive psychology, such as: (attention–perception–memory–Data processing ) .

3) Students learn how to represent information in the cognitive system.

4) Students learn about the nature of the thinking process, its characteristics and types.

5) The students define the concept of (problem solving) and its relationship to experience, and its types.

6) Students explain the following concepts: Learning styles, cognitive styles (nature and classification)

7) Identify the concept of language, its characteristics and goals.

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<b>4. Program accreditation</b>
nothing

<b>5. Other external influences</b>
nothing

<b>6. Program structure</b>				
<b>comments *</b>	<b>percentage</b>	<b>Study unit</b>	<b>Number of courses</b>	<b>Program structure</b>
Basic course		90	90	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

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

7. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Cognitive psychology		2023–2024 /Third

8. Expected learning outcomes of the programme	
<b>Knowledge</b>	
	Informing students about the biological foundations of knowledge, how to shape attention and perception, and their role in building human intellectual structures
<b>Skills</b>	
	Expand extensive reading skills in this and related courses
<b>Value</b>	
	Develop destinyFemale studentsTo share ideasAnd its diversity

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### 9. Teaching and learning strategies

-Explaining the scientific material through reading Scientific sources specified by the committees of the Ministry of Higher Education and Scientific Research and comprehensive in the course vocabulary

Use more than one strategy and method to present the course content. Each course item has a special method and strategy.

These include traditional and modern methods, such as: (delivery or lecture method, problem solving method, brainstorming, social discussion method)

### 10. Evaluation methods

**Weekly, monthly, daily exams and the end of the year exam.**

### 11. education institution

#### Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	genera l	
	angel			Educatio nal	Educati onal and	assistant teacher

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				psychology	psychological sciences	
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<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>12. Acceptance criterion</b>

<b>13. The most important sources of information about the program</b>
Rashwan, Rabie Abda (2006) Cognitive Psychology, Memory and Information Encoding. (1st edition) The World of Books; Cairo Egypt
Abdel Baqi, Shatha. Issa, Mustafa Muhammad (2010) Modern Trends in Cognitive Psychology (1st edition), Al Masirah Publishing and Distribution, Amman: Jordan.

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Al-Zaghoul, Imad. Al-Zaghoul, Rafi (2010) Cognitive Psychology, Dar Al-Shorouk for Publishing and Distribution, Amman; Jordan .

#### 14. Program development plan

Access more sources and research related to this course, in addition to working on translating books and research related to the topics of this course.

## Program skills chart

Learning outcomes required from the programme												Essential or optional?	Course Name	Course Code	Year/level
Value				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2	A1				
													Basic	Victorian and modern English poetry	2023-2024

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

## Course description form

1. Course name: English poetry	
Victorian and modern English poetry	
2. Course Code:	
3. Semester/Year: Annual	
Annual	
4. Date this description was prepared: 02/14/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
90 hours annually. 3 hours per week	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Eng. Mustafa Amjad Jassim Al-Hamida	
Email: <a href="mailto:mustafaa.alhemeedawi@uokufa.edu.iq">mustafaa.alhemeedawi@uokufa.edu.iq</a>	
8. Course objectives	
<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	1- Providing students with the skill of applying Victorian ideas by writing poems that imitate Victorian poetry

	<p>2 - Expanding the skill of critical reading of Victorian poetry</p> <p>3 -Clarifying the most important modern ideas in English poetry, such as aesthetic theory.</p>
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**9. Teaching and learning strategies**

<p>1-Education strategy collaborative concept planning.</p> <p>2-Teaching strategy brainstorming.</p> <p>3-Education strategy notes series</p>	<b>The strategy</b>
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**10. Course structure**

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<p>aFor weekly, monthly, daily, written exams, and the end-of-</p>	<p>Explaining the scientific material by reading selected poems and giving the most important critical</p>	<p>English poetry Victor</p>		3 hours	1
			1-	3 hours	2
			Providing students with the skill of analyzing poems by applying literary theories.	3 hours	3
				3 hours	4
				3 hours	5
				3 hours	6
				3 hours	7
				3 hours	8

year exam.	readings in this regard.		2- Informing students	3 hours	9
				3 hours	10
	2- Write a review		about the importance of	3 hours	11
	paper for		critical	3 hours	12
	each poet		theories in the	3 hours	13
	summarizi ng the		Victorian era,	3 hours	14
	most		such as the	3 hours	15
	important		theory of		vacatio
	ideas		tradition and	3 hours	16
	presented		cultural	3 hours	17
	during the		heritage in	3 hours	18
	lectures		poetry	3 hours	19
				3 hours	19
	3- Linking famous			3 hours	20
	critical			3 hours	21
	ideas with			3 hours	22
	opinionsC			3 hours	23
	ash for			3 hours	24
	students			3 hours	25
				3 hours	26
				3 hours	27
				3 hours	28
				3 hours	29
				3 hours	30

11. Course evaluation					
Distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams					
12. Learning and teaching resources					
English Victorian and Modern Poetry			Required textbooks (methodology, if any)		
Armstrong, Isobel. Victorian Poetry, poetics and politics. Routledge, 2019			Main references (sources)		
Bristow, J. (Ed.). (2000). The Cambridge companion to Victorian poetry. Cambridge University Press			Recommended supporting books and references (scientific journals, reports....)		
Cronin, R. (2012). Reading Victorian Poetry (Vol. 5). John Wiley & Sons...					
<a href="https://zlibrary-asia.se/">https://zlibrary-asia.se/</a> <a href="https://www.researchgate.net/">https://www.researchgate.net/</a>			Electronic references, Internet sites		

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



# **Academic Program and Course Description Guide**



2024

## **Introduction:**

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

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

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on

3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

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

## **Concepts and terminology:**

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

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

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

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

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

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual,

Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

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

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

### **Academic Program Description Form**

**University Name:** ..... Albasrah university

**Faculty/Institute:** ..... College of Education for Girls.

**Scientific Department:** ..... Psychological and educational sciences

**Academic or Professional Program Name:** ..... Educational techniques

**Final Certificate Name:** ..... Psychological and educational sciences

**Academic System:** ..... annual

**Description Preparation Date:**3/3/2024

**File Completion Date: 3/3/2024**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance**

**Department:**

**Date:**

**Signature:**

**Approval of the Dean**

### 1. Program Vision

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

### 2. Program Mission

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

### 3. Program Objectives

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

### 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*
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<b>Institution Requirements</b>	<b>60</b>	<b>60</b>		<b>Basic course</b>
<b>College Requirements</b>	<b>yes</b>			
<b>Department Requirements</b>	<b>yes</b>			
<b>Summer Training</b>	<b>No thing</b>			
<b>Other</b>				

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

<b>7. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023/2024</b>		<b>Educational techniques</b>	<b>theoretical</b>	

<b>8. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students about the importance of the methods and techniques used in the educational process	
<b>Skills</b>	



Expanding the skill of identifying educational methods within classrooms	
<b>Ethics</b>	
Developing students' abilities to know and use learning meth	

<b>9. Teaching and Learning Strategies</b>
<p>1– Explaining the scientific material by clarifying the concepts and tools of educational methods</p> <p>2– Writing the most important steps and concepts presented during the lectures</p> <p>3– Linking the topics raised in the previous lecture with the new lecture</p>

<b>10. Evaluation methods</b>
Weekly, monthly, daily exams and the end of the year exam.

<b>11. Faculty</b>
<b>Faculty Members</b>

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
assistant teacher	Educational and psychological sciences	Educational psychology			Angel	

<b>Professional Development</b>
<b>Mentoring new faculty members</b>
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
<b>Professional development of faculty members</b>
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.

<b>12. Acceptance Criterion</b>
<b>(Setting regulations related to enrollment in the college or institute, whether central admission or others)</b>

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

1–Jari, Khudair Abbas (2016): Educational technologies, their development, classifications, types, trends, Baghdad, Thaer Al–Asami Foundation for Printing, Publishing, Distribution and Advertising.

2–Attiya, Mohsen Ali (2007): Communication technology in education

**14. Program Development Plan**

Studying the types that characterize educational technologies that can be used in the educational process.

Working on using various types of methods and techniques within the classroom

### Program Skills Outline

				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	
2024/2023		Educational techniques	Basic	---					----						---	

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

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

## Course Description Form

1. Course Name:	
Educational techniques	
2. Course Code:	
3. Semester / Year:	
Annual	
4. Description Preparation Date:2024/3/3	
5. Available Attendance Forms:	
My presence only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours annually. 2 hours a week	
7. Course administrator's name (mention all, if more than one name)	
Name: sarah jabbar salman	
Email: <a href="mailto:sara.jabbar@uobasrah.edu.iq">sara.jabbar@uobasrah.edu.iq</a>	
8. Course Objectives	
1-Providing students with the skill of applying educational metho in the classroom	• ..... • ..... • .....
2-Expanding students' skills in how to use these means	

3 – Explaining the most important classifications and trends educational technologies and methods

### 9. Teaching and Learning Strategies

<b>Strategy</b>	<p>1 --Explaining the scientific material by clarifying the concepts of educational methods</p> <p>2-Writing the most important ideas and concepts presented during lectures</p> <p>3- Linking the topics raised in the previous lecture with the current lecture</p>
-----------------	---

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	1-Providing students with the skill of applying educational methods within the classroom	Educational techniques	<p>1- Explaining the scientific material by presenting ideas and opinions using the method of discussion and questioning.</p> <p>2- Writing the most important ideas presented during the lectures.</p> <p>3- Linking the lecture with previous lecture through the feedback method</p>	Piuhy
2	2 hour	2- Informing students about the importance of educational technologies and the extent of their benefit in the learning process			
3	2 hour				
4	2 hour				
5	2 hour				
6	2 hour				
7	2 hour				
8	2 hour				
9	2 hour				
10	2 hour				
11	2 hour				

12	2 hour				
13	2 hour				
14	2 hour				
15	2 hour				
عطلة					
16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

11. C2course 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

8



## 12. Learning and Teaching Resources

1-Jari, Khudair Abbas (2016): Educational technologies, their development, classifications, types, trends, Baghdad, Thaer Al-Asami Foundation for Printing, Publishing, Distribution and Advertising.

2-Attiya, Mohsen Ali (2007): Communication technology in education



Ministry Higher education and scientific research  
Scientific supervision and evaluation device  
Circle Quality assurance and academic accreditation  
Accreditation Department

**guideDescription  
of the academic  
program and  
course**

**2024**

### **the introduction:**

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work.

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

**Concepts and terminology:**

**Description of the academic program:**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:**It provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has 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 an advanced, inspiring, motivating, realistic and applicable program.

**Program message:**It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

**Program Goals:**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/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

**Learning Outcomes:**A compatible set of knowledge, skills, and values that the student has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

**Teaching and learning strategies:** They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

## **Academic program description form**

**University name: University...Basra**

**College/Institute: College.....Education for girls**

**Scientific Department: DepartmentEducational and  
psychological sciences**

**Name of the academic or professional program: Teaching methods.**

**Name of final degree: Bachelor of Science in Educational and psychological sciences**

**Academic system: annual**

**Description preparation date: 10/5/2023**

**Date of filling the file: 02/14/2024**

**the signature:**

**nameScientific Assistant:**

**the date:**

**the signature:**

**nameHead of**

**Department:**

**Check the file before**

**Division of Quality Assurance and University Performance**

**Name of the Director of the Quality Assurance and University Performance Division:**

**the date**

**the signature**

## **Authentication of the Dean**

### **1. See the program**

Seeking college Education Girls To be one of the leading higher education institutions in university Basra in the field of modern education and scientific research through its scientific, research and administrative activities, it also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of education. Humanities Live and teach it.

### **2. Program message**

Working to prepare and graduate leading scientific and leadership competencies in... Educational field And its sciences and literature, and in developing the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

### **3. Program Goals**

1. **Embodying vision, mission and goals university Basra Applying the best educational practices with a focus on ensuring and enhancing quality and performance.**
2. **Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.**



3. Spreading the culture of human diversity in society, transferring knowledge and linguistic skills, writing academic research, and creative scientific achievement through student- and teaching-focused activities.
4. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.
5. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.
6. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields Humanities.

Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.

#### 4. Program accreditation

Nothing

#### 5. Other external influences

Nothing

#### 6. Program structure

comments *	percentage	Study unit	Number of courses	Program structure

Basic course		90	90	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

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

7. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Teaching methods		2023–2024 / Fourth

8. Expected learning outcomes of the programme	
<b>Knowledge</b>	
	Informing students aboutThe concept of teaching methods and knowledge of everything Related to teaching methods and types
<b>Skills</b>	

	expansionStudents' knowledge about everything Related to teaching strategies and methods
<b>Value</b>	
	Developing students' abilities to share ideas
	The student accepts the subject, responds positively to the subject, and enhances the positive side

<b>9. Teaching and learning strategies</b>
-Assigning students to prepare homework and research  Questioning students using traditional questions

<b>10. Evaluation methods</b>
Achievement tests: oral and written

<b>11. education institution</b>
<b>Faculty members</b>

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			Private	General	
	angel			Teaching curricula and methods	Philosophy of physical education	<b>Prof. Dr</b>

<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>12. Acceptance criterion</b>

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

**2016 Social subjects curricula and teaching methods / Prof. Dr. Faisal Abd Munshid Prof. Dr. Daoud Abdel Salam 1–  
Interactive teaching strategies and methods Dr. Abdul Wahed Mahmoud Al–Kanaani Dr. Suha Abdel Amir Abboud2016.**

**Program development plan**

**development Interpersonal skillsEffectively and actively–**

**Developing students’ ability to research and investigate through visiting the library–**

**Directing and motivating others to work and highlighting the student’s personality**

–

**Program skills chart**

**Learning outcomes required from the programme**

Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level
C4	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1				
												Basic	Teaching methods		2023-2024



## Course description form

1.	Course Name:Teaching methods	
2.	Course Code:	
3.	the chapter/the year:Annual Annual	
4.	Date this description was prepared: 02/14/2024	
5.	Available attendance forms: My presence only	
6.	Number of study hours (total)/number of units (total): 90hour annually. 3An hour a week	
7.	Name of the course administrator (if more than one name is mentioned) the name:Prof. Dr. Anwar Abdel Qader Machi <a href="mailto:anwar.alkader@uobasra.edu.iq">anwar.alkader@uobasra.edu.iq</a>	
8.	Course objectives	
•	.....	- The student's familiarity with the importance of studying the types of teaching methods
•	.....	Helping the student learn good teaching skills
•	.....	



	<ul style="list-style-type: none"> <li>- Enabling the student to use interactive methods in teaching</li> <li>- Training on active learning strategies</li> </ul>
--	---

9. Teaching and learning strategies

<b>1-Different teaching methods</b> <b>2- Brainstorming</b> <b>3- Interrogation</b> <b>Cooperative learning</b>	The strategy
--	--------------

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<b>aFor weekly, monthly, daily, written exams, and the end-of-year exam.</b>	1- Explaining scientific material through daily preparation 2- Use questions or interrogations to clarify vocabulary	Teaching concept	Providing learners with everything related to the concept of teaching, its foundations, teaching methods, and	3hour	1
				3hour	2
				3hour	3
				3hour	4
				3hour	5
				3hour	6
				3hour	7
				3hour	8
				3hour	9

	3- Preparing assignments related to different teaching methods		strategies, in addition to classifications of methods and students' knowledge of each method and how to use it in teaching.	3hour	10
				3hour	11
				3hour	12
				3hour	13
				3hour	14
	4- The students prepare a topic and choose an appropriate teaching method to explain this topic			3hour	15
					va atio
				3hour	16
				3hour	17
				3hour	18
				3hour	19
				3hour	19
				3hour	20
				3hour	21
				3hour	22
				3hour	23
				3hour	24
				3hour	25
				3hour	26
				3hour	27
				3hour	28
				3hour	29
				3hour	30

<b>11. Course evaluation</b>					
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly daily exam grades for the second semester. 50Score for final exams					
<b>12. Learning and teaching resources</b>					
<b>Social subjects curricula and teaching methods / Prof. Dr. Faisal Abd Munshid and Prof. Dr. Daoud Abdel Salam2016</b>			Required textbooks (methodology, if any)		
<b>Interactive teaching strategies and methods Dr. Ab Wahed Mahmoud Al-Kanaani Dr. Suha Abdel A Abboud2016</b>			Main references (sources)		
Contemporary teaching strategies / Dr. Firas Al-Saliti 2015			Recommended supporting books references (scientific journals, reports....)		
Active learning strategies / Prof. Dr. Abdullah Kha Ambusaidi - Ms. Hoda Bint Ali Al Hosaniyah					
<a href="https://www.researchgate.net/">https://www.researchgate.net/</a>			Electronic references, Internet sites		



Ministry  
circle

# Academic program and course

**2024**

## **the introduction:**

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educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work.

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**Program message:**It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

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**Learning Outcomes:**A compatible set of knowledge, skills, and values that the student has acquired after successfully completing the academic



program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

**Teaching and learning strategies:** They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

### **Academic program description form**

**University name: University...Basra.....**

**College/Institute: College.....Education for girls.....**

**Scientific Department: Department.....Educational and  
psychological sciences.....**

**Name of the academic or professional program:  
Bachelor's...Educational research methodology**

**Name of final degree: Bachelor of Science in...Educational  
and psychological sciences.....**

**Academic system: annual**

**Description preparation date:3/3/2024**

**File filling date:3/3/2024**

**the signature :**

**Name of scientific  
assistant:**

**the signature :**

**Name of department  
head:**

**Check the file before**

**Division of Quality Assurance and University Performance**

**Name of the Director of the Quality Assurance and  
University Performance Division:**

**the date**

**the signature**

## **Authentication of the Dean**

**See the program .1**

SeekingcollegeEducation for girlsTo be one of the leading higher education institutions inuniversity  
For BasraIn the field of modern education and scientific research through its scientific, research  
and administrative activities, it also works to provide an integrated path for its students and  
professors to make them active and creative in serving society in the fields of  
education.HumanitiesLive and teach it.

**Program message .2**

Working to prepare and graduate leading scientific and leadership competencies in  
the...Humanities majorsAnd its sciences and literature, and in developing the balance of

knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

<b>Program Goals</b>		<b>.3</b>
Embodiment of vision, mission and goals of Basra University	Applying the best educational practices with a focus on ensuring and enhancing quality and performance.	.1
	Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.	.2
	Spreading the culture of human diversity in society and transferring knowledge and skills for educational writing academic research and creative scientific achievement through student- and teaching-focused activities.	.3
	The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.	.4
	Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.	.5
	Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields of Humanities.	.6
Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.		

<b>Program accreditation</b>		<b>.4</b>
nothing		

<b>Other external influences</b> .5	
nothing	

<b>Program structure</b> .6				
<b>comments *</b>	<b>percentage</b>	<b>Study unit</b>	<b>Number of courses</b>	<b>Program structure</b>
Basic course		60	60	<b>Enterprise requirements</b>
			Yes	<b>College requirements</b>
			Yes	<b>Department requirements</b>
			nothing	<b>summer training</b>
				<b>Other</b>

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

<b>Program description</b> .7				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Year/level</b>
/	<b>theoretical</b>	Educational research methodology		2023–2024 /Third

<b>Expected learning outcomes of the programme</b> .8	
<b>Knowledge</b>	
	Informing students aboutThe importance of curricula in educational research
<b>Skills</b>	
	Skill expansionaTo learn about the theories of the educational curriculum
<b>Value</b>	
	Developing students' abilities to know, use and employ theories in educational research

<b>Teaching and learning strategies</b> .9
1-Explaining the scientific material throughClarify the concepts and tools forFor educational research
2- Write the most important thingsSteps and conceptsWhich was presented during the lectures
3- Link aTopics raised in the previous lecture and the current lecture

<b>Evaluation methods</b> .10
-------------------------------

**Weekly, monthly, daily exams and the end of the year exam.**

education institution .11						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	genera l	
	angel			Teaching curricula and methods	Educational and psychological sciences	Professor Dr

<b>Professional development</b>
<b>Orienting new faculty members</b>

**Professional development for faculty members**

**Acceptance criterion .12**

**The most important sources of information about the program .13**

Educational research methodology

Scientific secrets in writing educational research

**Program development plan .14**



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Program skills chart															
Learning outcomes required from the programme												Essential or optional?	Course Name	Course Code	Year/level
Value				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2	A1				
													Basic	Educationa l research methodolo gy	2023-2024

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



## Course description form

	Course Name: .1
Educational research methodology	
	Course Code: .2
	Semester/Year: Annual .3
Annual	
	Date this description was prepared:3/3/2024 .4
	Available attendance forms: .5
My presence only	
	Number of study hours (total)/number of units (total): .6
60hour annually.2An hour a week	
	Name of the course administrator (if more than one name is mentioned) .7
the name:a.Dr. Faisal Abd MunshidEmail: Dr.faisal994@gmail. Com	
	Course objectives .8
<p>.....</p> <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> <li>• 1- Giving students the skill of writing educatio</li> <li>• research. 2 Giving students the skill of collecti</li> <li>• analyzing, and interpreting data. 3 Training stude</li> </ul>

					on statistical methods to interpret data and extra results.	
Teaching and learning strategies .9						
1- Education Strategy Collaborative Concept Planning. 2- Education Strategy Brainstorming. 3- Education Strategy Learning Cycle and Concept Maps						The strategy
Course structure .10						
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week	
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	Discussion and application	Educational research methodology	1- Providing students with the skill of applying educational methods with the classroom 2- Informing students about the importance of educational technologies and the extent of their benefit in the learning process	2hour	1	
				2hour	2	
				2hour	3	
				2hour	4	
				2hour	5	
				2hour	6	
				2hour	7	
				2hour	8	
				2hour	9	
				2hour	10	
				2hour	11	
				2hour	12	
				2hour	13	
				2hour	14	
				2hour	15	

				2hour	vacatio 16
				2hour	17
				2hour	18
				2hour	19
				2hour	19
				2hour	20
				2hour	21
				2hour	22
				2hour	23
				2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30
Course evaluation					.11
distributionAs follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams					
Learning and teaching resources					.12
	Educational research methodology				
	Scientific secrets in writing educational research				

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



# **Academic Program and Course Description Guide**

2024



## **Introduction:**

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

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

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on

3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

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

## **Concepts and terminology:**

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

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

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

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

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

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual,

Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

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

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

### **Academic Program Description Form**

**University Name:** .....University of Basrah.....

**Faculty/Institute:** ...College of Education for Women.....

**Scientific Department:** ..Educational and Psychological Sciences.....

**Academic or Professional Program Name:** ....Bachelor Degree of Educational and Psychological Sciences .....

**Final Certificate Name:** ...Bachelor Degree.....

**Academic System:** Annual.....

**Description Preparation Date:** 5/10/2023

**File Completion Date:** 27/3/2024

**Signature: Dr. Sarah Ibrahim**

**Head of Department Name:**

**Date:**

**Signature: Dr. Muhammad  
Qasim**

**Scientific Associate Name:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance**

**Department:**

**Date:**

**Signature:**

**Approval of the Dean**

### **15. Program Vision**

The College of Education for Women seeks to be one of the leading higher education institutions at the University of Basrah in the field of modern education and scientific research through its scientific, research

and administrative activities. It also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of humanities.

#### **16. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in the humanities, sciences and literature, and to develop the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

#### **17. Program Objectives**

1. Embodying the vision, mission and goals of the University of Basrah, and applying the best educational practices with a focus on ensuring and enhancing quality and performance.
2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.
3. Spreading the culture of human diversity in society, transferring human knowledge and skills, writing academic research, and creative scientific achievement through student- and teaching-focused activities.
4. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments

in different colleges to achieve best practices in the fields of education and learning.

5. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.

6. Paying attention to intellectual and cultural construction through openness to the experiences of other countries

7. Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.

**18. Program Accreditation**

No Accreditation

**19. Other external influences**

No

**20. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	90	90		Basic Course

<b>College Requirements</b>				
<b>Department Requirements</b>				
<b>Summer Training</b>				
<b>Other</b>				

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

<b>21. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>1- 2023- 2024/ Third Stage</b>		<b>Physiological psychology</b>	<b>theoretical</b>	<b>practical</b>
			<b>2</b>	<b>1</b>

<b>22. Expected learning outcomes of the program</b>
<b>Knowledge</b>
1) To distinguish between voluntary and involuntary nervous systems  2) To realize the importance of brain function and safety  3) The student should distinguish between diseases of nervous and hormonal origin and their effect on human behaviour



4) To be able to differentiate between innate and acquired motivations and their relationship to human behaviour and the learning process

### **Skills**

1- The student should enumerate the types of nervous systems

2- The student should enumerate the parts of the brain

3- To know how the brain works

4- That the student knows how motivation works and its relationship to behaviour and learning

5- The student should know the hormonal system and diseases arising from secretion disorders

6- The student should distinguish between the vital functions of the teeth, such as sleep, and their relationship and impact on the learning process and normal behaviour

### **Ethics**

The student should evaluate the daily situations that occur to him as a result of their physiological basis

He raises the level of awareness among his family about the importance of the nervous system as a scientific basis for the individual's balance

To maximize the safety of the human nervous sys

## **23. Teaching and Learning Strategies**

1- Explaining the scientific material using posters and hand drawings on the blackboard of the human body's nervous and hormonal systems and the brain, and enhancing them with realistic examples.

2- Request homework by answering a question

3- Presenting the latest scientific news, the results of international research, and the findings of science

#### 24. Evaluation methods

Weekly, monthly, and daily exams, the end-of-year exam, in addition to preparing scientific reports

#### 25. Faculty

##### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor	Psychological Guidance	Psychological Health			Staff	

##### Professional Development

Mentoring new faculty members

Professional development of faculty members

**26. Acceptance Criterion**

**Excellent**

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

**28. Program Development Plan**

Studying modern curricula for approved courses at various stages

Identifying the philosophies that address the curricula and courses of students in the psychological and educational departments

**Program Skills Outline**

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



## Course Description Form

13.	Course Name:
Physiological psychology	
14.	Course Code:
15.	Semester / Year: Annual
16.	Description Preparation Date:
10/3/2024	
17.	Available Attendance Forms:
Presence only	
18.	Number of Credit Hours (Total) / Number of Units (Total)
3 Hours Weekly/ 80 Hours a year	
19.	Course administrator's name (mention all, if more than one name)
Assistant Professor Ameera Abdul-Kareem Maran	
20.	Course Objectives
<p>Identify the origins, development and fields of physiological psychology</p> <p>Identify the nature of the physiological foundations of behaviour.</p> <p>Knowing the relationship of hormones to behaviour and their effect on humans</p> <p>How does coordination and neural and hormonal integration occur in regulating relationship between the individual and his environment</p> <p>The importance of the nervous system and its function</p>	

## Understanding the physiological basis of motivation

### 21. Teaching and Learning Strategies

Distribution is as follows: 50 marks (monthly exam 20 marks) for two consecutive months or during the first and second semester and the activity (10 marks) with 4 exams and the final exam out of 50.

The total score = 100

### 22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	3	1-Providing students with the skills of speaking and writing in English 2- Providing students with cultural communication skills with foreign culture	The origins of physiological psychology Its development in different fields Hormonal system Diseases arising from hormonal imbalance The relationship of hormones to behavior The relationship of hormones to mental abilities The nervous system and its function Its sections Brain lobes Neuron cell physiology Types of nerves	Explanation of the lecture using posters And educational films 2- Review the results of recent studies	Weekly and monthly exams homework The student should evaluate the daily situations that occur to him as a result of the physiological basis It raises the level of awareness about the importance of the nervous system as a scientific basis for an individual's balance

			Nervous instruction Chemical carriers Nervous system diseases Epilepsy Its types His treatment His first aid The relationship of epilepsy to learning Physiological foundations of motivation The relationship of the hypothalamus to hunger, thirst, and sex Emotions Its relationship to physical diseases Its harm to the fetus Its benefits sleep Types of sleep Sleep and learning Sleep disorders Sleep deprivation	
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**23. Course Evaluation**

Weekly, monthly, and daily exams, the end-of-year exam, in addition to preparing scientific reports



## 24. Learning and Teaching Resources

Main references (sources)	Physiological psychology
Recommended books and references (scientific journals, reports...)	Physiological Psychology by Dr. Abbas Awad  Endocrine glands and their hormones, Dr. Ahmed Majdoub  The reference in physiological psychology, Dr. Mustafa Hussein  Physiological Psychology Dr. Ahmed Okasha  Your health magazine
Electronic References, Websites	

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



# **guideDescription of the academic program and course**

**2024**

**the introduction:**

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually

through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work.

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

## **Concepts and terminology:**

**Description of the academic program:**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:**It provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has 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 an advanced, inspiring, motivating, realistic and applicable program.

**Program message:**It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

**Program Goals:**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/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

**Learning Outcomes:**A compatible set of knowledge, skills, and values that the student has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

**Teaching and learning strategies:** They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

### **Academic program description form**

**University name: University...Basra**

**College/Institute: College.....Education for girls.....**

**Scientific Department: Department.....Educational and psychological sciences.....**

**Name of the academic or professional program: Bachelor's...Experimental psychology.**

**Name of final degree: Bachelor of Science in...Educational and psychological sciences**

**Academic system: annual**

**Description preparation date: 14/3/2024**

**Date of filling the file: 14/3/2024**

**the signature:**

**name Scientific Assistant: Prof.  
Dr. Muhammad Qasim  
Nehme**

**the signature:– Dr. Sarah Ibrahim**

**name Head of Department:**

**the date:**

**Check the file before**

**Division of Quality Assurance and University Performance**

**Name of the Director of the Quality Assurance and University  
Performance Division:**

**the date**

**the signature**

**Authentication of the Dean**

**1. See the program**

**Seeking college Education for girls To be one of the leading higher education  
institutions in university Basra in the field of modern education and scientific**

research through its scientific, research and administrative activities, it also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of education. Humanities majors And teach her.

## **2. Program message**

Working to prepare and graduate leading scientific and leadership competencies in... Teaching And in developing the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, emphasizing social and cultural values and responding to the requirements of the local market.

## **3. Program Goals**

1. **Embodying vision, mission and goals university Basra Applying the best educational practices with a focus on ensuring and enhancing quality and performance.**
2. **Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.**
3. **Spreading the culture of human diversity in society, transferring knowledge and linguistic skills, writing academic research, and creative scientific achievement through student- and teaching-focused activities.**



4. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.

5. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.

6. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields Humanities majors

Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.

**4. Program accreditation**

Nothing

**5. Other external influences**

Nothing

6. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Established Basic		60	60	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

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

7. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
	theoretical	Experimental psychology		2023–2024 /Third

8. Expected learning outcomes of the programme	
Knowledge	
	Informing students about the importance of Experimental psychology
	Learn about experimental and quasi-experimental designs

	Learn about the steps of a scientific experiment Learn about psychophysics
<b>Skills</b>	
	Skill expansion Build the right experience
<b>Value</b>	
	Developing students' abilities to share ideas
	Expressing one's thoughts and feelings Towards life matters, including the scientific material in romantic poetry

<b>9. Teaching and learning strategies</b>
1- - Theoretical lectures. 2- Intensive practical lectures. 3- Sending video lectures for international experiences

<b>10. Evaluation methods</b>
<b>Weekly, monthly, daily exams and the end of the year exam.</b>

<b>11. education institution</b>			
<b>Faculty members</b>			
<b>Preparing the teaching staff</b>	<b>Special requirements/skills (if any)</b>	<b>Specialization</b>	<b>Scientific rank</b>

<b>lecturer</b>	<b>angel</b>		<b>private</b>	<b>genera l</b>	
	angel		General curricula and teaching methods	psycho logy	Mr.

<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>12. Acceptance criterion</b>

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

1-Experimental Psychology - Author, Mr. Muhammad Khairy and others, 2020

2-Experimental psychology between theory and application - Magdy Ahmed Mohamed 1996

3—Experimental psychology, experiments, and experimentation in the branches of psychology - Muhammad Jassim Al-Obaidi - 2012

### 14. Program development plan

Conduct applied experiments

**Program skills chart**

**Learning outcomes required from the programme**

Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level
C4	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1				
													Basic	Experimental psychology	2023-2024



## Course description form

1. Course Name: Experimental psychology
Experimental psychology
2. Course Code:
3. the chapter/the year: Annual
Annual
4. Date this description was prepared: 1/ 02/ 2024
5. Available attendance forms:
My presence only
6. Number of study hours (total)/number of units (total):
60 hour annually.2 An hour a week
7. Name of the course administrator (if more than one name is mentioned)
the name: Amal Mahdi Jabr Email: <a href="mailto:amal.mahdi@uobasrah.edu.iq">amal.mahdi@uobasrah.edu.iq</a>
8. Course objectives



<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<p>1- Cognitive objectives</p> <p>a1- Comprehensive knowledge of experimental psychology.</p> <p>a2- The correct method for designing experiments.</p> <p>a3- The skill of choosing the appropriate design in experimental research</p>
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9. Teaching and learning strategies

<p>1-Cooperative education strategy.</p> <p>2-Brainstorming strategy.</p> <p>4- Discussion method</p> <p>5- Discussion method</p> <p>6- Flipped classroom strategy</p>	<p><b>The strategy</b></p>
--	----------------------------

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<p><b>aFor weekly, monthly, daily, written exams, and the</b></p>	<p>In-person cooperative learning</p> <p>Discussion</p> <p>lecture</p> <p>Brainstorming</p>		An introduction to each of the objectives of scientific research (description - explanation - control - prediction)	Two hours	1
				Two hours	2
				Two hours	3
				Two hours	4
			Define student b? ?	Two hours	5
			-The relationship of experimental science to general	Two hours	6
				Two hours	7

<b>end-of-year exam.</b>		psychology and other sciences	Two hou	8
			Two hou	9
		-The most famous experimental psychologist	Two hou	10
			Two hou	11
		-The most famous schools in experimental psychology	Two hou	12
			Two hou	13
			Two hou	14
		-Experience is defined his steps	Two hou	15
			Two hou	vacatio
		Definition of student:	Two hou	16
		Controlli	Two hou	17
		ng	Two hou	18
		variables	Two hou	18
		, types of control	Two hou	19
		(physical	Two hou	19
		,	Two hou	19
		selective	Two hou	20
		).	Two hou	20
		Statistici	Two hou	21
		an -	Two hou	21
		Definitio	Two hou	22
		n of	Two hou	22
		variables	Two hou	23
		and their	Two hou	23
		types	Two hou	24
		-Hypotheses, t	Two hou	25
		definition and types	Two hou	25
			Two hou	26
		Two hou	27	
		Two hou	27	
	Defining the student b	Two hou	28	

			<p>-Internal integrity of the experimental design</p> <p>-The external integrity of experimental research</p> <p>Definition of student:</p> <p>Experimental design</p> <p>-The reasons that motivate the researcher to conduct the study</p> <p>- Basic steps of experimental design</p> <p>Definition of design</p> <p>Student definition:</p> <p>) Perceptions of the problem - the nature of the independent variable</p> <p>- Procedural decisions defining the student</p> <p>What is the experimental design with minimal control?</p> <p>Disadvantages and advantages of designs with minimal adjustment</p> <p>Definition of student</p>	<p>Two hou 29</p> <p>Two hou 30</p> <p>Two hou</p>
--	--	--	--	--

			Partially configured des models and conditions using each model  Control group  One-group design v pre-test and post-test  Experimental and con group design  Global designs  Quasi-experimental designs  Unethical experiments science  self  Psychophysics  The time of return		
--	--	--	--	--	--

<b>11. Course evaluation</b>	
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams	
<b>12. Learning and teaching resources</b>	
1-Experimental Psychology - Author, Mr. Muhammad Khairy and others, 2020	Required textbo (methodology, if any)

<p>2-Experimental psychology between theory and application - Magdy Ahmed Mohamed 1996</p> <p>3—Experimental psychology, experiments, and experimentation in the branches of psychology - Muhammad Jassim Al-Obaidi - 2012</p>	
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references Internet sites

**Ministry of Higher Education and Scientific Research**



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

**guideDescription of  
the academic  
program and course**

**2024**

### **the introduction:**

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work.



In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

**Concepts and terminology:**

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**Course description:**It provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has 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 an advanced, inspiring, motivating, realistic and applicable program.

**Program message:**It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

**Program Goals:**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/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

**Learning Outcomes:**A compatible set of knowledge, skills, and values that the student has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

**Teaching and learning strategies:** They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

## **Academic program description form**

**University name: University of...theBasra.....**

**College/Institute: College.....Education for girls.....**

**Scientific Department: Department.....Educational and psychological sciences.....**

**Name of the academic or professional program:Psychological counseling and educational guidance...Educational and psychological sciences**

**Certificate nameBachelor of Educational and Psychological Sciences**

**Academic system: annual**

**Description preparation date:10/5/2023**

**File filling date:7/3/2024**

**the signature:**

**nameScientific Assistant:**

**1 - 1 - 1**

**the signature:**

**nameHead of**

**Department:**

**Check the file before**

**Division of Quality Assurance and University Performance**

**Name of the Director of the Quality Assurance and University  
Performance Division:**

**the date**

**the signature**

## **Authentication of the Dean**

### **1. See the program**

Seeking college Education Girls To be one of the leading higher education institutions in university Basra in the field of modern education and scientific research through its scientific, research and administrative activities, it also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of education. Humanities Live and teach it.

### **2. Program message**

Working to prepare and graduate leading scientific and leadership competencies in... Humanities specializations And its sciences and literature, and in developing the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

### **3. Program Goals**

1. **Embodying vision, mission and goals** university Basra Applying the best educational practices with a focus on ensuring and enhancing quality and performance.
2. **Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.**

3. **Spreading the culture of human diversity in society and transferring knowledge and skills** Educational Writing academic research and creative scientific achievement through student– and teaching–focused activities.
4. **The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.**
5. **Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.**
6. **Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields** Humanities.

**Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.**

#### **4. Program accreditation**

Nothing

#### **5. Other external influences**

Nothing

#### **6. Program structure**

<b>comments *</b>	<b>percentage</b>	<b>Study unit</b>	<b>Number of courses</b>	<b>Program structure</b>

Basic course		60	60	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

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

7. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
	theoretical	Educational guidance and guidance		2023–2024 / AFor a third

8. Expected learning outcomes of the programme	
<b>Knowledge</b>	
	Informing students about the importance of psychological counseling in schools and what is the difference between education and learning.
<b>Skills</b>	
	expansiontheSkillIn the analysis and application of psychological counseling theories.

Value	
	Developing students' abilities to share and discuss ideas, including scientific material in psychological counselling.

9. Teaching and learning strategies	
	-Explaining the scientific material through reading The topic is given to students through discussion and questioning.
	2- Writing A report on a psychology topic and a discussion of the ideas presented during the lecture
	3- Connect Students' ideas about the scientific subject and making it the focus of the educational process

10. Evaluation methods	
	<b>Weekly, monthly, daily exams and the end of the year exam.</b>

11. education institution	
	<b>Faculty members</b>

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	genera l	
	angel			Psycholo gical counseli ng and educatio nal guidance	Educati onal guidan ce and directio n	Mr

<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>12. Acceptance criterion</b>

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



1-The book of psychological guidance and counseling / Camel, Muhammad Jaafar

2/ Book of Counseling and Mental Health / Dr. Fahim Hussein Al-Tarihi and Hussein Rabie

#### 14. Program development plan

Conducting guidance programs and training courses to develop the guidance process in various aspects

Learning outcomes required from the programme														Essential or optional?	Course Name	Course Code	the year/the level
Value				Skills				Knowledge									
C4	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1						
			----				-----						Basic	Counseling and psychological guidance		2023-2024	
			--														



## Course description form

1. Course Name:psychological guidance	
The concept of psychological counseling and its decisions	
2. Course Code:	
3. the chapter/the year:Annual	
Annual	
4. Date this description was prepared 7/3/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
60hour annually.2An hour a week	
7. Name of the course administrator (if more than one name is mentioned)	
8. Course objectives	
• .....	1- Providing students with application skillsTheories Psychological counseling and analysis
• .....	
• .....	

	<p><b>2</b> –Skill expansion In comparison between psychological counseling in the ancient and modern era</p> <p>3-Clarifying the most important modern ideas About psychological counseling media.</p>
--	---

<b>9. Teaching and learning strategies</b>	
<p>1-Education strategy Cooperative learning.</p> <p>2-Teaching strategy brainstorming.</p> <p>3-Education strategy Discussion and questioning</p>	<b>The strategy</b>

<b>10. Course structure</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>the week</b>
<b>aFor weekly, monthly, daily, written exams, and the end-of-</b>	1- Explainin g the scientific material through readingTh e topic given to	Principles foundations education	1-Providing students with t	2hour	1
			skill of analyzi	2hour	2
			and applyi	2hour	3
			theories	2hour	4
			2-Psychological and counseli	2hour	5
			and its uses	2hour	6
			psychological counselors	2hour	7
				2hour	8

<b>year exam.</b>	students		Informing	2hour	9
	through		students about t	2hour	10
	discussio		importance	2hour	11
	nAnd		counseling,	2hour	12
	interrogatio		foundations a	2hour	13
	n		principles	2hour	14
	2-		schools, a	2hour	15
	WritingRe		applying means	2hour	16
	port on a		collecting	2hour	17
	psycholog		information	2hour	18
	y topic		effectively, such		vacatio
	and		interviews,	2hour	19
	discuss		observation, ca	2hour	20
	the ideas		studies,	2hour	21
	that were		cumulative	2hour	22
	presented		records, a	2hour	23
	During the		others.	2hour	24
	lecture			2hour	25
	3- ConnectStud			2hour	26
	ideas about			2hour	27
	subjectscience			2hour	28
	make it the focu			2hour	29
	the educatio			2hour	30
	process				

<b>11. Course evaluation</b>					
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams					
<b>12. Learning and teaching resources</b>					
			1-The book on psychological guidance and advice / Muhammad Jaafar Jamal 2 / The book on psychological guidance / Dr. Fahim Al-Tarih and Dr. Hussein Rabie		

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



# **Academic Program and Course Description Guide**

2024



## **Introduction:**

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

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

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on

3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

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

## **Concepts and terminology:**

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

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

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

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

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

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual,

Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

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

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

### **Academic Program Description Form**

**University Name: University of Basra**

**Faculty/Institute: College of Education for Girls**

**Scientific Department: Department of Educational and Psychological Sciences**

**Academic or Professional Program Name Bachelor's degree in Educational and Psychological Sciences**

**Final Certificate Name: Bachelor's degree in Educational and Psychological Sciences**

**Academic System: yearly**

**Description Preparation Date: 8/3/2024**

**File Completion Date: 8/3/2024**

**Signature:**

**Head of Department Name:**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance**

**Department:**

**Date:**

**Signature:**

**Approval of the Dean**

**29. Program Vision**

The College of Education for Girls seeks to be one of the leading higher education institutions at the University of Basra in the field of modern education and scientific research through its scientific, research and administrative activities. It also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of teaching and teaching living languages.

### **30. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in Education, sciences and literature, and to develop the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

### **31. Program Objectives**

1. Embodying the vision, mission and goals of the University of Basra, and applying the best educational practices with a focus on ensuring and enhancing quality and performance.
2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.
3. Spreading the culture of human diversity in society, transferring knowledge and linguistic skills, writing academic research, and creative scientific achievement through student- and teaching-focused activities.
4. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.
5. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.
6. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields of languages, literature and translation.

Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.

**32. Program Accreditation**

nothing

**33. Other external influences**

nothing

**34. Program Structure**

<b>Program Structure</b>	<b>Number of Courses</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews*</b>
<b>Institution Requirements</b>	<b>90</b>	<b>90</b>		<b>Basic course</b>
<b>College Requirements</b>	<b>Yes</b>			
<b>Department Requirements</b>	<b>Yes</b>			
<b>Summer Training</b>	<b>nothing</b>			
<b>Other</b>				

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

<b>35. Program Description</b>				
<b>Year/Level</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	
<b>2023-2024</b>		<b>Inferential statistics</b>	<b>theoretical</b>	<b>practical</b>

<b>36. Expected learning outcomes of the program</b>
<b>Knowledge</b>
1- Methods of presenting and collecting data 2- Data analysis methods
<b>Skills</b>
1- The ability to design a statistical form 2- The ability to determine the appropriate sample size for the population under study 3- The ability to analyze and make decisions
<b>Ethics</b>
1- Providing the graduate with the skills of collecting, presenting and analyzing data with the aim of extracting and drawing conclusions about the various phenomena under study 2- Graduating an outstanding student in data analysis

**37. Teaching and Learning Strategies**



- 1- Lectures
- 2- Discussions
- 3- Exercises and practical cases

### 38. Evaluation methods

Weekly, monthly, daily exams and the end of the year exam.

### 39. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
assistant teacher	Statistics	Mathematical Statistics				lecturer

#### Professional Development

**Mentoring new faculty members**

**Professional development of faculty members**

**40. Acceptance Criterion**

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

Mathematical Statistics, Hormuz, Amir Hanna (1990)

Psychological, social and educational statistics, Abu Al-Nil, Mahmoud Al-Sayyid (1987)

Statistics and Measurement in Education and Psychology, Mansi, Mahmoud Abdel Halim (1989)

**42. Program Development Plan**

Accessing the latest modern sources and modern translations, relying on major modern and specialized books / using means of presenting and explaining the vocabulary of the educational material.

### Program Skills Outline

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

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

## Course Description Form

25. Course Name:
Inferential statistics
26. Course Code:
27. Semester / Year:
yearly
28. Description Preparation Date:
8/3/2024
29. Available Attendance Forms:
30. Number of Credit Hours (Total) / Number of Units (Total)
90 hours annually. 3 hours per week
31. Course administrator's name (mention all, if more than one name)
Name: Assistant teacher: Abdullah Mohammed ohmayed Email: Abdulla.alrekabi@yahoo.com
32. Course Objectives
<b>Providing the graduate with the skills of collecting, presenting and analyzing data with the aim of extracting and drawing conclusions about the various phenomena under study</b>  <b>-The student's ability to predict, estimate, and perform statistical inference</b>

-Writing reports on the results of statistical analysis

- Using statistical methods in different fields

### 33. Teaching and Learning Strategies

1- Education strategy collaborative concept planning.

2- Brainstorming education strategy.

3- Education Strategy Notes Series

### 34. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hours		Introduction to inferential statistics		Weekly, monthly, daily, written exams, and the end-of-year exam
2	3 hours		What is inferential statistics?		
3	3 hours		The teacher and the non-scientist		
4	3 hours	1- Providing	Population and sample		
5	3 hours	graduate with t	Sample selection methods		
6	3 hours	skills	Milestones and estimates		
7	3 hours	collecting, presenting and analyzing data	Statistical hypotheses		
			What are statistical hypotheses?		
			Null and alternative hypothesis		

8	3 hours	with the aim	The possibility of the researcher making a mistake
9	3 hours	extracting a	Type I error
10	3 hours	drawing conclusions	Type II error
11	3 hours	about the vari	Significance level
12	3 hours	phenomena	Degrees of freedom
13	3 hours	under study	T-test
14	3 hours	2- Graduating	One-sample t-test
15	3 hours	outstanding students	Special examples
16	3 hours	in data analysis	T-test for two correlated samples
17	3 hours	3-Using statisti	Special examples
18	3 hours	methods in vari	One-way analysis of variance
19	3 hours	fields	Special examples
19	3 hours		Chi-square test
20	3 hours		One-sample chi-square test
21	3 hours		Special examples
22	3 hours		Chi-square test for independence
23	3 hours		Special examples
24	3 hours		Kolmkov-Smirnov test
25	3 hours		Special examples
26	3 hours		
27	3 hours		
28	3 hours		
29	3 hours		

30	3 hours		
<b>35. Course Evaluation</b>			
Distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams			
<b>36. Learning and Teaching Resources</b>			
Mathematical Statistics, Hormuz, Amir Hanna (1990)			
Psychological, social and educational statistics, Abu Al- Mahmoud Al-Sayyid (1987)			
Statistics and Measurement in Education and Psycholo Mansi, Mahmoud Abdel Halim (1989)			
Main references (sources)			
Statistics (Principles and Methods), Richard A. Johnson, University of Wisconsin at Madison (2018)			
<a href="https://www.researchgate.net">https://www.researchgate.net</a>			

**Ministry of Higher Education and Scientific Research**  
**Scientific supervision and evaluation device**  
**Department of Quality Assurance and Academic Accreditation**  
**Accreditation Department**



# **guide a description the program Academic**



**2024**

**the introduction:**

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 5/3/2023 with regard to programs that adopt the Bologna Process as a basis for their work.

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

### **Concepts and terminology:**

**Description of the academic program:**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:**It provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has 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 an advanced, inspiring, motivating, realistic and applicable program.

**Program message:**It briefly explains the objectives and activities necessary to achieve them, and also identifies the program's development paths and directions.

**Program Goals:**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/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

**Learning Outcomes:**A compatible set of knowledge, skills, and values that the student has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

**Teaching and learning strategies:** They are the strategies used by the faculty member to develop the student’s teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

**Academic program description form**

**University name: University of...Basra.....**

**College/Institute: College of Education for Girls...**

**Scientific Department: Department of .....Educational and Psychological Sciences.....**

**Name of the academic or professional program: Bachelor's degree...Educational and Psychological Sciences.**

**Name of final degree: Bachelor's degree in Educational and Psychological Sciences.....**

**Academic system: annual**

**Description preparation date: 10/5/2023**

**Date of filling the file: 02/14/2024**

**the signature:**

**nameScience  
Associatehand**

**the signature:**

**nameHead PastorDr.  
Sarah Ibrahim**

**Check the file before**

**Division of Quality Assurance and University Performance**

**Name of the Director of the Quality Assurance and University Performance Division:**

the date

the signature

## Authentication of the Dean

### 1. See the program

Seeking college Education Girls To be one of the leading higher education institutions in university Basra in the field of modern education and scientific research through its scientific, research and administrative activities, it also works to provide an integrated path for its students and professors to make them active and creative in serving society in the fields of learning and teaching living languages.

### 2. Program message

Working to prepare and graduate leading scientific and leadership competencies in... Teaching, research, and providing service to the community And in developing the balance of knowledge in the field of scientific research to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, emphasizing social and cultural values and responding to the requirements of the local market.

### 3. Program Goals

1. Embodying vision, mission and goals university Basra Applying the best educational practices with a focus on ensuring and enhancing quality and performance.
2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.

3. Spreading the culture of human diversity in society, transferring knowledge and linguistic skills, writing academic research, and creative scientific achievement through student– and teaching–focused activities.
4. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning and translation.
5. Focusing on the educational and moral aspects of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the nation.
6. Paying attention to intellectual and cultural construction through openness to the experiences of other countries in the fields Different psychology

Focusing on the educational and moral aspect of the student and instilling a spirit of dedication, tolerance and commitment.

#### 4. Program accreditation

Nothing

#### 5. Other external influences

Nothing

#### 6. Program structure

comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Enterprise requirements

175

			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

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

7. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Personality psychology	-----	2023-2024 /Third
	2			

8. Expected learning outcomes of the programme	
Knowledge	
☞	To get acquaintedIt exposes the student to the dimensions of personality building and growth and enables him to analyze and evaluate performance.
☞	For the student to become familiar with theoriesPersonality in terms of its importance in studying personality in the educational field
☞	Serving students to learn about the concept of personality, its types and types, and scientific frameworks for interpreting it



✎	Recruiting the harvest Scientific concepts about personality in educational professional life and daily life
✎	How to apply scientific concepts to explain and evaluate personal and student behaviors
✎	Learn about the latest theories in this science The student should list the types Personality and theories explaining personality  2/ The student should list Personality dimensions  3/ To introduce the student Personality concept  4/ The student should know the determinants of personality  ✎ 5/ To know some types of personality assessment

#### Skills

- Preparing psychoanalysts  
**In courts and state homes to care for the elderly, orphans, and people with special needs**
- Preparing psychological researchers
- D numbers  
Psychology teacher in secondary and middle schools

#### Value

Scientific value: The importance of psychology in our daily lives

Health value: The importance of personal safety and balance

Practical value: How to deal with different personalities in society

## 9. Teaching and learning strategies

-Explanation of the scientific material With real-life examples and clinical cases

2-Homework request

3-Presenting the latest scientific news, the results of international research, and the findings of science in interpreting personality theories and clarifying the results of psychosocial interaction

4- The method of discussing and presenting cases in the classroom

## 10. Evaluation methods

**Weekly, monthly, daily exams and the end of the year exam And preparing scientific reports**

## 11. education institution

### Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
	angel			private	general	
	angel			psychological guidance	psychological guidance	Assistant Professor

<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>12. Acceptance criterion</b>
Excellent

<b>13. The most important sources of information about the program</b>
<ul style="list-style-type: none"> <li>- Personality Theories Book (Hashim Al-Obaidi-Daoud Aziz Hanna)</li> <li>- Personality theories-Hussein Al-Dahri</li> </ul>

<b>14. Program development plan</b>
studying modern curricula for approved courses at various stages

The Identifying the philosophies that address the curricula and courses of students in the psychological and educational departments

	181	

**Program skills chart**

Learning outcomes required from the programme

Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	Year/level
C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2	A1				
													psychology		2023-2024

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

	183	

## Course description form

1. Course Name: Personality psychology

2. Course Code:

3. Semester/Year: annual

4. Date this description was prepared: 03/10/2024

5. Available attendance forms:

My presence only

6. Number of study hours (total)/number of units (total):

!hour Weekly

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

he name: Assistant Professor Shatha Abdel Latif Al-Hamdoun

8. Course objectives

- ✚ Learn about the origins psychology Personal And its development And its fields
- ✚ Identifying personality systems, determinants, and types.
- ✚ Knowing the theories that explained personality according to its system (biological, social, cultural psychology)
- ✚ Defining methods of measuring and evaluating personality
- ✚ The relationship of mental health to personality balance

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



<p>for weekly and monthly ams amework</p>	<p>Explanation of the lecture using posters  And educational films  2-Review the results of recent studies</p>			<p>2 hours</p>	
---	--	--	--	----------------	--

Evaluation method	Teaching method	Name of the unit/topic	hours	the week
		Concept Personality in the psychological heritage	2	1
		Determinants Personality, personality dynamics	2	2
		Dimensions Personality building and growth, dimensions of personality building	2	3

<p>Real cases</p> <p>Personal experiences</p>		formative, The cultural dimension, the social dimension	2	4
		the chapter Third: Personality theories	2	5
		Formative Mountain = Hippocrates - Kretchmer - Sheldon	2	6
		Membership: Kempert Goldstein	2	7
		Features Jordan Allport	2	8
		Theories It is based on environmental determinism	2	9
		Theories Behavioral	2	10
		Theories It is based on interactive determinism	2	11
		Theories Mental-	2	12
		Social Neo-Freudianism	2	13
		Adler	2	14
		From	2	15
		Horney	2	16
		Sullivan	2	17
	Field theory -	2	18	
	Kurt Levin and the Gestalt	2	19	

		<b>theoryNeeds: The Science of Personality Murray</b>	<b>2</b>	<b>20</b>
		<b>theorySelf: Rogers</b>	<b>2</b>	<b>21</b>
		<b>calendarPersonal</b>	<b>2</b>	<b>22</b>
		<b>FoundationsThe theory of personality assessment</b>	<b>2</b>	<b>23</b>
		<b>CurriculaPersonality assessment</b>	<b>2</b>	<b>24</b>
		<b>MeasurementPsychological</b>	<b>2</b>	<b>25</b>
		<b>MeasurementEducational</b>	<b>2</b>	<b>26</b>
		<b>toolsPersonality measurement</b>	<b>2</b>	<b>27</b>
		<b>toolsPsychological</b>	<b>2</b>	<b>28</b>
		<b>toolsEducational</b>	<b>2</b>	<b>29</b>
		<b>toolsClinical</b>	<b>2</b>	<b>30</b>

9.

distribution as follows:50degree(Monthly exam20degree)For two consecutive months or during the first and second semester and activity(10grades)There will be 4 exams and the final exam will be 50

the total score = 100

## 10. Learning and teaching resources

Required prescribed books

Physiological psychology	Main references (sources)
<p>Personality Psychology (Dr. Hashem Al-Obaidi and Dr. Dawoud Aziz Hanna)</p> <p>Personality Psychology (Dr. Hassan Rabie)</p> <p>American Psychological Association website</p> <p>Australian Psychological Society</p>	Recommended supporting books and references (scientific journals, reports....)
<a href="http://www.apa.org">www.apa.org</a>	Electronic references, Internet sites