

**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:** ..basrah.....

**Faculty/Institute:** ....colleg of education for girls.....

**Scientific Department:** ..history.....

**Academic or Professional Program Name:** .bachelor degree in history.....

**Final Certificate Name:** .bachelor.....

**Academic System:** ...annule system.....

**Description Preparation Date:** 2024

**File Completion Date:**14/3/2024

**Signature:**

**Head of Department Name:**

**Abbas Hadi Mousa**

**Date:**

**Signature:**

**Scientific Associate Name:**

**DR.Muhammed Qasim**

**Nimah**

**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>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>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>Contemporary world history</b>	<b>theoretical</b>	<b>practical</b>

<b>8. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Review students about the importance of studying the history of the contemporary world to know the most important events that have gone through the world	
<b>Skills</b>	

Expanding the skill of reading for history with impartiality and impartiality of personal tendencies	
<b>Ethics</b>	
Developing students' capabilities to share ideas and benefit from previous experiences  Disclosure of the ideas and feelings in the soul towards life matters, including the historical	
material guaranteed by the history of the contemporary world	

<b>9. Teaching and Learning Strategies</b>
<p>Explain the scientific material by studying historical events.</p> <p>2– Writing a review paper for each historical incident that summarizes the most important ideas that were presented during the lectures</p> <p>3– Connecting the events of the contemporary world with students' opinions and perceptions of the events</p> <p>4– Trying to benefit from the events of the contemporary world in the future.</p>

## 10. Evaluation methods

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

## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant Professor	Modern and contemporary history	Contemporary history of Europe				

### Professional Development

#### Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

#### Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

## 12. Acceptance Criterion

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

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

1- Moses Muhammad Al-Tuwairish, History of the Contemporary World  
1914-1975

2- Abdel-Azim Ramadan, the history of Europe and the world in the modern era

**14. Program Development Plan**

A comparative study between the history of the world and the use of it in our lives

### 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		Contemporary world history	basic	50%				50%				20%			

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

## Course Description Form

<b>1. Course Name:</b>	
Contemporary world history	
<b>2. Course Code:</b>	
<b>3. Semester / Year:</b>	
Annual system	
<b>4. Description Preparation Date:</b>	
14/3/2024	
<b>5. Available Attendance Forms:</b>	
My presence	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
6 hours/120 hours year/3 hours weeks	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Name: Abbas HADI Mousa	
Email: abbas.mousa@uobasrah.edu.iq	
<b>8. Course Objectives</b>	
Introducing students to the events of the world and trying to benefit from them	• ..... • ..... • .....
2- Trying to increase knowledge and knowledge among students	
3 - Expanding students 'perceptions and enhancing their abilities to understand history	
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	Education Strategy Planning the Cooperative Concept.

- 2- Teaching strategy of brainstorming.
- 3- Education Strategy Series notes

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
week	3 hours	<p>1-Make students able to read events and interpret them in a scientific way</p> <p>2- Students are familiar with the most important events of the world that have gone through the world</p>	Contemporary world history	Explanation of the scientific material through the course historical events and the results of the course to build the future	

### 11. Course Evaluation

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



## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Musa Muhammad Al-Tuwairish, <i>History of the Contemporary World 1914-1975</i>
Main references (sources)	Abdul Azim Ramadan, <i>the history of Iraq and the world in the modern era</i>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



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**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: Education for Girls**

**Scientific Department: history**

**Academic or Professional Program Name: PhD in Modern and Contemporary History**

**Final Certificate Name: PhD in Modern and Contemporary History**

**Academic System: yearly**

**Description Preparation Date:**

**File Completion Date:**

**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**

<b>15. Program Vision</b>
Program vision is written here as stated in the university's catalogue and website.

**16. Program Mission**

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

**17. Program Objectives**

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

**18. Program Accreditation**

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

**19. Other external influences**

Is there a sponsor for the program?

**20. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements	Yas			
Department Requirements	Yas			



<b>Summer Training</b>	<b>Yas</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>2023–2024 / Fourth</b>		<b>History of the Americas</b>	<b>theoretical</b>	<b>theoretical</b>

<b>22. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Inform students about the importance of the movement of geographical discoveries and the history of the Americas and the most prominent internal events and external relations.	
<b>Skills</b>	
Expanding the skill of reading, reading and research	
<b>Ethics</b>	
Disclosure of thoughts and feelings in the soul towards life matters, including	

scientific material in the history of the United States of America	

### 23. Teaching and Learning Strategies

- 1– Explain the scientific material by reading and reviewing the topic and giving the most important historical events in this regard.
- 2– Writing a review paper for each lecture summarizing the most important events raised during the lectures.
- 3– Linking ideas and making a question bank for all lectures.

### 24. Evaluation methods

Implemented at all stages of the program in general.

### 25. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	Modern and contemporary history	Modern and Contemporary History of Africa			Retired employee	Retired employee

## **Professional Development**

### **Mentoring new faculty members**

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

### **Professional development of faculty members**

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

## **26. Acceptance Criterion**

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

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

1. Abdel Fattah Hassan Abu Ali, History of the Americas and the Political Formation of the United States of America.
2. Abdulaziz Suleiman Nawar, History of the United States of America from the sixteenth century to the twentieth century.
3. Abdul Majeed Naani, Modern History of the United States of America.

## **28. Program Development Plan**

The outbreak of the American Civil War

- . The position of the North American states on the secession of the South

- . The results of the civil war.

- . Entry into the United States of America World War I

- . Reasons for the entry of the USA into the First World War.

- . The United States of America declares war on Germany and Austria.

- . The role of the United States of America in the 1919 Peace Conference.

The position of the United States of America on World War II

- . Atlantic Charter.

- . Pearl Harbor incident.

History of the states of South America.

### 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		History of the Americas															

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

## Course Description Form

13. Course Name:	
History of the Americas	
14. Course Code:	
15. Semester / Year:	
Year	
16. Description Preparation Date:	
17. Available Attendance Forms:	
My presence only	
18. Number of Credit Hours (Total) / Number of Units (Total)	
4 hours per week	
19. Course administrator's name (mention all, if more than one name)	
Name: Dr. Saif Moataz Omar	
Email: <a href="mailto:saif.muataz@uobasrah.edu.iq">saif.muataz@uobasrah.edu.iq</a>	
20. Course Objectives	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Familiarize students with the history of the United States of America.</li> <li>2. Reviewing the relations of the United States of America with the great political and economic powers.</li> <li>3 – The policy of the United States of America and the follow-up of the stability of internal laws and the arms race and emergence as head of the Western camp</li> </ol>

21. Teaching and Learning Strategies	
Strategy	Familiarity with students about the history of the United States of America

22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	4 hours	1. Reviewing the relationship of the United States America with the great political and economic powers	History of the Americas	Explaining the scientific material by reading the selected material and giving the most important historical events in this regard. Write scientific questions about each lecture	Weekly, daily, written and end-of-year exams



<b>23. Course Evaluation</b>	
The distribution is as follows: 25 degrees monthly and daily exams for the first semester. 25 degrees monthly and daily exams for the second semester. 50 marks for final exams	
<b>24. Learning and Teaching Resources</b>	
Required textbooks (curricular books, if any)	1. Abdel Fattah Hassan Abu A History of the Americas and t Political Formation of t United States of America
Main references (sources)	1. Abdul Majeed Naani, Mode History of the United States America.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<a href="#">Historical Documents - Office of the Historian (state.gov)</a>  <a href="#">Iraqi Academic Scientific Journals - IASJ</a>  <a href="https://www.researchgate.net/">https://www.researchgate.net/</a>

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**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:** ..basrah.....

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

**Scientific Department:** ..history.....

**Academic or Professional Program Name:** bachelors.....

**Final Certificate Name:** .history.....

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

**Description Preparation Date:**

**File Completion Date:**

**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**

<b>29. Program Vision</b>
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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,
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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 the community in the educational fields.

**30. Program Mission**

Working to prepare and graduate leading scientific and leadership competencies in the educational fields 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.

**31. Program Objectives**

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

**32. Program Accreditation**

Nothing

**33. Other external influences**

Is there a sponsor for the program?

**34. Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements		6		A course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	No			
Other				

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

35. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023–2024 first		Contemporary history of Iraq	theoretical	

36. Expected learning outcomes of the program	
<b>Knowledge</b>	
Learning Outcomes 1	Learning Outcomes Statement 1
<b>Skills</b>	
Learning Outcomes 2	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
<b>Ethics</b>	

Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

### 37. Teaching and Learning Strategies

Explaining the scientific material through studying historical events and giving the most important historical readings in this regard.

2- Write a review paper for each time period summarizing the most important ideas presented during the lecture

### 38. Evaluation methods

Daily exams, weekly, monthly exams

### 39. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	history	History			Personnel	Assistant Professor Doctor

#### Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

**Professional development of faculty members**

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

**40. Acceptance Criterion**

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

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

Jaafar Abbas Hamidi – Contemporary History of Iraq

1914–1968

**42. Program Development Plan**

**Program Skills Outline**

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

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

## Course Description Form

25. Course Name:	
Contemporary history of Iraq	
26. Course Code:	
27. Semester / Year:	
Annual	
28. Description Preparation Date:	
3/4/2024	
29. Available Attendance Forms:	
Puplic	
30. Number of Credit Hours (Total) / Number of Units (Total)	
3 hour weekly	
31. Course administrator's name (mention all, if more than one name)	
Name: Assistant Dr. Kawthar Ghadhban Abdul Hassan	
Email: : : <a href="mailto:kawther.alnnisari@uobasrah.edu.iq">kawther.alnnisari@uobasrah.edu.iq</a>	
32. Course Objectives	
<b>Course Objectives</b>	1-Developing the ability to criticize ideas, opinions, and historical narratives with the aim of building the personality of an independent student capable of analyzing historical events  2- Increasing the student's knowledge of contemporary Iraqi history.  3- Enabling the student to get to know herself objectively

	<p>4- Giving the student the ability to realize and understand man's mission on earth.</p> <p>5- Providing the student with scientific historical research skills.</p> <ul style="list-style-type: none"> <li>6- Considering history as the best means to achieve a better understanding of contemporary relations between people</li> </ul>
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**33. Teaching and Learning Strategies**

<b>Strategy</b>	<p>1- Educational strategy, collaborative concept planning.</p> <p>2- Brainstorming education strategy.</p> <p>3- Education Strategy Notes Series</p>
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**34. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hours	<p>Developing the student's mental ability to enable her to benefit from what happened in the contemporary history of Iraq</p> <p>develop the abilities researching and deducing all the</p>	Contemporary history of Iraq	<p>Explaining historical material tracking historical events according to the historical period specified within the scientific method</p>	<p>Weekly monthly, daily, written exam, the end of the year exam</p>



		events that took place in this period			
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**35. 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

**36. Learning and Teaching Resources**

Required textbooks (curricular books, if any)	
Main references (sources)	1- Jaafar Abbas Al-Hamid
Recommended books and references (scientific journals, reports...)	Ibrahim Khalil Contemporary history of Iraq
Electronic References, Websites	



Minis

Ministry of Higher Education and Scientific Research  
Republic of Iraq  
The Ministry of Higher Education and Scientific Research  
is pleased to announce that the following  
list of students has been admitted to the  
B.Sc. program in the Department of  
Chemistry, Faculty of Science, University of  
Baghdad for the academic year 2019-2020.

# **guideDescription ion of the 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.

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**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...Measurement and evaluation.**

**Name of final degree: Bachelor of Science in Measurement and evaluation.....**

**Academic system: annual**

**Description preparation date:3/5/2024**

**Fill dateRoll /3/5/2024**

**the signature:**

**nameScientific**

**Assistant:Prof. Dr.**

**the signature:**

**nameHead of**

**Department:Dr. Sarah**

**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

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 learning and teaching living languages.

### Program message .2

Working to prepare and graduate leading scientific and leadership competencies in... Various sciences and specializations 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.

### Program Goals .3

1-Providing students with creative thinking skills to enable them to solve educational problems. 2-Providing the community with graduates who have the ability to design achievement tests and psychological measures within educational institutions 3-Contributing to making a distinct role for the teacher within the educational institution

4-Spreading awareness among female students about overcoming problems and referring them to specialists

.

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

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

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

<b>Program description</b> .7
-------------------------------

Credit hours		Name of the course or course	Course or course code	Year/level
2 hours	theoretical	Measurement and evaluation		2023–2024 / Fourth

**Expected learning outcomes of the programme** .8

Knowledge	
	<p>1-Learn about the stages of scientific thinking</p> <p>2-Learn about the concept of measurement</p> <p>3-Learn about the concept of calendar</p> <p>4-Distinguishing between measurement and evaluation in the field of education</p> <p>5-Identify areas of benefit from measurement and evaluation</p> <p>6-Identify and enhance the strengths and weaknesses and address them in all educational and social institutions</p>
Skills	
	<p>1-Enabling the student to understand and know the design of tests and standards</p> <p>2-Urging female students to write reports and research in their field of specialization</p> <p>3-</p>

Value	
	Enabling female students to perform scientific analysis

Teaching and learning strategies .9	
Interrogation method...lecture method...discussion method...brainstorming	

Evaluation methods .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			Tests and measurement	Physical Education	a. M . Dr

<b>Professional development</b>
---------------------------------

<b>Orienting new faculty members</b>
--------------------------------------

<b>Professional development for faculty members</b>
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Developing skills to deal with others effectively and actively

Developing female students' ability to research and investigate by visiting the library

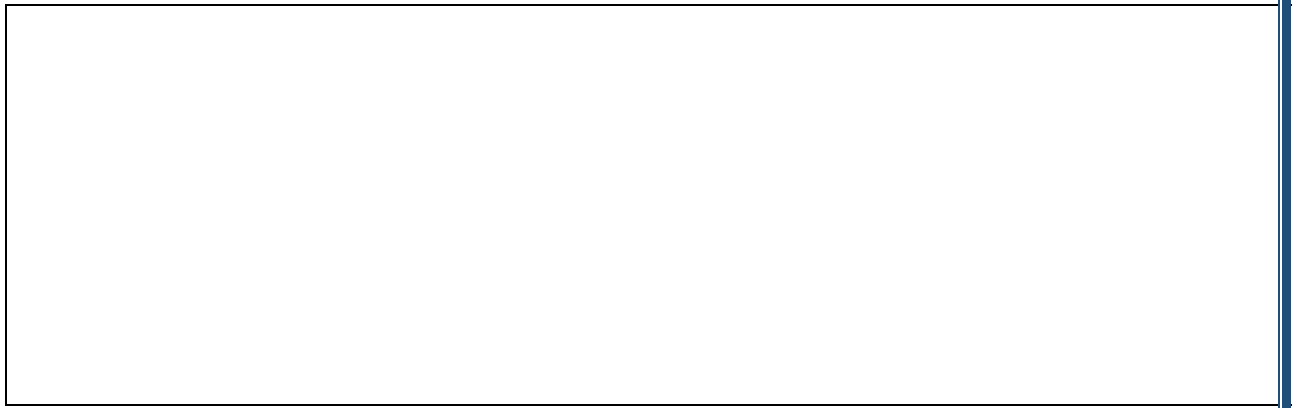
<b>Acceptance standard</b> .12
--------------------------------

<b>The most important sources of information about the program</b> .13
--

1 - Psychological and educational measurement, written by Mahmoud Ahmed Omar and others, 2010, Dar Al-Masara

2 - Psychological tests and measures, written by Abdul Jalil Al-Zubaie and others, Ministry of Higher Education / University of Mosul

3 - Measurement and evaluation in education and psychology, written by Ahmed Yaqoub Al-Nour, 2007, Al-Janadriyah House for Distribution and Publishing.



Program development plan	.14



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




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



## Course description form

Course Name: Measurement and evaluation	.1
Course Code:	.2
the chapter/the year: Annual	.3
Annual	
The date this document was prepared	.4
5/3/2024	
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 . M . Dr. Nahida Abdel Zahra BadrEmail <a href="mailto:nahidh.badr@obasrah.edu.i">nahidh.badr@obasrah.edu.i</a>	
Course objectives	.8
.....	<ul style="list-style-type: none"> <li>• Helping the student identify her</li> <li>• major, respond to it, and accept it</li> <li>• as an effective major</li> </ul>
.....	
.....	

	Enabling the student to understand the levels and steps of measurement and evaluation
--	---

Teaching and learning strategies .9

1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series	The strategy
---	--------------

Course structure .10

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-The development measurement and evaluation concept of testing		2hour	1
		2 - The concept of assessment evaluation. The relation between measurement, test and evaluation		2hour	2
		3-Characteristics of psychological measurement. Types of evaluation Levels of measurement		2hour	3
		4-The role of evaluation improving the educational process		2hour	4
		5-Measurement and evaluation and their relationship to the level of goals		2hour	5
		6-Areas of evaluation. Benefits of evaluation		2hour	6
		7-Levels of goals. Conditions for formulating behavioral goals		2hour	7
				2hour	8
				2hour	9
				2hour	10
				2hour	11

	8-Achievement tests and their importance	2hour	12
	9-Types of achievement tests	2hour	13
	Oralism has its advantages and disadvantages and uses	2hour	14
	10-Written tests and their types	2hour	15
	11-Essay tests have their advantages and disadvantages		vacation
	12-Short tests and their types (objective tests)	2hour	16
	13-Objectives measured by each type of test	2hour	17
	14-How to formulate each type of test	2hour	18
	15-How to correct types of tests	2hour	19
		2hour	19
		2hour	20
		2hour	21
	16-Practical performance tests	2hour	22
	Rules for formulating practical performance tests	2hour	23
	17-Types of practical performance tests	2hour	24
	18-Steps to prepare and design an achievement test	2 hour	25
		2hour	26
	19-Preparing a table of specifications	2hour	27
	20-statistical analysis	2hour	28
		2hour	29
	21-statistical analysis	2 hour	30
	22-Good test specifications		
	Honesty and its types		

		<p>23-Stability and methods calculating it</p> <p>24-Objectivity</p> <p>25-Evaluation other achievement tests</p> <p>Non-test methods</p> <p>Measures of social relat (sociometric).</p>			
--	--	--	--	--	--

**Course evaluation .11**

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

**Learning and teaching resources .12**

	Required textbooks (methodology, if any)
--	--

<p>1 - Psychological and educational measurement, written by Mahmoud Ahmed Omar and others, 2010, Dar Al-Masara</p> <p>2 - Psychological tests and measures, written by Abdul Jalil Al-Zubaie and others, Ministry of Higher Education / University of Mosul</p> <p>3 - Measurement and evaluation in education and psychology, written by Ahmed Yaqoub Al-Nour, 2007, Al-</p>	Main references (sources)
--	---------------------------

Janadriyah House for Distribution and Publishing.	
.	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

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

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# Academic Program and Course

2024

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## **Introduction:**

The educational program is a coordinated and organized package of courses that include procedures and experiences organized in the form of academic vocabulary whose main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market, which 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 are being worked on to acquire for students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone in obtaining program accreditation and is written jointly by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments 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 description of

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the academic program circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

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

### **Concepts and terminology:**

**Academic Program Description:** The description of the academic program 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 student to achieve, proving whether he has made the most of the available learning opportunities. It is derived from the description of the program.

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

**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 (semester, yearly, Bologna track) whether it is a requirement (ministry, university, college and scientific department) with the number of study units.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by the student 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 member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

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## Academic Program Description Form

**University Name: University of Basrah**

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

**Scientific Department: Department of History**

**Academic or Professional Program Name: Bachelor**

**Final Certificate Name: Bachelor of History**

**Academic System: Yearly**

**Date of preparation of the description: 10/3/2024**

**File filling date:**

Signature: **10/3/2024**

Scientific Associate Name:

Date:

**Head of Department Name : Scientific Assistant Name :**

**Date:**

**Date:**

**Signature:**

**Signature:**

**The file was checked by the Quality Assurance and University Performance  
Division**

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

**Date:**

**Signature:**

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the Dean

**1. 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, and is also working to provide an integrated path for its students and professors to make them active and creative in community service in the fields of teaching and teaching living languages.

**2. Program Mission**

Work on preparing and graduating leading scientific and leadership competencies in the humanities and literature and in developing the knowledge balance in the field of scientific research to serve the local, regional and international community, as well as training and refining students' minds scientifically and cognitively, emphasizing social and cultural values and responding to the requirements of the local market.

### **3. Program Objectives**

1. **Embodying the vision, mission and objectives of the University of Basra, and applying the best educational practices with a focus on quality assurance and performance and enhancement.**
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 scientific knowledge and skills , writing academic research and creative scientific achievement through activities that focus on students and teachers.**
4. **The college seeks to conclude scientific and cultural cooperation agreements with the corresponding colleges and the corresponding departments in the various colleges to achieve best practices in the fields of teaching, learning and translation.**
5. **Focusing on the educational and moral aspect of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the country.**
6. **Paying attention to intellectual and cultural construction by being open 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 spreading the spirit of dedication, tolerance and commitment.**

### **4. Program Accreditation**

There isn't any

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**5. Other external influences**

There isn't any

**6. Program Structure**

Reviews*	Percentage	Unit of study	Number of Courses	Program Structure
Basic Course		8	120	Requirements of the institution
			Yes	<b>College Requirements</b>
			Yes	<b>Department Requirements</b>
			There isn't any	<b>Summer Training</b>
				<b>Other</b>

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

**7. Program Description**

Credit Hours		Course Name	Course or Course Code	Year/Level
	<b>theoretical</b>	History of Islamic countries and emirates		2023-2024 / Fourth

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**8. Expected learning outcomes of the program**

**Knowledge**

	<p>1- Knowledge and understanding .</p> <p>2- The student should know the political history of the Islamic countries and emirates and the reasons for their separation.</p> <p>3- Identify how the Emirates and the Islamic countries that controlled the countries of the East and the Maghreb were established.</p> <p>4- Identifying the factors of weakness and collapse of those countries.</p>
--	--

**Skills**

	<p>1- The skill of teaching / intellectual construction of students so that they can better understand the past and employ it to understand the present of the nation.</p> <p>2- <b>The skill of educational work</b></p> <p>3- Scientific research.</p> <p>4- The student must master the research practice in the field of specialization.</p>

**Values**

	Developing students' abilities to share ideas
	Taking experience and lessons from ancient civilizations

**9. Teaching and Learning Strategies**

- 1- Encouraging students' thinking skills and the possibility of deduction in scientific research.
- 2- Developing scientific thinking skills.

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**10. Evaluation methods**

**1- Preliminary tests.**

**2. Research and Reports**

**3- Daily, weekly, monthly and end-of-year exams.**

**11. Faculty**

**Faculty Members**

Preparation of the teaching staff		Special Requirements/Skills (if applicable)		Specialization		Academic Rank
lecturer	angel			special	year	
	angel			History of Andalusia	Islamic History	Assoc. Prof.

**Professional Development**

Mentoring new faculty members

Professional development of faculty members

**12. Acceptance Criterion**

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

First: Methodological books

Second: Auxiliary Books

Third: Doctoral theses and master's theses

**Fourth: Published and unpublished research**

**14. Program Development Plan**

Developing the curriculum, developing new topics, keeping pace with technological developments, employing them to serve and develop the course, and reviewing the scientific curricula taught in Arab and international universities.



## Ministry of Higher Education and Scientific Research



### Department of Assurance of Quality and Accreditation Academic



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# Academic Program and Course

2024

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## **Introduction:**

The educational program is a coordinated and organized package of courses that include procedures and experiences organized in the form of academic vocabulary whose main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market, which 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 are being worked on to acquire for students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone in obtaining program accreditation and is written jointly by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and developments of the educational system in Iraq, which included

	85	

the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the description of the academic program circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

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

### **Concepts and terminology:**

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

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

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

**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 (semester, yearly, Bologna track) whether it is a requirement (ministry, university, college and scientific department) with the number of study units.

**Learning Outcomes: A** compatible set of knowledge, skills and values acquired by the student 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 member to develop the student's teaching and learning, and they

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are plans that are followed to reach the learning goals. That is, 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 Girls**

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

**Professor : Prof. Dr. Hanaa Abdel Nabi Kabin**

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

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**Final Certificate Name: Bachelor of .Department of Educational and Psychological Sciences**

**Academic System: Yearly**

**Description Preparation Date:5/3/2024**

**File Filling Date: 14/02/2024**

**Signature :**

**Scientific Associate**

**Name.**

**Signature :**

**Head of Department**

**Name.**

**Check the file before**

**Division of Quality Assurance and University Performance**

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

**Date**

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## Signature

## Approval of the Dean

### 1. Program Vision

The Faculty of Languages seeks to be one of the leading higher education institutions at the University of Kufa in the field of modern education and scientific research through its scientific, research and administrative activities, and also works to provide an integrated path for its students and professors to make them active and creative in community service in the fields of teaching and teaching living languages.

### 2. Program Mission

Work on preparing and graduating leading scientific and leadership competencies in languages, sciences and literature, and in developing the knowledge balance in the field of scientific research to serve the local, regional and international community, as well as training and refining students' minds scientifically and cognitively, emphasizing social and cultural values and responding to the requirements of the local market.

### 3. Program Objectives

1. Embodying the vision, mission and objectives of the University of Kufa, and applying the best educational practices with a focus on quality assurance and performance and enhancing them.
2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.

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3. **Spreading the culture of human diversity in society, transferring knowledge and language skills, writing academic research and creative scientific achievement through activities that focus on the student and teacher.**
4. **The college seeks to conclude scientific and cultural cooperation agreements with the corresponding colleges and the corresponding departments in the various colleges to achieve best practices in the fields of teaching, learning and translation.**
5. **Focusing on the educational and moral aspect of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the country.**
6. **Paying attention to intellectual and cultural construction by being open 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 spreading the spirit of dedication, tolerance and commitment.**

#### **4. Program Accreditation**

There isn't any

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

There isn't any

#### **6. Program Structure**

<b>Reviews*</b>	<b>Percentage</b>	<b>Unit of study</b>	<b>Number of Courses</b>	<b>Program Structure</b>
-----------------	-------------------	----------------------	--------------------------	--------------------------

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Basic Course		90	90	Requirements of the institution
			Yes	<b>College Requirements</b>
			Yes	<b>Department Requirements</b>
			There isn't any	<b>Summer Training</b>
				<b>Other</b>

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

7. Program Description				
Credit Hours		Course Name	Course or Course Code	Year/Level
practical	<b>theoretical</b>	Practical Education		2023-2024 / Fourth

8. Expected learning outcomes of the program	
<b>Knowledge</b>	
	To familiarize students with the concept of practical education and its most important stages and importance. The most important principles that the student teacher

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	must follow to be a successful implementer
<b>Skills</b>	
	Providing students with teaching skills, how to write an annual and daily study plan, applying teaching methods on the ground, and providing them with classroom control and management skills
<b>Values</b>	
	Develop students' abilities to share ideas, collaborate and take responsibility in completing tasks
	Taking into account individual differences and students' needs while teaching and preparing tests

### 9. Teaching and Learning Strategies

The lecture and discussion were used

### 10. Evaluation methods

Daily, monthly and year-end activities and tests

	93	

11. Faculty						
Faculty Members						
Preparation of the teaching staff		Special Requirements/Skills (if applicable)		Specialization		Academic Rank
lecturer	angel			special	year	
	angel			General curricula and teaching methods	Educational and psychological sciences	Assistant Lecturer

Professional Development
Access to developments in the field of teaching methods, learning and teaching strategies and accompaniment in writing scientific research
Professional development of faculty members

**12. Acceptance Criterion**

	94	

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

--

**14. Program Development Plan**

Make the duration of the application of students two months to increase their experience in teaching efficiently and gain experience in this field

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Program Skills Outline														
Learning outcomes required from the program											Basic or optional	Course Name	Course Code	Year/Level
Values				Skills				Knowledge						
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2				
												fundamental	Practical Education	2023-2024



## Course Description Form

1. Course Title:	
Practical Education	
2. Course Code:	
3. Semester/Year: Annual	
Annual	
4. Date of preparation of this description 2024/3/8	
5. Available Forms of Attendance:	
My presence only	
6. Number of Credit Hours (Total) / Number of Units (Total):	
11 hours (total), one hour per week	
7. Course administrator's name (if more than one name)	
Name: Prof. Dr. Hanaa Abdel Nabi Kaban Email : <a href="mailto:maisaa.khalaf@uobasrah.edu.iq">maisaa.khalaf@uobasrah.edu.iq</a>	
8. Course Objectives	
<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>	<p>1 / Introducing students to the concept of practical education, its stages, its most important principles and importance to complete the application process successfully</p> <p>2 / Introducing students to teaching skills (planning, implementation, and evaluation)</p>

	<p>and their importance to achieve the goals of the educational process and the skills of classroom control and management to complete the process of its application successfully.</p> <p>Training students to teach / 3 practically and linking the theoretical side with the applied .side</p>
--	---

**9. Teaching and Learning Strategies**

<p>1/ Discussion</p> <p>2/ Lecture</p>	<b>Strategy</b>
--	-----------------

**10. Course Structure**

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
<b>Ask questions</b>	Explanation the article and give	Practical Education	1 / Preparin g students who	1 hour 1 hour 1 hour	1 2 3

	100	

<p><b>in the lecture</b></p> <p><b>Training them to provide a lesson and evaluate their performance and monthly tests</b></p>	Examples illustration		possess knowledge of the concept of practical education, its stages, its most important principles and importance	1 hour	4
	and the use of Blackboard			1 hour	5
	And the pen not lost			1 hour	6
	Scientific material			1 hour	7
	Follow discussion and the lecture			1 hour	8
	and student engagement			1 hour	9
	In the lecture from			1 hour	10
	During the assignment provide			1 hour	11
	Lecture in front of				12
	Colleagues train them				13
	On teaching				14
	tying				15
	Lecture				16
	Previous current				17
					18
					19
					20
					21
					22
					23
					24
					25

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			educational process and the skills of controlling and managing the classroom to complete the process of its application successfully.		26 27 28 29 30
			3 / Preparing students to teach in a practical way.		

11.

The distribution is as follows : 5 daily 5 viewing form 20 monthly exams for a total of 30 points

12. Learning and Teaching Resources

	Required textbooks (methodology, if any)
--	--

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<p>Practical Education, prepared by Prof. Zainab Ali Faleh</p> <p>Attia, Mohsen Ali. (2013), Curricula and Methods Teaching, 1st Floor, Dar Al-Manhaj Publishing and Distribution, Amman</p>	<p>Main references (sources)</p>
	<p>Recommended books and references (scientific journals, reports...)</p>
	<p>Electronic References, Websites</p>



**Ministry of Higher Education and Scientific Research**

**Scientific supervision and evaluation device**

**Department of Quality Assurance and Academic Accreditation**

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2024 AD

**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**

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

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**Course Description:** 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 or she 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 a developed, inspiring, motivating, realistic and applicable program.

**The program's mission:** It briefly explains the goals and activities necessary to achieve them, and also defines the program's development paths and directions.

**Program objectives:** These 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 consistent set of knowledge, skills, and values that the student has acquired after the successful completion of 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.

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**Academic program description form**

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

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

**Scientific Department: Department of History .....Subject Historical Research Methodology**

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

**Name of final degree: Bachelor's degree in History**

**Academic system: annual**

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

**Date of filling the file: 03/20/2024**

**Check the file before**

**Division of Quality Assurance and University Performance**

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

**Signature date**

**Authentication of the Dean**

**Description of the academic program**

**This academic program description provides a necessary summary of the most important characteristics of the program and the**

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learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program

• Objectives of the academic program

- Graduating female students who have the ability to teach in the intermediate and preparatory stages
- Graduating female students who have the ability to be creative in this curriculum in history
- Graduating female students capable of teaching subjects including the historical research method

• Required program outcomes and teaching, learning and evaluation methods

A- Cognitive objectives.

A1 - The student learns about the history of the Arab countries, their politics, the circumstances and the foreign invasions they were subjected to

2- That the student understands the reasons why the Ottomans decided to occupy and control the Arab countries.

A3- . Identifying revolutionary movements and their movements to resist European colonialism in countries

Arabic..

A4- Studying the reform movements in the Ottoman Empire and their impact on the Arab countries..

A2-

A3-

A4-

A5-

A6-

B - Skills objectives of the program:

B1 - Introducing female students to history, its benefits, and allied sciences

B2 - The ability to convey information to the student.

B3 - The ability to know the index of sources and references

B4 - How to prepare historical research

Teaching and learning methods

- Electronic lectures.
- discussion .

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- Multiple educational media.
- Question method

#### Evaluation methods

1-Daily activity.

2- Monthly examinations and research activity.

3- A research activity related to one of the program topics.

#### C - Emotional and value-based goals:

C1- Preparing a generation that believes in the importance of historical study and its role in solving contemporary problems through past experiences.

C2- Drawing lessons and lessons from the experiences of other peoples and nations

C3 - Understanding the past and how events occurred, and developing the skill of comparing historical events.

C4 - Gaining the ability to evaluate and criticize historical texts, and knowing the historical facts of important issues that have roots

#### Teaching and learning methods

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- Electronic lectures
- Multimedia

Discussion and dialogue

#### Evaluation methods

1. Daily oral questions
2. Reports and homework
3. Quarterly exams

Dr . General and transferable skills (other skills relevant to employability and self-development)

D-1 Developing the student's skill in dialogue and discussion.

D-2 Developing the student's skill in teamwork .

D-3 Exchange of information and references

D-4 Communication between the professor and the student through modern means.

-

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• Program structure				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Educational level</b>
practical	theoretical	Historical research method		the second
2 hours				

• Planning for personal development	



1. Preparing research and publishing it in peer-reviewed scientific journals
- 2- Participation in scientific seminars and conferences related to the field of specialization
- 3 Writing books or translating in the field of specialization
- 4- Following up on recent studies in the field of specialization via websites on the Internet

Internet

- Admission standard (establishing regulations related to admission to the college or institute)

- 1 Ensure that the student obtains a minimum average of 70%
- 2 Desire to specialize in the field
- 3- Conducting a personal interview to test the student's scientific ability and its compatibility with the field

Specialization

**Curriculum skills chart**

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

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Learning outcomes required from the programme																			
Transferable general and qualifying skills (Other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the program				Cognitive goals				Basic Or optional	Course Name	Course Code	Year /level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Historical research method		thesecond


**Course description form**

**Course description**

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

- Course objectives
- 1- Graduating female students who have the ability to teach at all levels
  - 2- Graduating female students who have the ability to work in this field
  - 3- Graduating female students who can apply for postgraduate studies, master’s and doctoral degrees.
  - 4- Graduating female students capable of teaching the research methodology subject

• Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Through monthly exams in addition to daily exams and reports	Explanation Technique	Introducing the most important events that took place in the Arab world, including revolutions and political developments between the two wars	Contemporary history of the Arab countries	3	15

• Infrastructure	
There is no reliable methodological book as the material is non-essential	<ul style="list-style-type: none"> <li>Required prescribed books</li> </ul>

<ul style="list-style-type: none"> <li>• 1 Ibrahim Khalil Ahmed, History of the Arab World</li> <li>• In the Ottoman era, Mosul, 1986</li> <li>• sayyar kawkab Aljamil, Modern Arab -2</li> <li>• Formation</li> <li>• -3 Zahia Qaddoura, Modern Arab History</li> </ul>	<ul style="list-style-type: none"> <li>• Main references (sources)</li> </ul>
<p>1-Raafat Ghonimi, Modern Arab History</p>	<ul style="list-style-type: none"> <li>• Recommended books and references (scientific journals, reports, ..... )</li> </ul>
<p>1- Websites of magazines and research center websites specialized in the study of modern Arab history</p> <p>2- Wikipedia website</p>	<ul style="list-style-type: none"> <li>• Electronic references, Internet sites, ...</li> </ul>

<ul style="list-style-type: none"> <li>• Course development plan</li> </ul>
<p>Modifying and adding to vocabulary and keeping up with its modern developments</p>