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

Academic Program and Course Description Guide

2025

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are

followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Basra.

Faculty/Institute .Education for girls

Scientific Department ...Educational and Psychological Sciences.........

Academic or Professional Program Name: .....Bachelores.......

Final Certificate Name: .....Bachelores. Educational and Psychological Sciences

Academic System ...annual.........

Description Preparation Date 5/10/2024

File Completion Date: 1/7/2025

Signature
Head of Department
Name:sarah Ibrahim Ahmed

Signature:
Scientific Associate
Name:Mohammed Qasim

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

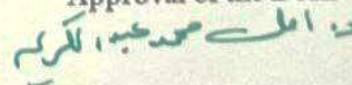Director of the Quality Assurance and University Performance Department:

Date:

Signature:

ALaa shaker

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*
Institution Requirements	**90**	**90**		
College Requirements	**Yes**			
Department Requirements	**Yes**			
Summer Training	**no**			
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
2025-2024		Democracy and human rights	2	

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Informing students about the importance of human rights and the most important foundations on which democracy is based
Skills	
Learning Outcomes 2	Educating students on the importance of human rights and democracy
Ethics	
Learning Outcomes 4	Developing students' abilities to share ideas
Learning Outcomes 5	Expressing one's thoughts and feelings regarding life matters, including academic material on democracy and human rights

9. Teaching and Learning Strategies

Explaining the scientific material by setting a number of questions and sharing viewpoints.

2- Write a review paper for all the pillars of democracy and the most important ideas presented during the lectures

3- Linking well-known critical ideas with students' critical opinions

10. Evaluation methods

Weekly, monthly, 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
Teacher	modern and contemporary European	American history			MalakMalak	

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

Democracy and Human Rights – Muhammad Abed Al Jabri – 2004

Studies in democracy and human rights – Hadi Mishaan, Spring 2016

Modern and Contemporary History of Iraq – Muhammad Suhail Taqoush – 2006.

14.	Program Development Plan

Studying the development of the stages of democracy and human rights from the end of the Ottoman era until 2006

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

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

Course Description Form

1. Course Name:	
Democracy and human rights	
2. Course Code:	
3. Semester / Year:	
2025-2024	
4. Description Preparation Date:	
6-03-2024	
5. Available Attendance Forms:	
My presence only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours per year, 2 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: issa saad issa Email: issa.saad@uobasrah.edu.iq	
8. Course Objectives	

Course Objectives	
	• − 1 Increase the studer knowledge of the theoret conceptual aspect and histor development of the subject human rights and democracy
	• − Developing the studer analytical and critical sk regarding the reality and future human rights and democracy
	• − Training the student on importance of active participat in aspects of public life, such promoting respect for gene human rights principles active participation in polit

- and cultural life.
- Enabling students to understა the importance of education ; its role in spreading the cult of human rights and democr in building a civilized soc based on good governance, most important components which are belief in human rigl education on them, and ac participation in governa through free and fair elections.

9. Teaching and Learning Strategies

Strategy	
	1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 عطلة	2 h	- Providi students with the sl of recognizin political concepts 2- Informi students about t most important stages of t developme	Democra and hum rights	Explaining the scienti material reviewing the m important political concepts about democracy and hum rights Introducin students the necess of freedo	Weekl month daily, writte exams and t end-of year exam

16		of		of electio	
17		democracy		3-	
18		in Iraq		Introducin	
19				female	
19				students	
20				the	
21				developme	
22				of the stag	
23				of	
24				democracy	
25				in Iraq	
26					
27					
28					
29					

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

Required textbooks (curricular books, if any)	Hadi, Riad Azbez. (2005). Hum rights (development, contents, a protection) (Baghdad). Sindi, Naz. Badrakhan. (201 Human rights and democracy. I Rushd College of Education Human Sciences, University Baghdad.
Main references (sources)	adi, Riad Azbez. (2005). Hum rights (development, contents, a protection) (Baghdad). Al-Dulaimi, Hafez Alwan. (2009) contemporary reading of hum rights.
Recommended books and references (scientific journals, reports…)	Al-Dulaimi, Hafez Alwan. (2009) contemporary reading of hum rights.
Electronic References, Websites	https://www.ohchr.org/ar/about democracy-and-human-rights

15. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025\2024 \ first		Arabic Language for non-specialilst	theoretical	practical
			theoretical	

16. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	enabling student to learn and use the rules of the Arabic language
Skills	
Learning Outcomes 2	Developing students ability to read correctly and pronounce correctlty
Learning Outcomes 3	Developing students writing skills
Ethics	
Learning Outcomes 4	Development of student literary taste and abilty to express orally or in writing
Learning Outcomes 5	Straightening the tongue when pronouncing

17. Teaching and Learning Strategies

*Explaining the scientific materil in a lecture manner

*Write a review paper for each topic that summarizes the most important rules

*that were presented during the lecture

*practice what was asked during the lecture by asking to the students

18. Evaluation methods

Daily , weekly, and monthly tests and the end of the school year test

19. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	Arabic	literature			staff	

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

20. Acceptance Criterion

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

21. The most important sources of information about the program

Arabic language books for non _major departments

22. Program Development Plan

*the necessity of adopting the theoretical and applied aspects in teaching the Arabic language subject and allocating sufficient time for that
*introducing methods and means in teaching the subject ,such as audio and video techniques–if available,to enhance the listening skills of female students
*or replace it with conversations between the teacher and the students to apply what they have learned

23. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025–2024 the second		Environmental education	theoretical	practical
			2	

24. Expected learning outcomes of the program

Knowledge

	e concept of the environment and the stages of its development
	2- The student's knowledge of the role of the environment in the prosperity of societies
	3- Developing the student's skills by giving an illustrative picture of the environment and its effects
	4- Preparing graduates capable of teaching environmental education

Skills	
	The student is familiar with the concept of the environment and the ecosystem and what the sections of this system are
	- Knowing the relationship between humans and the environment and what theories have emerged in defining the role of both the environment and humans

Ethics	
	Giving students an opportunity to explain the study material

25. Teaching and Learning Strategies

1. In-person lectures

2 Discussion and dialogue

3- Homework

26. Evaluation methods

1. Daily oral questions

2. Reports

3- Homework assignments

4. Quarterly exams

27. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	**Special**			Ministerial	**Lecturer**
assistant teacher	Geography	Environmental education			Ministerial	

Professional Development

Mentoring new faculty members

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Professional development of faculty members

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28.	**Acceptance Criterion**

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

30.	Program Development Plan

The concept of ecology, types of environment, and stages of the human environment era

Compatibility between different types of organisms within the ecosystem

- The role of technology in developing the environment

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

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

Course Description Form

Course Name: Environmental education
13.
14.   Course Code:
15.   Semester / Year: Annual
16.   Description Preparation Date:2025−2034
17.Available Attendance Forms: My presence only
18.Number of Credit Hours (Total) / Number of Units (Total)
60 hours per year, 2 hours per week
19.   Course administrator's name (mention all, if more than one name)
Name: Name: M.M. Lubna Faleh Ghali Email: Lubanfal@gmail.com
20.   Course Objectives

Course Objectives	- Getting to know the concept of the environment and ecology 2- The student's awareness of the negative effects of the environment 3- Preparing graduates capable

	of teaching environmental education in middle and middle schools

21.	Teaching and Learning Strategies				

Strategy	1. In-person lectures. 2. Assembly discussion. 3. Question method

22. Course Structure

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

The most important sources of information about the program .1
Nancy Stern & Robert Stern "Compiling in information age", John Wily & Sans 1998 The same book is translated into Arabic - translated by (Sorour Muhammad Surour), Qassim University Branch Introduction to computers and information technology - Tariq Asala - Al-Watan Publishing House, Riyadh - 1430 AH

Program development plan .2
Nothing

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	Computer basics1		first stage

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

●

Course description form

urse Name: Computer basics1 .1

urse Code: .2

e chapter/the year :Annual .3
nual

te this description was prepared:12/3/2024 .4

Available attendance forms: .5
presence only

Number of study hours (total)/number of units (total): .6
hour annually.3An hour a week

Name of the course administrator (if more than one name is .7 mentioned)
name: M.M. Ghadeer Raad Abdel Aziz

Course objectives .8

	veloping female students' mental ilities
	veloping female students' concepts in e field of computers
	quire the technical skills necessary to erate devices and implement programs

Teaching and learning strategies .9

1-Explaining the scientific material throughClarifying concepts and theories related to computers	**strategy**
2-Attending practical lectures in the computer laboratory	
ink aTopics raised in the previous lecture and the current lecture	

		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.	1-Explaining the scientific material throughPresenting ideas and opinions using the method of discussion and questioning 2- Writing The most important anoIdeas presented during the lectures 3- ConnectLecture with previous lectures through feedback method	Computer principles		our	
		Study of computer co		our	
		Data processing		our	
		CPU		our	
		Memories and their ty		our	
		Storage capacity mea		our	
		Secondary storage u		our	
		Operating Systems		our	
		Operating system an		our	
		Word processing soft		our	
				our	
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				our	
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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
• Nancy Stern & Robert Stern "Compiling in information age", John Wily & Sans 1998 • The same book is translated into Arabic - translated by (Sorour Muhammad Surour), Qassim University Branch oduction to computers and information technology - Tariq Asala - Al-Watan Publishing use, Riyadh - 1430 AH

	1. Program description

Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	the languageEnglish		2023−2024 /the second

	2. Expected learning outcomes of the programme
Knowledge	

	Raising the level of female students in the English language, especially in conversation, by developing the basics and skills. As well as increasing knowledge of educational and psychological terminology in the English language Language and raising listening skills, listening, reading, speaking and writing

	Speak and use the English language with confidence.
Skills	
	Skill expansionSpeak and use the English language with confidence.. and increase educational and psychological terminology (specialization) in the English language.
Value	
	Developing students' abilities to share ideas. Having confidence in speaking English

3. Teaching and learning strategies

-1-Student acquisitionBasics of the English language

2-Students acquire the skill of reading and listening to simple English texts. How to introduce oneself, others, and conversation in common social situations.

3-Having confidence in speaking and using the English language

4. Evaluation methods

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

5. education institution

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	general	
	angel				English	Teacher assistant

Professional development
Orienting new faculty members
Professional development for faculty members

6.   Acceptance criterion

7.   The most important sources of information about the program
New Headway Plus Pre-intermediate by John and Liz Soars **Oxford University Press**

8. Program development plan

Raising the level of female students in English, especially in conversation, by developing the basics

Language and raising listening skills, listening, reading, speaking and writing

Speak and use the English language with confidence.

Presentation of a comprehension piece and vocabulary related to educational and psychological specialization.

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	Year/le vel
C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2	A1				
	-					——					——	Basic	aEnglish language		2025-2024

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

Course description form

1. Course Nam
English language
2. Course Co
3. Semester/Year: Annu
Annual
4. Date this description was prepared: 02/14/20
5. Available attendance forms:
My presence only
6. Number of study hours (total)/number of units (total):
.2An hour a week
7. Name of the course administrator (if more than one name is mentioned)
M. M. Zainab Kazem Abboud
8. Course objectives

• .	1-Student acquisitionBasics of the English
• .	language
• .	2-Students acquire the skill of reading and
	listening to simple English texts.
	3- How to introduce oneself, others, and
	conversation in common social situations.
	4- Developing the skill of oral delivery
	5- Expressing opinions
	6- Formulating the question and answering it
	7- Asking for additional information and
	requesting a repeat conversation.

| | | 8- Extracting information from reading pieces |
| | | 9- Use the dictionary. |

9. Teaching and learning strategies

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

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthl y, daily, written exams, and the end-of-year exam.	1Explainin g the scientific material by reading aFor specified parts. 2– Listening to the audio 3- Solving the exercises in the student book and the activity	1- The present simp and continuous tens 2- The affirmati negative, a exclamatory sentences. 3- The basic steps writing a compositi section. 4- Organization a planning construction. 5- Using t dictionary translation. 6- The present perf tense, affirmative a negative, in t question form. 7- The present perf continuous tense the case affirmation, den	1-Student acquisitionBa sics of the English language 2-Students acquire the skill of reading and listening to simple English texts. How to introduce oneself, others, and	2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatic 16 17 18 19 19 20 21

book. 4- Comprehensive reading, discussing and extracting specialized vocabulary and terminology.	and questioning. 8- Asking clarification. 9- Formation questions. 10- How to fill out the questionnaire. 11- Language functions. 12- The past ten and the pa continuous tense the case affirmative, negati and questionable. 13- Research methods 14- Writing classification 15- The past perf tense in The case affirmation, den and questioning 16- Answering question. 17- Comprehens reading pieces psychological a educational topics.	conversation in common social situations - Developing oral delivery skill 5- Expressing opinions 6- Formulating the question and answering it 7- Asking for additional information and requesting a repeat conversation. 8- Extracting information from reading pieces 9- Use the dictionary.	2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours	22 23 24 25 26 27 28 29 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

New Headway plus: Oxford Univers Press Pre-intermitted	Required textbooks (methodology, if any)

A book on learning the English language in a simplified way by Taher Al-Bayati	Main references (sources)
Watch tutorials on YouTube Dictionaries	Recommended supporting books and references (scientific journals, reports….)
	Electronic references, Internet sites

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025/2024 The First		Foundations of education	theoretical	

2. Expected learning outcomes of the program

Knowledge	
Informing students about the importance of the foundations of education in schools and what is the difference between education and teaching	
Skills	
Expanding the skill in analyzing and applying theories of the foundations of education	
Understanding	
Developing students' abilities to	

share and discuss ideas, including scientific material in the foundations of education	

3. **Teaching and Learning Strategies**

1-Explaining the scientific material by reading the topic given to the students through discussion and questioning.

2- Writing a report on a psychology topic and discussing the ideas that were presented during the lecture.

3- Linking the students' ideas to the scientific material and making them the focus of the educational process.

4. **Evaluation methods**

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

5. **Faculty**

Faculty Members

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

Professional Development

Mentoring new faculty members-
Orienting new faculty members
Professional development of faculty members

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

7. **The most important sources of information about the program**
1- Book of Principles of the Foundations of Education / Prof. Dr. Faisal Abdel-Munshed

8. Program Development Plan
Conducting training courses to learn about modern methods of education

31. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2025/2024 The first		Sociology	theoretical	

32. Expected learning outcomes of the program	
Knowledge	
Students were introduced to philosophies, sociology, and	

modern studies that dealt with social concepts and moral and value variables	

Skills

Expanding the skill of studying sociological theories in educational curricula	

Understanding

Developing students' abilities to share philosophical ideas and opinions in sociology and to express their inner thoughts and feelings regarding social matters and general life problems.	

33. Teaching and Learning Strategies

1-Explaining scientific material through social control in educational and moral sociology.

2- Write a review paper for each social theory and find out what summarizes the most important ideas presented during the lectures.

3- Link the famous social theories with the students' critical opinions.

34. Evaluation methods

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

35. Faculty

Faculty Members

Academic Rank	Specialization	Special	Number of the teaching

			Requirements/Skills (if applicable)		staff	
	General	Special			Staff	Lecturer
Assistant Professor	**Psychological and educational sciences**	Psychological counseling and educational guidance			Angel	

Professional Development
Mentoring new faculty members
Orienting new faculty members
Professional development of faculty members

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

37.   **The most important sources of information about the program**
Educational Sociology, Sociology Theories, Professor Dr. Fahim Al-Tarihi

38.   Program Development Plan
1-Studying the modern curricula for the approved courses at the various stages, 2-Identifying the philosophies that dealt with social problems and the courses of the students of the departments of educational and psychological sciences.

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

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

Course Description Form

23.	Course Name: Sociology
Sociology	

24.	Course Code:

25.	Semester / Year:
Annual	

26.	Description Preparation Date:3/3/2024

27.Available Attendance Forms:
My presence only

28.Number of Credit Hours (Total) / Number of Units (Total)
60 hours annually. 2 hours a week

29.	Course administrator's name (mention all, if more than one name)
Name: Sinan Saeed Jassim Email: sinan.saeed@uobasrah.edu.iq	

30.	Course Objectives	
1-- **Providing students with the skill of applying educatio** **sociology**	•	.....
2 – **Expanding the skill of recognizing ethical sociology**	•	.....
3 – **Clarifying the most important modern ideas in sociol** **and modern trends in society**	•	.....

31.	Teaching and Learning Strategies
Strategy	Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series

32. Course Structure

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

			Sociology	Explaining the scientific material through reading and examining modern social concepts and terminology in school culture, the social environment, class differences between the countryside and the city, and the impact of wars and migration and their impact on the individual.	Piuhy]
1	2 hour	1-Providing studen			
2	2 hour	with the skill			
3	2 hour	analyzing soc			
4	2 hour	issues by applyi			
5	2 hour	modern sociolo			
6	2 hour	theories			
7	2 hour	2-Informing studer			
8	2 hour	about the importar			
9	2 hour	of sociolo			
10	2 hour	theories Identifyi			
11	2 hour	social control in t			
12	2 hour	educational syste			
13	2 hour	for univers			
14	2 hour	students			
15 عطلة	2 hour				
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				

33. C2ourse 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

34. Learning and Teaching Resources

	1	

Teaching and learning strategies

	1. **Discerption program**
The year/level	**Code of Established Course**	**Name of Established Course**	**Credit hours**
2023/2024 First stage	-----	Psychology of individual differences	Theoretical 2 / practical 1

Required prescribed books (methodology, if any) Main references (sources) Recommended books and supporting references (scientific journals, reports….)	General Sociology Ru Sociology Educational Sociology

1- Explaining the scientific material with realistic examples and clinical cases

2- Requesting homework

3- Presenting the latest scientific news, the results of international research, and the findings of science in interpreting the genetic map and clarifying the results of psychosocial interaction and the formation of individual differences.

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

Expected learning outcomes of the programme

- Preparing a psychology teacher in secondary and middle schools

-Skills

- Psychoanalysts

- Psychological researchers in courts and state homes to care for the elderly, orphans, and people with special needs according to the needs of the state and society

Value

Scientific value: The importance of psychology and individual differences in our daily lives

Health value: The importance of the physical and psychological well-being of the individual

Practical value: How to deal with different personalities in society (difference in genetics and environment)

Evaluation methods

Tests, standards, opinion polls, and daily, monthly, and final exams

Homework, questions, discussion and dialogue

The teaching staff			
Faculty members			
Academic rank	specialization	special requirements/skills (if any)	preparation of the teaching staff
Assistant Professor	**General** / **special**		
	Psychological Counseling · Mental Health		Staff

Professional development	Orienting new faculty members
Professional development for faculty	members
Acceptance standard	Excellent
The most important sources of information about the program –	– Psychology Linda Davidoff 4th edition – Clinical psychologist Timothy Trull – Basics of counseling and mental health. Dr. Amal Al-Khalidi – Psychology of individual differences: Asaad Al-Emarah
Program development plan	– Access to the latest courses in the field of individual differences – Review the results of studies in the field of genetics and environment – Review the results of recent research in psychological referrals – Field visits to lobbies and psychological centers to identify individual differences and identify abnormal behavior

مخطط مهارات البرنامج Program skills chart

Learning outcomes required from the programme															
VALUES				**SKILLES**				**KNOWILEGE**				Basic or optional	Course name	Course code	Year/level Knowledge Skills Values
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
			■			■					■	Basic	Psychology of Individual Differences		2025-2024

MODEL OF DISCREPTION PROGRAM

ITEMS	HOURS	METHOUDES OF TEACHING	METHOUDES OF EVALUATION
Meaning of individual differences **Definition of difference and individual** **psychology** **The emergence of the psychology of** **individual differences** **The relationship of the psychology of** **individual differences to other** **sciences** **Reasons for studying the psychology** **of individual differences** **Areas of individual differences** **Heredity/genetic equation** **Chromosomes / number / shape /** **increase** **How fertilization occurs** **the environment** **The environment of the woman's** **womb/mother** **The birth was documented**	3 HOURS PER WEEK FOR EACH SUBJECT	Explanation of the lecture using posters and educational films Review the results of rec studies	Weekly and monthly exams Homework and class discussions, presenting examples and real–life cases, and practicing analyzing them

Postpartum environment Family the school the society Individual differences in components: Physical (nervous system / brain / endocrine glands / hormones) Individual differences in psychological components (personality/values/attitudes/inclinati ons/emotions/motivations/behaviour) Individual differences and their relationship to educational planning Individual differences and their relationship to measurement and evaluation How to measure individual differences			
Information sources Introduction to psychology / Linda Davidoff Physiological Psychology Ahmed Okasha Health psychology Physiological psychology			

Psychology difference **[WWW.APA.ORG](WWW.APA.ORG)**		

39. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
2025-2024		Descriptive statistics		

40. Expected learning outcomes of the program

Knowledge

1- Methods of presenting and collecting data

2- Data analysis methods

Skills

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

Ethics

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

41. **Teaching and Learning Strategies**
1- Lectures 2- Discussions 3- Exercises and practical cases

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