

**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: .....Bachelors.....

Final Certificate Name: .... Bachelors, 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

Date:

Signature: 

Scientific Associate

Name: Mohammed Qasim

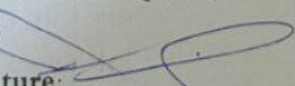
Date:

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

د. امل محمد عبد الكريم

### 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. Faculty

### Faculty Members

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

### Professional Development

#### Mentoring new faculty members

#### Professional development of faculty members

## 8. Acceptance Criterion

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

Mathematical Statistics, Hormuz, Amir Hanna (1990)

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

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

#### 10. Program Development Plan

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



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

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

## Course Description Form

1. Course Name:
Descriptive statistics
2. Course Code:
3. Semester / Year:
Yearly
4. Description Preparation Date:
8/3/2024
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
90 hours annually. 3 hours per week
7. Course administrator's name (mention all, if more than one name)
Name: Assistant teacher: Abdullah Mohammed ohmayed Email: Abdulla.alrekabi@yahoo.com
8. Course Objectives
<ul style="list-style-type: none"> <li>- 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</li> <li>- Graduating an outstanding student in data analysis</li> <li>- Using statistical methods in different fields</li> </ul>
9. Teaching and Learning Strategies
<ul style="list-style-type: none"> <li>1- Education strategy collaborative concept planning.</li> <li>2- Brainstorming education strategy.</li> <li>3- Education Strategy Notes Series</li> </ul>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hours	1- Providing graduate with the skills collecting, presenting and analyzing data with the aim extracting and drawing conclusions about the various phenomena under study	Statistics in educational and psychological sciences	Weekly, monthly, daily, written exams, and the end-of-year exam	
2	3 hours		Frequency distributions		
3	3 hours		Polygon and histogram		
4	3 hours		Measures of central tendency		
5	3 hours		SMA		
6	3 hours		Calculation methods (classified data)		
7	3 hours		Calculation methods (not classified data)		
8	3 hours		Mediator		
9	3 hours		Calculation methods (classified data)		
10	3 hours		Calculation methods (not classified data)		
11	3 hours		Loom		
12	3 hours		Calculation methods (classified data)		
13	3 hours		Calculation methods (not classified data)		
14	3 hours		Measures of dispersion		
15	3 hours		Term		
16	3 hours		Calculation methods (classified data)		
17	3 hours		Calculation methods (not classified data)		
18	3 hours	2- Graduating outstanding students in data analysis	variance		
19	3 hours		Calculation methods (classified data)		
19	3 hours	3-Using statistical methods in various fields	Calculation methods (not classified data)		
20	3 hours		standard deviation		
21	3 hours		Calculation methods (classified data)		
22	3 hours		Calculation methods (not classified data)		
23	3 hours		Coefficient of variation		
24	3 hours		Correlation coefficient		
25	3 hours		Simple correlation coefficient		
26	3 hours		Pearson correlation coefficient		
27	3 hours		Spearman correlation coefficient		
28	3 hours		Phi correlation coefficient		
29	3 hours				
30	3 hours				

## 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

Mathematical Statistics, Hormuz, Amir Hanna (1990)  
 Psychological, social and educational statistics, Abu Al-M  
 Mahmoud Al-Sayyid (1987)  
 Statistics and Measurement in Education and Psychology  
 Mansi, Mahmoud Abdel Halim (1989)

Main references (sources)

Statistics (Principles and Methods), Richard A.  
 Johnson, University of Wisconsin at Madison (2018)

<https://www.researchgate.net>

## 11. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025/2024		Social Psychology	theoretical	
The second				

## 12. Expected learning outcomes of the program

### Knowledge

Informing students about the importance of social psychology, its scientific goals, the stages of its development, and the most important fields from which its research and theories can be benefited.

### Skills

Expanding students' awareness of the most important elements and components that represent the

social fabric	
<b>Understanding</b>	
Developing students' abilities regarding the most important processes of social interaction and knowing the direction of interaction	

### 13. Teaching and Learning Strategies

- 1–Explaining the scientific material by reviewing the subject's vocabulary and the ideas it contains
- 2–Experimenting at the end of each chapter with a summary of the most important things covered in this chapter, linking the most important information covered in all chapters with the information students have.

### 14. Evaluation methods

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

### 15. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
teacher	Psychology	<b>Social Psychology</b>			Angel	

#### Professional Development

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

<b>16. Acceptance Criterion</b>
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

<b>17. The most important sources of information about the program</b>
1–Al–Ajmalī, Hosni (2003) Social psychology between theory and practice. Egyptian Igloo Library. Cairo 2– Al–Anoum, Adnan Youssef (2009) Social Psychology. University Library, Sharjah.

<b>18. Program Development Plan</b>
1–A comparative study of applying the ideas of Victorian poetry to Arabic poetry 2–Work on comparing poetic literary movements in English poetry and their impact on Arabic poetry and vice versa.

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		Social Psychology	Basic	---					----					---	

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

## Course Description Form

13. Course Name: Social Psychology					
<b>Social Psychology</b>					
14. Course Code:					
15. Semester / Year:					
Annual					
16. Description Preparation Date:3/3/2024					
17.Available Attendance Forms:					
My presence only					
18.Number of Credit Hours (Total) / Number of Units (Total)					
60 hours annually. 2 hours a week					
19. Course administrator's name (mention all, if more than one name)					
Name: Haider Mahdi Ahmed Email:					
20. Course Objectives					
1-Providing students with the skill of applying Victorian id		<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>			
by writing poems that imitate Victorian poetry.					
2 - Expanding the skill of critical reading of Victorian poetry					
3 - Explaining the most important modern ideas in Eng					
poetry, such as aesthetic theory.					
21. Teaching and Learning Strategies					
<b>Strategy</b>	Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series				
22. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
	2 hour	Providing student	Social Psychology	Explaining the	



1	2 hour	with the skill		scientific material by	
2	2 hour	analyzing poems		reading selected	Piuhy
3	2 hour	applying litera		poems and giving th	]
4	2 hour	theories.		most important	
5	2 hour	2- Informing studen		critical readings in th	
6	2 hour	about the importan		regard.	
7	2 hour	of critical theories		2- Writing a review	
8	2 hour	the Victorian era, su		paper for each poet	
9	2 hour	as the theory		summarizing the mo	
10	2 hour	tradition and cultu		important ideas	
11	2 hour	heritage in poetry		presented during the	
12	2 hour			lectures.	
13	2 hour			3- Linking well-know	
14	2 hour			critical ideas with th	
15	2 hour			students' critical	
16	2 hour			opinions.	
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				

### 23. Course Evaluation

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

8

### 24. Learning and Teaching Resources

English Victorian and Modern Poetry Armstrong, Isobel. Victorian Poetry: Poetry, poetics and politics. Routledge,	Required prescribed books (methodology any) Main references (source Recommended books and supporti references (scientific journals, reports....)
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2019

Bristow, J. (Ed.). (2000). The Cambridge companion to Victorian poetry. Cambridge University Press

Cronin, R. (2012). Reading Victorian Poetry (Vol. 5). John Wiley & Sons..

### 19. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025/2024		Developmental psychology	theoretical	

### 20. Expected learning outcomes of the program

#### Knowledge

Introducing students to the definitions of developmental psychology, the stages that a person goes through, the laws of growth, and the various topics it covers.

#### Skills

Students gain knowledge of how a person grows at different stages and how to deal with each stage.

#### Value

Developing students' abilities to deal scientifically with each stage of development.

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## 21. Teaching and Learning Strategies

- 1–Explaining the scientific material by clarifying the concepts and theories related to developmental psychology
- 2– Writing the most important ideas and concepts presented during the lectures
- 3– Linking the topics raised in the previous lecture with the current lecture.

## 22. Evaluation methods

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

## 23. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor Dr	Psychological counseling and educational guidance	psychological guidance			Angel	

### Professional Development

#### Mentoring new faculty members

Orienting new faculty members

#### Professional development of faculty members

Training courses, workshops and scientific lectures

<b>24. Acceptance Criterion</b>
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

<b>25. The most important sources of information about the program</b>

<b>26. Program Development Plan</b>
Providing awareness videos supporting the curriculum

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		Developmental psychology	Basic	---					----					---	

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

## Course Description Form

25.	Course Name: Developmental psychology		
	<b>Developmental psychology</b>		
26.	Course Code:		
27.	Semester / Year:		
	Annual		
28.	Description Preparation Date:3/3/2024		
29.	Available Attendance Forms:		
	My presence only		
30.	Number of Credit Hours (Total) / Number of Units (Total)		
	60 hours annually. 2 hours a week		
31.	Course administrator's name (mention all, if more than one name)		
	Name: Hana Abdel Nabi Kibun Email: <a href="mailto:hanaa.kbn@uobasrah.edu.iq">hanaa.kbn@uobasrah.edu.iq</a>		
32.	Course Objectives		
	1- Teaching female students the stages of human development.  2 - Clarifying the most important modern ideas and opinions on developmental psychology and its topics.	• • •	..... ..... .....
33.	Teaching and Learning Strategies		
<b>Strategy</b>	1--Explaining the scientific material by clarifying the concepts and theories related to developmental psychology 2- Writing the most important ideas and concepts presented during the lectures. 3- Linking the topics raised in the previous lecture with the next lecture.		

### 34. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	Introducing students to the importance of developmental psychology and stages	Developmental psychology	1-Explaining scientific material by presenting ideas and opinions using the method of discussion and questioning 2-Writing the most important ideas presented during the lectures 3- Linking the lecture with previous lectures through the feedback method.	Piuhy
2	2 hour				
3	2 hour				
4	2 hour				
5	2 hour				
6	2 hour				
7	2 hour				
8	2 hour				
9	2 hour				
10	2 hour				
11	2 hour				
12	2 hour				
13	2 hour				
14	2 hour				
15	2 hour				
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				

### 35. Course Evaluation

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

### 36. Learning and Teaching Resources

Developmental psychology

### 27. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025/2024 The second		Educational planning	theoretical	

### 28. Expected learning outcomes of the program

#### Knowledge

Informing students about the importance of educational planning in schools

#### Skills

Skills Expanding the skill: How to successfully plan educational plans and analyze the obstacles that may occur during the planning process.

#### Understanding

Values Developing students' abilities to share and discuss ideas, including scientific material in educational planning

### 29. Teaching and Learning Strategies

–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.

### 30. Evaluation methods

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

### 31. Faculty

#### Faculty Members

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

#### Professional Development

##### Mentoring new faculty members

Orienting new faculty members

##### Professional development of faculty members

### 32. Acceptance Criterion

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

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

1– Educational Planning Book / Muhammad Metwally

**34. Program Development Plan**

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

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

## Course Description Form

37. Course Name: Educational planning					
<b>Educational planning</b>					
38. Course Code:					
39. Semester / Year:					
Annual					
40. Description Preparation Date: 3/3/2024					
41. Available Attendance Forms:					
My presence only					
42. Number of Credit Hours (Total) / Number of Units (Total)					
60 hours annually. 2 hours a week					
43. Course administrator's name (mention all, if more than one name)					
Name: Maysaa Sabry Jassim					
Email: <a href="mailto:maysaa.gasim@uobasrah.iq">maysaa.gasim@uobasrah.iq</a>					
44. Course Objectives					
1- Providing students with planning skills		• .....			
2- Expanding the skill in avoiding obstacles during the planning process and developing alternative plans		• ..... • .....			
3- Explaining the most important modern ideas about educational planning and its relationship to economic planning					
45. Teaching and Learning Strategies					
Strategy		1-Cooperative learning education strategy. 2- Brainstorming education strategy.			
46. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	2 hour	1- Informing students	Educational	1-Explaining the	

1	2 hour	about the importance of	planning	scientific material by	Piuhy ]
2	2 hour	of education		reading the topic given	
3	2 hour	planning in schools		to the students	
4	2 hour	2-Expanding the scope		through discussion	
5	2 hour	on how		and questioning.	
6	2 hour	successfully plan		2-Writing a report on	
7	2 hour	educational plans and		a psychology topic and	
8	2 hour	analyze the obstacles		discussing the ideas	
9	2 hour	that may occur during		that were presented	
10	2 hour	the planning process		during the lecture.	
11	2 hour			3- Linking the	
12	2 hour			students' ideas to the	
13	2 hour			scientific material and	
14	2 hour			making it the focus of	
15	2 hour			the educational	
16	2 hour			process.	
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				

#### 47. Course Evaluation

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

8

#### 48. Learning and Teaching Resources

Educational planning book / author

Muhammad Metwally

### 35. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025/2024		Developmental psychology	theoretical	

### 36. Expected learning outcomes of the program

Knowledge	
Introducing students to the definitions of developmental psychology, the stages that a person goes through, the laws of growth, and the various topics it covers.	
Skills	
Students gain knowledge of how a person grows at different stages and how to deal with each stage.	
Value	
Developing students' abilities to deal scientifically with each stage of development.	

### 37. Teaching and Learning Strategies

1–Explaining the scientific material by clarifying the concepts and theories related

to developmental psychology

2– Writing the most important ideas and concepts presented during the lectures

3– Linking the topics raised in the previous lecture with the current lecture.

### 38. Evaluation methods

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

### 39. Faculty

#### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor Dr	Psychological counseling and educational guidance	psychological guidance			Angel	

#### Professional Development

##### Mentoring new faculty members

Orienting new faculty members

##### Professional development of faculty members

Training courses, workshops and scientific lectures

### 40. Acceptance Criterion

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

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

42.        Program Development Plan
Providing awareness videos supporting the curriculum



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		Developmental psychology	Basic	---					----					---	

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

## Course Description Form

49.	Course Name: Developmental psychology		
	<b>Developmental psychology</b>		
50.	Course Code:		
51.	Semester / Year:		
	Annual		
52.	Description Preparation Date: 3/3/2024		
53.	Available Attendance Forms:		
	My presence only		
54.	Number of Credit Hours (Total) / Number of Units (Total)		
	60 hours annually. 2 hours a week		
55.	Course administrator's name (mention all, if more than one name)		
	Name: Hana Abdel Nabi Kibun Email: <a href="mailto:hanaa.kbn@uobasrah.edu.iq">hanaa.kbn@uobasrah.edu.iq</a>		
56.	Course Objectives		
	3- Teaching female students the stages of human development.  2 - Clarifying the most important modern ideas and opinions in developmental psychology and its topics.	• • •	..... ..... .....
57.	Teaching and Learning Strategies		
<b>Strategy</b>	1--Explaining the scientific material by clarifying the concepts and theories related to developmental psychology 4- Writing the most important ideas and concepts presented during the lectures. 3- Linking the topics raised in the previous lecture with the next lecture.		

58. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	Introducing students to the importance of developmental psychology and stages	Developmental psychology	1-Explaining scientific material by presenting ideas and opinions using the method of discussion and questioning 2-Writing the most important ideas presented during the lectures 3- Linking the lecture with previous lectures through the feedback method.	Piuhy
2	2 hour				
3	2 hour				
4	2 hour				
5	2 hour				
6	2 hour				
7	2 hour				
8	2 hour				
9	2 hour				
10	2 hour				
11	2 hour				
12	2 hour				
13	2 hour				
14	2 hour				
15	2 hour				
عطلة					
16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				
59. Course Evaluation					

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

8

## 60. Learning and Teaching Resources

Developmental psychology

### 1. Program description

Credit hours		Name of the course or course	Course or course code	Year/level
/	theoretical	continuous education		2025-2024 /the second

### 2. Expected learning outcomes of the programme

Knowledge	
	Informing students about the importanceContinuing education and the topics it covers
Skills	
	Skill expansionDifferences between types of education in Iraq
Value	
	Developing students' abilities to share ideas about learning, teaching, and types of education in Iraq

### 3. Teaching and learning strategies

1-Explaining the scientific material throughClarifying the concepts and theories associated with continuing education

2- Writing the most important ideasAnd conceptsWhich was presented during the lectures

3- Link aTopics raised in the previous lecture and the current lecture

### 4. Evaluation methods

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

### 5. education institution

#### Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
	angel			private	general	
	angel			Education al psycholog y	Educati onal and psychol ogical science s	Teacher doctor

#### Professional development

##### Orienting new faculty members

<b>Professional development for faculty members</b>
Training courses, workshops and scientific lectures

<b>6. Acceptance criterion</b>

<b>7. The most important sources of information about the program</b>

<b>8. Program development plan</b>
Providing awareness videos supporting the curriculum
Work onApplying continuous learning in classroom situations

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	continuous education		2025-2024

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

## Course description form

1. Course Name:continuous education	
2. Course Code:	
3. the chapter/the year:Annual	
Annual	
4. Date this description was prepared:10/3/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
60hour annually.2An hour a week	
7. Name of the course administrator (if more than one name is mentioned)	
the name: MD Sarah Ibrahim Ahmed	
8. Course objectives	
<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	1- Student acquisitionKnowing the difference between learning and teaching, types of learning and teaching, and the most important stages of education 2-Clarifying the most important ideas And opinionsModern inContinuing education and its topics
9. Teaching and learning strategies	



1--Explaining the scientific material throughClarifying concepts and theories related to educational psychology	<b>The strategy</b>
2- Writing the most important ideasAnd conceptsWhich was presented during the lectures	
3- Link aTopics raised in the previous lecture and the current lecture	

## 10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<b>aFor weekly, monthly, daily, written exams, and the end-of-year exam.</b>	1-Explaining the scientific material throughPresenti	continuous education	Introduci ng students to the importan ce of learning and teaching, their types, education al levels, and the history of education in Iraq	2hour	1
	ng ideas and			2hour	2
	opinions using			2hour	3
	the method of			2hour	4
	discussion and			2hour	5
	questioning			2hour	6
	2- Writing The			2hour	7
	most important			2hour	8
	anoldeas			2hour	9
	presented			2hour	10
	during the			2hour	11
	lectures			2hour	12
	3-			2hour	13
	ConnectLecture			2hour	14
	with previous			2hour	15
	lectures through			2hour	16
				2hour	17
				2hour	18
				2hour	19
				2hour	19
				2hour	20
				2hour	21
				2hour	22

	feedback method			2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour	23 24 25 26 27 28 29 30
<b>11. Course evaluation</b>					
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams					
<b>12. Learning and teaching resources</b>					
	Continuing education book				

<b>1. Program description</b>				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Year/level</b>
<b>practical</b>	<b>theoreti cal</b>	the languageEnglish		2025–2024 /The first

<b>2. Expected learning outcomes of the programme</b>	
<b>Knowledge</b>	
	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.
<b>Skills</b>	
	Skill expansionSpeak and use the English language with confidence.
<b>Value</b>	
	Developing students' abilities to share ideas. Having confidence in speaking English

<b>3. Teaching and learning strategies</b>
<p>-1-Student acquisitionBasics of the English language</p> <p>2-Students acquire the skill of reading and listening to simple English texts. How to introduce oneself, others, and conversation in common social situations.</p> <p>3-Having confidence in speaking and using the English language</p>

<b>4. Evaluation methods</b>
<b>Weekly, monthly, daily exams and the end of the year exam.</b>

5. education institution					
Faculty members					
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	angel			private	

	angel				English	Teacher assistant
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<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>6. Acceptance criterion</b>

<b>7. The most important sources of information about the program</b>
<p>New Headway Plus Beginner by John and Liz Soars</p> <p><b>Oxford University Press</b></p>

<b>8. Program development plan</b>
<p>Raising the level of female students in English, especially in conversation, by developing the basics</p> <p>Language and raising listening skills, listening, reading, speaking and writing</p> <p>Speak and use the English language with confidence.</p>

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

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

## Course description form

1. Course Name:	
English language	
2. Course Code:	
3. Semester/Year: Annual	
Annual	
4. Date this description was prepared: 02/14/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
.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	
<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<p>1-Student acquisitionBasics of the English language</p> <p>2-Students acquire the skill of reading and listening to simple English texts.</p> <p>3- How to introduce oneself, others, and conversation in common social situations</p>
9. Teaching and learning strategies	
<p>1-Education strategy collaborative concept planning.</p> <p>2-Teaching strategy brainstorming.</p> <p>3-Education strategy notes series</p>	The strategy
10. Course structure	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<b>aFor weekly, monthly, daily, written exams, and the end-of-year exam.</b>	Explaining the scientific material by reading aFor specified parts. 2– Listening to the audio 3– Solving the exercises in the student book and the activity book.	1-English letters, definite and indefinite articles	1-Student acquisition	2 hours	1
		2- English prepositions	nBasics of the English language	2 hours	2
		3- Acquaintance	2-Students acquire the skill of reading and listening to simple English texts. How to introduce oneself, others, and conversati on in common social situations	2 hours	3
		4- Greetings and farewel		2 hours	4
		5- Common English phrases		2 hours	5
		6- Basic and ordi numbers		2 hours	6
		7- Days of the we months of the year, a seasons of the year		2 hours	7
		8- Vocabulary of time a how to ask about time.		2 hours	8
		9- Rules for collecti nouns		2 hours	9
		10-Pronunciation rulesPlural		2 hours	10
		11- Rules for pronounci pronunciationsPlural		2 hours	11
		11- Pronunciati rulesedthe past		2 hours	12
		13- Rules for writi composition		2 hours	13
		14- Standard and irregu English verbs		2 hours	14
		15- Opposites in t English language		2 hours	15
		16- Presentation a suggestion		2 hours	16
		17- Request		2 hours	17
				2 hours	18
				2 hours	19
				2 hours	20
				2 hours	21
				2 hours	22
				2 hours	23
				2 hours	24
				2 hours	25
				2 hours	26
				2 hours	27
				2 hours	28
				2 hours	29
				2 hours	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 Beginner	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	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

43. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2025/2024 The second		Curriculum and textbook	theoretical	

44. Expected learning outcomes of the program	
Knowledge	
Students learned about the philosophies that covered the curriculum and the types of those curricula	
Skills	
Expanding the skill of learning about modern teaching methods in the educational curricula	



Understanding	
Developing students' abilities to share ideas and express their inner thoughts and feelings regarding life matters, including the scientific material in the curriculum and textbook.	

#### 45. Teaching and Learning Strategies

- Explaining the scientific material by reading selected poems and giving the most important critical readings in this regard.
- 2– Writing a review paper for each poet summarizing the most important ideas presented during the lectures.
- 3– Linking well-known critical ideas with the students' critical opinions

#### 46. Evaluation methods

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

#### 47. Faculty

##### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor Dr	<b>Psychological and educational</b>	Psychological counseling and educational guidance			Angel	

	<b>sciences</b>					
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<b>Professional Development</b>
<b>Mentoring new faculty members</b>
Orienting new faculty members
<b>Professional development of faculty members</b>

<b>48. Acceptance Criterion</b>
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

<b>49. The most important sources of information about the program</b>
Curriculum and textbook by Professor Dr. Dawoud Abdel Salam Sabry

<b>50. Program Development Plan</b>
Studying the modern curricula for the approved courses in the various stages, and identifying the philosophies that dealt with the curricula and courses of the students of the psychological and educational departments.

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		Curriculum and textbook	Basic	---					----					---	

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

## Course Description Form

61. Course Name: Curriculum and textbook					
Curriculum and textbook					
62. Course Code:					
63. Semester / Year:					
Annual					
64. Description Preparation Date:3/3/2024					
65.Available Attendance Forms:					
My presence only					
66.Number of Credit Hours (Total) / Number of Units (Total)					
60 hours annually. 2 hours a week					
67. Course administrator's name (mention all, if more than one name)					
Name: Sinan Saeed Jassim Email: <a href="mailto:sinan.saeed@uobasrah.edu.iq">sinan.saeed@uobasrah.edu.iq</a>					
68. Course Objectives					
Providing students with the skill of applying the curriculum the textbook.  2- Expanding the skill of recognizing the curriculum.  3- Explaining the most important modern ideas in curriculum and the textbook.		<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>			
69. Teaching and Learning Strategies					
<b>Strategy</b>	Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series				
70. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour 2 hour	Providing student with the skill	Curriculum textbook	Explaining the scientific material by	

2	2 hour	analyzing poems		reading selected	Piuhy
3	2 hour	applying literary		poems and giving the	
4	2 hour	theories.		most important	
5	2 hour	2- Informing students		critical readings in the	
6	2 hour	about the importance		regard.	
7	2 hour	of critical theories		2- Writing a review	
8	2 hour	the Victorian era, such		paper for each poet	
9	2 hour	as the theory		summarizing the most	
10	2 hour	tradition and cultural		important ideas	
11	2 hour	heritage in poetry		presented during the	
12	2 hour			lectures.	
13	2 hour			3- Linking well-known	
14	2 hour			critical ideas with the	
15	2 hour			students' critical	
16	2 hour			opinions.	
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				

## 71. Course Evaluation

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

8

## 72. Learning and Teaching Resources

Required prescribed books  
(methodology, if any) Main references  
(sources) Recommended books and

supporting references (scientific journals, reports....)

Modern educational evaluation, curriculum and textbook. The textbook and educational curriculum between the past and the present

### 51. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025/2024 the second		Baath Party crimes	theoretical	

### 52. Expected learning outcomes of the program

Knowledge	
Enabling students to know the subject curriculum Skills	
Skills	
Developing female students' abilities to read and research	
Value	
1- Emphasize the importance of research and investigation	
2-Previous laws, knowledge of the methods used.	

### 53. Teaching and Learning Strategies

- 1- Explaining the scientific material in a lecture manner.
- 2- Writing a review paper for each topic that summarizes the most important

materials that were presented during the lecture.

3–Practice what was presented during the lecture by asking questions to the students.

#### 54. Evaluation methods

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

#### 55. Faculty

##### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor Dr	Islamic history	ancient history			Angel	

#### Professional Development

##### Mentoring new faculty members

Orienting new faculty members

##### Professional development of faculty members

Training courses, workshops and scientific lectures

#### 56. Acceptance Criterion

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

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

58. Program Development Plan

1–The necessity of adopting the theoretical aspect in teaching the subject of Baath crimes, and allocating sufficient time for that.

2–Introducing modern methods and means in teaching the subject, such as audio and video techniques, if available, to enhance students’ listening skills, or replacing them with conversations between the teacher and the students to implement What they learned.



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		Baath Party crimes	Basic	---					----					---	

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

## Course Description Form

73. Course Name: Baath Party crimes					
<b>Baath Party crimes</b>					
74. Course Code:					
75. Semester / Year:					
Annual					
76. Description Preparation Date:3/3/2024					
77.Available Attendance Forms:					
My presence only					
78.Number of Credit Hours (Total) / Number of Units (Total)					
60 hours annually. 2 hours a week					
79. Course administrator's name (mention all, if more than one name)					
Name: warud Abbas Lafteh Email: <a href="mailto:worood.lftah@uobasrah.iq">worood.lftah@uobasrah.iq</a>					
80. Course Objectives					
<b>1- Enabling female students to know the laws and regulations used during the period of government.</b> 2- Enabling female students to research and learn about the systems used.		<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>			
81. Teaching and Learning Strategies					
<b>Strategy</b>	1 - Teaching strategy using the lecture method 2- Brainstorming education strategy. 3- Education Strategy Observer Series. 4- Standard learning strategy.				
82. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning</b>	<b>Unit or subject</b>	<b>Learning method</b>	<b>Evaluation</b>

		Outcomes	name		method
1	2 hour	Informing students of the information surrounding the subject.	Baath Party crime	1- Explaining the scientific material in lecture manner 2- Shorten the material during the lecture 3-Practice what was asked during the lecture by asking questions to the students.	Piuhy ]
2	2 hour				
3	2 hour				
4	2 hour				
5	2 hour				
6	2 hour				
7	2 hour				
8	2 hour				
9	2 hour				
10	2 hour				
11	2 hour				
12	2 hour				
13	2 hour				
14	2 hour				
15	2 hour				
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				

### 83. 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

#### 84. Learning and Teaching Resources

Baath Party crimes

#### 1. Program description

Credit hours		Name of the course or course	Course or course code	Year/level
2 hours	theoretical	Calculators2		2025–2024 /the second

#### 2. Expected learning outcomes of the programme

##### Knowledge

1-The program aims to prepare people who have the ability to write course syllabuses for computer systems if they are appointed to institutions of an educational or academic nature. .  
a-Developing mental skills to diagnose problems and find solutions.  
3-A scientific description of the modern and correct system that must be followed by the institution in which the graduate works.

##### Skills

1–Skill in using computers and managing

	<p>well-known programs.</p> <p>2 –Ability to train their business partners to use computer programs.</p> <p>3 -The ability to describe the systems developed by them and give seminars and lectures related to this.</p>
<b>Value</b>	
	Developing female students' mental abilities and developing female students' concepts in the field of computers

### 3. Teaching and learning strategies

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

### 4. Evaluation methods

**ExamsDaily andWeekly, monthly and End of year exam.**

### 5. education institution

#### Faculty members

Preparing the teaching staff	Special requirements/skills (if any)	Specialization	Scientific rank

Lecturer	angel		private	general	
	angel		Information technology	computer Sciences	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

Nancy Stern & Robert Stern "Compiling in information age", John Wiley & Sons 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

## 8. Program development plan

Nothing

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level
C 4	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

1. Course Name: Computer basics2	
2. Course Code:	
3. the chapter/the year: Annual	
Annual	
4. Date this description was prepared:12/3/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
90hour annually.3An hour a week	
7. Name of the course administrator (if more than one name is mentioned)	
the name: M.M. Ghadeer Raad Abdel Aziz	
8. Course objectives	
	Developing female students' men abilities Developing female students' concepts the field of computers Acquire the technical skills necessary operate devices and implement program
9. Teaching and learning strategies	
1-Explaining the scientific material throughClarifying concepts and theories related to computers  2-Attending practical lectures in the computer laboratory  3- Link aTopics raised in the previous lecture and the current lecture	<b>The strategy</b>

10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<b>aFor weekly, monthly, daily, written exams, and the end-of-year exam.</b>	1-Explaining the scientific material throughPresenti ng ideas and opinions using the method of discussion and questioning 2- Writing The most important anolideas presented during the lectures 3- ConnectLecture with previous lectures through feedback method	Computer princ		3hour	1
		Operating syste		3hour	2
		Word processin		3hour	3
		Microsoft PowerPoint		3hour	4
				3hour	5
				3hour	6
				3hour	7
				3hour	8
				3hour	9
				3hour	10
				3hour	11
				3hour	12
				3hour	13
				3hour	14
				3hour	15
				3hour	vacatio
				3hour	16
				3hour	17
				3hour	18
				3hour	19
				3hour	19
				3hour	20
				3hour	21
				3hour	22
				3hour	23
				3hour	24
				3hour	25
				3hour	26

				3hour	27
				3hour	28
				3hour	29
				3hour	30
<b>11. Course evaluation</b>					
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams					
<b>12. Learning and teaching resources</b>					
	<ul style="list-style-type: none"> <li>Nancy Stern &amp; Robert Stern "Compiling in information age", John Wily &amp; Sans 1998</li> <li>The same book is translated into Arabic - translated by (Sorour Muhammad Surour), Qassim University Branch</li> </ul> <p>Introduction to computers and information technology - Tariq Asala - Watan Publishing House, Riyadh - 1430 AH</p>				

<b>9. Program description</b>				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Year/level</b>
<b>2 hours</b>	<b>theoretical</b>	Calculators2		2025-2024 /the second

<b>10. Expected learning outcomes of the programme</b>	
<b>Knowledge</b>	
	<p>1-The program aims to prepare people who have the ability to write course syllabuses for computer systems if they are appointed to institutions of an educational or academic nature. .</p> <p>a-Developing mental skills to diagnose problems and find solutions.</p>

	3-A scientific description of the modern and correct system that must be followed by the institution in which the graduate works.
<b>Skills</b>	
	1–Skill in using computers and managing well-known programs. 2 –Ability to train their business partners to use computer programs. 3 -The ability to describe the systems developed by them and give seminars and lectures related to this.
<b>Value</b>	
	Developing female students' mental abilities and developing female students' concepts in the field of computers

### 11. Teaching and learning strategies

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

### 12. Evaluation methods

**ExamsDaily andWeekly, monthly and End of year exam.**

### 13. education institution

#### Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
Lecturer	angel			private	general	
	angel			Information technology	computer Sciences	Teacher assistant

#### Professional development

##### Orienting new faculty members

##### Professional development for faculty members

### 14. Acceptance criterion

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

Nancy Stern & Robert Stern "Compiling in information age", John Wiley & Sons 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

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16. Program development plan
Nothing

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level
C 4	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

13. Course Name: Computer basics2	
14. Course Code:	
15. the chapter/the year: Annual	
Annual	
16. Date this description was prepared:12/3/2024	
17. Available attendance forms:	
My presence only	
18. Number of study hours (total)/number of units (total):	
90hour annually.3An hour a week	
19. Name of the course administrator (if more than one name is mentioned)	
the name: M.M. Ghadeer Raad Abdel Aziz	
20. Course objectives	
	Developing female students' men abilities Developing female students' concepts the field of computers Acquire the technical skills necessary operate devices and implement program
21. Teaching and learning strategies	
1-Explaining the scientific material throughClarifying concepts and theories related to computers  2-Attending practical lectures in the computer laboratory  3- Link aTopics raised in the previous lecture and the current lecture	<b>The strategy</b>



22. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<b>aFor weekly, monthly, daily, written exams, and the end-of-year exam.</b>	1-Explaining the scientific material throughPresenting ideas and opinions using the method of discussion and questioning 2- Writing The most important anolideas presented during the lectures 3- ConnectLecture with previous lectures through feedback method	Computer princ		3hour	1
		Operating syste		3hour	2
		Word processin		3hour	3
		Microsoft PowerPoint		3hour	4
				3hour	5
				3hour	6
				3hour	7
				3hour	8
				3hour	9
				3hour	10
				3hour	11
				3hour	12
				3hour	13
				3hour	14
				3hour	15
				3hour	vacatio
				3hour	16
				3hour	17
				3hour	18
				3hour	19
				3hour	19
				3hour	20
				3hour	21
				3hour	22
				3hour	23
				3hour	24
				3hour	25
				3hour	26
				3hour	27
				3hour	28
				3hour	29
				3hour	30

<b>23. Course evaluation</b>	
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams	
<b>24. Learning and teaching resources</b>	
	<ul style="list-style-type: none"> <li>• Nancy Stern &amp; Robert Stern "Compiling in information age", John Wily &amp; Sans 1998</li> <li>• The same book is translated into Arabic - translated by (Sorour Muhammad Surour), Qassim University Branch</li> </ul> <p>Introduction to computers and information technology - Tariq Asala - Watan Publishing House, Riyadh - 1430 AH</p>

<b>59. Program Description</b>				
Year/Level	Course Code	Course Name	Credit Hours	
2023/2024		Educational psychology	theoretical	

<b>60. Expected learning outcomes of the program</b>	
<b>Knowledge</b>	
Informing students about the importance of educational psychology and the topics it covers	
<b>Skills</b>	
Expanding the skill of analyzing theories of educational psychology	
<b>Ethics</b>	
Developing students' abilities	

to share ideas about schools of educational psychology	
Expressing one's thoughts and feelings regarding life matters, including matter Scientific education in educational psychology	

## 61. Teaching and Learning Strategies

- 1– Explaining the scientific material by clarifying the concepts and theories related to educational psychology
- 2– Writing the most important ideas and concepts presented during the lectures
- 3– Linking the topics raised in the previous lecture with the current lecture

## 62. Evaluation methods

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

## 63. Faculty

### Faculty Members

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

## 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.

**64. Acceptance Criterion**

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

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

Al-Atoum Adnan Youssef and others (2005) Educational Psychology Theory and Application, Amman, Dar Al-Masirah Publishing House Distribution and printing.

2- Adas Abdul Rahman and Qatami Youssef (2003) Educational Psychology, Amman, Dar Al Fikr.

**66. Program Development Plan**

1-A comparative study between theories of educational psychology and theories of psychology in general.

2-Work on applying theories of educational psychology in educational situations

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

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

## Course Description Form

85.	Course Name:		
	<b>Educational psychology</b>		
86.	Course Code:		
87.	Semester / Year:		
	Annual		
88.	Description Preparation Date:	2024/3/3	
89.	Available Attendance Forms:		
	My presence only		
90.	Number of Credit Hours (Total) / Number of Units (Total)		
	60 hours annually. 2 hours a week		
91.	Course administrator's name (mention all, if more than one name)		
	Name: sarah jabbar salman		
	Email: <a href="mailto:sara.jabbar@uobasrah.edu.iq">sara.jabbar@uobasrah.edu.iq</a>		
92.	Course Objectives		
	1- Providing students with the skill of applying theories of Educational psychology.	•	.....
	2- Expanding students' skill in applying Theories of educational psychology in rooms Safiya.	•	.....
	3 - Clarifying the most important modern ideas and opinions in Educational psychology and its topics	•	.....
93.	Teaching and Learning Strategies		
Strategy	1-Explaining scientific material by clarifying the concepts and theories related to science Educational psychology 2-Writing the most important ideas and concepts presented during the lectures 3- Linking the topics raised in the previous lecture with the current lecture		

94. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	1-Acquisition	Educational psychology	1-Explanation	Piuhy
2	2 hour	Students are a sl		the article	
3	2 hour	analysis Scier		Scientific	
4	2 hour	theories s		knowledge fro ]	
5	2 hour	Educational A		Lal put forward	
6	2 hour	analyze it .		Ala Thoughts	
7	2 hour	2-Informing Studer		and opinions	
8	2 hour	about The importan		using road	
9	2 hour	of science s		Discussion or	
10	2 hour	Educational A		else	
11	2 hour	Topics And scho		Interrogation	
12	2 hour	which he addresses		2-Writing the	
13	2 hour			most importa	
14	2 hour			A For ideas th	
15	2 hour			Asked during	
عطلة				Lectures	
16	2 hour			3-link Lecture	
17	2 hour			with Lectures	
18	2 hour			Previous on	
19	2 hour			road style	
20	2 hour			nutrition The	
21	2 hour			return.	
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				
95. 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					

**96. Learning and Teaching Resources**

1– Al–Atoum Adnan Youssef and others (2005) Educational Psychology Theory and Application, Amman, Dar Al–Masirah Publishing House Distribution and printing.

2– Adas Abdul Rahman and Qatami Youssef (2003) Educational Psychology, Amman, Dar Al Fikr.