

**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

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:

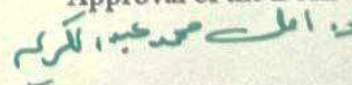
Date:

Alaa Shaker

Signature:



Approval of the Dean



1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

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

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
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.

1. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Teaching methods		2025–2024 / Fourth

2. Expected learning outcomes of the programme	
Knowledge	
	Informing students aboutThe concept of teaching methods and knowledge of everything Related to teaching methods and types
Skills	
	expansionStudents' knowledge about everything Related to teaching strategies and methods
Value	
	Developing students' abilities to share ideas
	The student accepts the subject, responds positively to the subject, and enhances the positive side

3. Teaching and learning strategies
-Assigning students to prepare homework and research

Questioning students using traditional questions

4. Evaluation methods

Achievement tests: oral and written

5. education institution

Faculty members

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

Professional development

Orienting new faculty members

Professional development for faculty members

6. Acceptance criterion

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The most important sources of information about the program
2016 Social subjects curricula and teaching methods / Prof. Dr. Faisal Abd Munshid Prof. Dr. Daoud Abdel Salam 1– Interactive teaching strategies and methods Dr. Abdul Wahed Mahmoud Al–Kanaani Dr. Suha Abdel Amir Abboud2016.

Program development plan
development Interpersonal skillsEffectively and actively– Developing students’ ability to research and investigate through visiting the library– Directing and motivating others to work and highlighting the student’s personality –

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level
C4	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1				
	—					—					—	Basic	Teaching methods		2025-2024

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

Course description form

1. Course Name:Teaching methods	
2. Course Code:	
3. the chapter/the year:Annual Annual	
4. Date this description was prepared: 02/14/2024	
5. Available attendance forms: My presence only	
6. Number of study hours (total)/number of units (total): 90hour annually. 3An hour a week	
7. Name of the course administrator (if more than one name is mentioned) the name:Prof. Dr. Anwar Abdel Qader Machi anwar.alkader@uobasra.edu.iq	
8. Course objectives	
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> - The student's familiarity with the importance of studying the types of teaching methods Helping the student learn good teaching skills - Enabling the student to use interactive methods in teaching - Training on active learning strategies
9. Teaching and learning strategies	
1-Different teaching methods 2- Brainstorming 3- Interrogation Cooperative learning	The strategy

10. Course structure

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- Explainin	Teaching concept	Providing learners with everything related to the concept of teaching, its foundations, teaching methods, methods and strategies, in addition to classifications of methods and students' knowledge of each method and how to use it in teaching.	3hour	1
	g scientific			3hour	2
	material through			3hour	3
	daily preparation			3hour	4
	2- Use			3hour	5
	questions or			3hour	6
	interrogations to			3hour	7
	clarify vocabulary			3hour	8
	3- Preparing			3hour	9
	assignments			3hour	10
	related to			3hour	11
	different teaching			3hour	12
	methods			3hour	13
	4- The			3hour	14
	students prepare			3hour	15
	a topic and			3hour	vacati
	choose an			3hour	16
	appropriate			3hour	17
	teaching method			3hour	18
	to explain this			3hour	19
	topic			3hour	20
				3hour	21
				3hour	22
				3hour	23
				3hour	24
				3hour	25
				3hour	26
				3hour	27
				3hour	28
				3hour	29
				3hour	30

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

1. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
	theoreti cal	Educational guidance and guidance		2025-2024 / AFor a third

2. Expected learning outcomes of the programme	
Knowledge	
	Informing students about the importance of psychological counseling in schools and what is the

	difference between education and learning.
Skills	
	expansiontheSkillIn the analysis and application of psychological counseling theories.
Value	
	Developing students' abilities to share and discuss ideas, including scientific material in psychological counselling.

3. Teaching and learning strategies

-Explaining the scientific material through readingThe topic is given to students through discussion and questioning.

2- WritingA report on a psychology topic and a discussion of the ideas presented during the lecture

3- ConnectStudents' ideas about the scientific subject and making it the focus of the educational process

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			Psychological counseling and educational guidance	Educational guidance and direction	Mr

Professional development
Orienting new faculty members
Professional development for faculty members

6. Acceptance criterion

7. The most important sources of information about the program
<p>1-The book of psychological guidance and counseling / Camel, Muhammad Jaafar</p> <p>2/ Book of Counseling and Mental Health / Dr. Fahim Hussein Al-Tarihi and Hussein Rabie</p>

8. Program development plan
Conducting guidance programs and training courses to develop the guidance process in various aspects

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

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

Course description form

1. Course Name:psychological guidance	
The concept of psychological counseling and its decisions	
2. Course Code:	
3. the chapter/the year:Annual	
Annual	
4. Date this description was prepared 7/3/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
60hour annually.2An hour a week	
7. Name of the course administrator (if more than one name is mentioned)	
8. Course objectives	
<ul style="list-style-type: none"> • • • 	<p>1- Providing students with application skillsTheories Psychological counseling and analysis</p> <p>2 -Skill expansionIn comparison between psychological counseling in the ancient and modern era</p> <p>3-Clarifying the most important modern ideasAbout psychological counseling media.</p>
9. Teaching and learning strategies	

1-Education strategyCooperative learning. 2-Teaching strategy brainstorming. 3-Education strategyDiscussion and questioning					The strategy
10. Course structure					
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- Explainin	Principles foundations education	1-Providing students with t	2hour	1
	g the		skill of analyzi	2hour	2
	g the		and applyi	2hour	3
	scientific		theories	2hour	4
	material		2-Psychological	2hour	5
	through		and counseli	2hour	6
	readingTh		and its uses	2hour	7
	e topic		psychological	2hour	8
	given to		counselors	2hour	9
	students		Informing	2hour	10
	through		students about t	2hour	11
	discussio		importance	2hour	12
	nAnd		counseling,	2hour	13
	interrogatio		foundations a	2hour	14
	n		principles	2hour	15
	2- WritingRe		schools, a	2hour	vacatio
	port on a		applying means	2hour	16
	psycholog		collecting	2hour	17
	y topic		information	2hour	18
	and		effectively, such	2hour	19
			interviews,	2hour	20
			observation, ca	2hour	21
			studies,	2hour	22
			cumulative	2hour	23
			records, a	2hour	24
			others.	2hour	25
				2hour	26
				2hour	27

	discuss			2hour	28
	the ideas			2hour	29
	that were			2hour	30
	presented				
	During the				
	lecture				
	3- ConnectStud				
	ideas about				
	subjectscience				
	make it the fo				
	of the educatio				
	process				

11. Course evaluation

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

12. Learning and teaching resources

	1-The book on psychological guidance and advice / Muhammad Jaafar Jamal 2 / The book on psychological guidance / Dr. Fahim Al-Tarih and Dr. Hussein Rabie
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7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025/2024		Educational techniques	theoretical	

8. Expected learning outcomes of the program

Knowledge	
Informing students about the importance of the methods and techniques used in the educational process	
Skills	
Expanding the skill of identifying educational methods within classrooms	
Ethics	
Developing students' abilities to know and use learning meth	

9. Teaching and Learning Strategies

- 1– Explaining the scientific material by clarifying the concepts and tools of educational methods
- 2– Writing the most important steps and concepts presented during the lectures
- 3– Linking the topics raised in the previous lecture with the new lecture

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
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.

12. Acceptance Criterion

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

13. The most important sources of information about the program

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

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

14. Program Development Plan

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

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

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

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

Course Description Form

1. Course Name:					
Educational techniques					
2. Course Code:					
3. Semester / Year:					
Annual					
4. Description Preparation Date:2024/3/3					
5. Available Attendance Forms:					
My presence only					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hours annually. 2 hours a week					
7. Course administrator's name (mention all, if more than one name)					
Name: sarah jabbar salman Email: sara.jabbar@uobasrah.edu.iq					
8. Course Objectives					
1-Providing students with the skill of applying educational methods in the classroom 2-Expanding students' skills in how to use these means 3 - Explaining the most important classifications and trends in educational technologies and methods			<ul style="list-style-type: none"> • • • 		
9. Teaching and Learning Strategies					
Strategy	1 --Explaining the scientific material by clarifying the concepts educational methods 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				
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation

		Outcomes			method
1	2 hour	1-Providing students with t	Educational techniques	1- Explaining the scientific material by presenting ideas and opinions using the method of discussion and questioning.	Piuhy]
2	2 hour	skill of applying educational		2- Writing the most important ideas presented during the lectures.	
3	2 hour	methods within t		3- Linking the lecture with previous lecture through the feedback method	
4	2 hour	classroom			
5	2 hour	2- Informi			
6	2 hour	students about t			
7	2 hour	importance			
8	2 hour	educational			
9	2 hour	technologies and t			
10	2 hour	extent of th			
11	2 hour	benefit in t			
12	2 hour	learning process			
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				

11. Course Evaluation

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

8

12. Learning and Teaching Resources

1-Jari, Khudair Abbas (2016): Educational technologies, their development,

classifications, types, trends, Baghdad, Thaer Al-Asami Foundation for Printing, Publishing, Distribution and Advertising.

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

15. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
1- 2025-2024/ Third Stage		Physiological psychology	theoretical	practical
			2	1

16. Expected learning outcomes of the program

Knowledge

- 1) To distinguish between voluntary and involuntary nervous systems
- 2) To realize the importance of brain function and safety
- 3) The student should distinguish between diseases of nervous and hormonal origin and their effect on human behaviour
- 4) To be able to differentiate between innate and acquired motivations and their relationship to human behaviour and the learning process

Skills

- 1- The student should enumerate the types of nervous systems
- 2- The student should enumerate the parts of the brain
- 3- To know how the brain works
- 4- That the student knows how motivation works and its relationship to behaviour and learning
- 5- The student should know the hormonal system and diseases arising from secretion disorders
- 6- The student should distinguish between the vital functions of the teeth, such as sleep, and their relationship and impact on the learning process and normal behaviour

Ethics

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

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

To maximize the safety of the human nervous sys

17. Teaching and Learning Strategies

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

2– Request homework by answering a question

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

18. Evaluation methods

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

19. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

Professional development of faculty members

20. Acceptance Criterion
Excellent

21. The most important sources of information about the program

22. Program Development Plan
Studying modern curricula for approved courses at various stages Identifying the philosophies that address the curricula and courses of students in the psychological and educational departments

Program Skills Outline															
				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		Physiological psychology	Basic	_____					_____			_____			

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

Course Description Form

13.		Course Name:			
		Physiological psychology			
14.		Course Code:			
15.		Semester / Year: Annual			
16.		Description Preparation Date:			
		10/3/2024			
17.		Available Attendance Forms:			
		Presence only			
18.		Number of Credit Hours (Total) / Number of Units (Total)			
		3 Hours Weekly/ 80 Hours a year			
19.		Course administrator's name (mention all, if more than one name)			
		Assistant Professor Ameera Abdul-Kareem Maran			
20.		Course Objectives			
		Identify the origins, development and fields of physiological psychology Identify the nature of the physiological foundations of behaviour. Knowing the relationship of hormones to behaviour and their effect on humans How does coordination and neural and hormonal integration occur in regulating relationship between the individual and his environment The importance of the nervous system and its function Understanding the physiological basis of motivation			
21.		Teaching and Learning Strategies			
		Distribution is as follows: 50 marks (monthly exam 20 marks) for two consecutive months or during the first and second semester and the activity (10 marks) with 4 exams and the final exam out of 50. The total score = 100			
22.		Course Structure			
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	3	1-Providing students with the skill speaking and writing in English 2- Providing students with cultural communication skills with foreign	The origins of physiological psychology Its development and	Explanation of the lecture using posters And educational films 2- Review the resources	Weekly and monthly exams homework The student

		culture	fields Hormonal system Diseases arising from hormonal imbalance The relationship of hormones to behavior The relationship of hormones to mental abilities The nervous system and its function Its sections Brain lobes Neuron cell physiology Types of nerves Nervous system diseases Chemical carriers Nervous system diseases Epilepsy Its types Its treatment Its first aid The relationship of epilepsy to learning Physiological foundations of motivation The relationship of the hypothalamus to hunger, thirst, and sex Emotions Its relationship to physical diseases Its harm to the fetus Its benefits sleep Types of sleep Sleep and learning Sleep disorders Sleep deprivation	of recent studies	should evaluate the daily situations that occur to him as a result of the physiological basis It raises the level of awareness about the importance of the nervous system as a scientific basis for an individual's balance
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23. Course Evaluation

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

24. Learning and Teaching Resources

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

23. Program Accreditation

No Accreditation

24. Other external influences

No

25. Program Structure

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

Requirements				
Summer Training				
Other				

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

26. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2- 2025-2024/ Third Stage		Psychological Health	theoretical	practical
			2	

27. Expected learning outcomes of the program
Knowledge
Skills
Preparing psychological analysts in courts and state homes to care for the elderly, orphans, and people with special needs - Preparing psychological researchers - Preparing psychology teachers in secondary and middle schools
Ethics
Scientific value: The importance of psychology in our daily lives Health value: the importance of personal integrity and balance Practical value: How to deal with different personalities in society

28. Teaching and Learning Strategies
1-Explaining the scientific material with real-life 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 personality theories and clarifying the results of psychosocial interaction. 4- The method of discussing and presenting cases in the classroom

29. Evaluation methods

Tests, assessments, questionnaires, and daily, monthly, and final exams
Homework, questions, discussion and dialogue

30. Faculty

Faculty Members

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

Professional Development

Mentoring new faculty members

Professional development of faculty members

31. Acceptance Criterion

Excellent

32. The most important sources of information about the program

The book "Mental Health Where There Is No Psychiatrist" (Dr. Vicram Patel)

– Clinical Psychologist Timothy Trull

– Basics of counseling and mental health. Dr. Amal Al-Khalidi

33. Program Development Plan

View the latest courses in the field of mental health

Follow up on the results of recent research in the field of mental health

Field visits to lobbies and psychological centers

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		Personality psychology	Basic	_____					_____			_____			

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

Course Description Form

25.	Course Name:
	Personality psychology
26.	Course Code:
27.	Semester / Year
	Annual
28.	Description Preparation Date:
	10/3/2024
29.	Available Attendance Forms:
	Presence only
30.	Number of Credit Hours (Total) / Number of Units (Total)
	2 Hours Weekly
31.	Course administrator's name (mention all, if more than one name)
	Assistant Professor Ameera Abdul-Kareem Maran
32.	Course Objectives
	<p>Employing mental health principles and concepts according to the needs of society arising from the situation</p> <p>Focusing on the needs of the student at the present time and his needs as a future teacher practicing his work among teenagers in middle schools</p> <p>The ability to recognize abnormal behaviour and diagnose and identify some of its causes and factors</p> <p>It helps not to abandon or postpone psychological conditions and deal with them professionally and with awareness</p> <p>Spreading awareness about the importance of mental health among members of society, especially students to create a psychologically healthy person capable of achieving his goals and building his future.</p> <p>A- Cognitive objectives.</p> <p>1) The student should distinguish between mental health and psychological disorder</p> <p>2) That the student understands the causes of mental health</p> <p>3) The student should understand the difference between some mental illnesses</p> <p>4) The student knows the types of mental illness</p> <p>B - Skills objectives of the program:</p> <p>B1/ The student should enumerate the types of mental illnesses</p> <p>B2/ The student should enumerate the causes of mental illness</p> <p>B3/ The student should be familiar with mental health and international mental health references</p> <p>B4/ The student should know the symptoms of some common psychological diseases (such as anxiety and depression)</p> <p>B5/ To distinguish between mental illness, crisis, and psychological conflict</p> <p>B6/ To know some common types of psychological treatments</p>
33.	Teaching and Learning Strategies

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

The total score = 100

34. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	2			1-Explanation of the lecture using posters And educational film 2- Review the results of recent studies	Weekly and monthly exams Homework and class discussions, presenting examples and real-life cases and practicing analyzing the

35. Course Evaluation

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

The total score = 100

36. Learning and Teaching Resources

Required prescribed books	Mental health Hussein Al-Dahri Mental health where there is psychiatrist
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Bulletin of the American Psychological Association Publications of the Arab Resources Workshop Publications and research of the World Council for Mental Health
Electronic References, Websites	

1. Program description

Credit hours		Name of the course or course	Course or course code	Year/level
Practical	theoretical	Practical education		2025–2024 / theRabaa

2. Expected learning outcomes of the programme

Knowledge

For students to become familiar with the concept of practical education, its most important stages and its importance. The most important principles that a student teacher must follow to be a successful practitioner

Skills

Providing students with teaching skills, how to write an annual and daily study plan, applying teaching methods on the ground, and providing them with classroom control and management skills.

Value

Developing students' abilities to share ideas Cooperate and take responsibility in completing tasks

Taking into account individual differences and students' needs while teaching and preparing tests

3. Teaching and learning strategies

Lecture and discussion were used

4. Evaluation methods

Activities and Daily, monthly and year-end tests

5. education institution

Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	general	
	angel			General curricula and teaching methods	Educational and psychological sciences	Teacherassistant

Professional development
Reviewing innovations in the field of teaching methods, learning and teaching strategies, and keeping up with the writing of scientific research
Professional development for faculty members

6. Acceptance criterion

7. The most important sources of information about the program

8. Program development plan

Make the application period for students two months to sufficiently increase their teaching experience and gain experience in this field

Program skills chart

Learning outcomes required from the programme

Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	Year/level
C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2					
	—					—					—	Basic	Practical education		2025-2024

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

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Course description form

1. Course Name:	
Practical education	
2. Course Code:	
3. Semester/Year: Annual	
Annual	
4. The date this document was prepared 3/8/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
11 hour(Total)One hour per week	
7. Name of the course administrator (if more than one name is mentioned)	
Name: M.M. Maysaa Abdel Hussein Khalaf, email: maisaa.khalaf@uobasrah.edu.iq	
8. Course objectives	
<ul style="list-style-type: none"> • • • 	<p>1/ Introducing students to the concept of practical education, its stages, its most important principles and its importance so that the application process can be completed successfully</p> <p>2/ Introducing students to teaching skills (planning, implementation, and evaluation) and their importance for achieving the goals of the educational process and the skills of classroom control and management so that the process of implementing it can be</p>

			completed successfully. 3/ Training students to teach in a practical way and linking the theoretical aspect to the applied aspect.		
9. Teaching and learning strategies					
1/the discussion 2/lecture				The strategy	
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
Ask questions in the lecture Train them to present a lesson and evaluate their performance And monthly tests	Explanation the article and give Examples clarification And use the blackboard The pen is lost Scientific material Follow discussion And the lecture And involve students In the lecture from During the assignment provide Imam's lecture Their colleagues to train them On teaching	Practical education	1/ Preparing students who possess knowledge of the concept of practical education, its stages, and its most important principles and importance 2/ Providing students with teaching skills (planning, implementat	1 hour	1
				1 hour	2
				1 hour	3
				1 hour	4
				1 hour	5
				1 hour	6
				1 hour	7
				1 hour	8
				1 hour	9
				1 hour	10
				1 hour	11
					12
					13
					14
					15
					vacation
					16
					17
					18
					19
					19
					20
					21
					22
	23				
	24				

	link lecture Previous current		ion, and evaluation) and their importance for achieving the goals of the educational process and the skills of classroom control and managemen t so that the process of implementin g it can be completed successfully . 3/ Preparing students for practical teaching.		25 26 27 28 29 30
--	--	--	--	--	----------------------------------

11.

Distribution is as follows:5daily5View form20A monthly exam is the total30degree

12. Learning and teaching resources

	Required textbooks (methodology, if any)
Practical education, prepared by Prof. Zainab Ali Faleh	Main references (sources)
Attia, Mohsen Ali.(2013), Curricula and Methods Teaching, 1st edition, Dar Al-Mahraj Publishing and Distribution, Amman	

	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

34. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
2025-2024 / Fourth	Theoretical and practical behavior		modification	techniques

35. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Informing students about the importance of behavior modification theories
Skills	
Learning Outcomes 2	Expand problem-solving skills
Learning Outcomes 3	Expand problem-solving skills
Ethics	
Learning Outcomes 4	Developing students' abilities to share ideas
Learning Outcomes 5	Developing students' abilities to share ideas

36. Teaching and Learning Strategies

1-Explaining the scientific material through questions and answers.

2- Problem solving strategy

3- Linking theoretical ideas to real-life examples

37. Evaluation methods

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

38. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Assistant teacher	psychological counseling.	psychological counseling.	theoretical	practical	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.

39. Acceptance Criterion

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

40. The most important sources of information about the program

Behavior modification skills and techniques

41. Program Development Plan

An experimental study on behavior modification

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				A				B				C			
		Behavior modification skills and techniques	Basic												

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

Course Description Form

37.	Course Name:
Behavior modification skills and techniques	
38.	Course Code:
39.	Semester / Year:
Annual	
40.	Description Preparation Date:
1/3/2024	
41.	Available Attendance Forms:
90 hours annually. 3 hours per week	
42.	Number of Credit Hours (Total) / Number of Units (Total)
43.	Course administrator's name (mention all, if more than one name)
Name: M.M. Duha Adel Salem Al-Luaibi Email:	
Email: duha.salim@uobasrah.edu.iq	
44.	Course Objectives
1- Providing students with the skill of applying behavior modification	• • •
2- Applying behavior modification in reality	
3 - Explaining the most important modern ideas in behavior modification	

45. Teaching and Learning Strategies					
Strategy		<div>1- Teaching strategy to solve problems.</div> <div>2- Brainstorming education strategy.</div> <div>3- Education Strategy Notes Series</div>			
46. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2	3	<div>- Providing students with the skill of behavior modification.</div> <div>2- Informing students about the importance of behavior modification</div> <div>theories</div> <div>3- Behavior modification techniques</div>	Behavior modification skills and techniques	<div>Explaining the scientific material through questions and answers</div> <div>2- Write a review paper for all behavior modification techniques</div> <div>3- Linking ideas to problems that require behavior modification</div>	Weekly, monthly, daily, written exams, and the end-of-year exam.
3	hours				
4	3				
5	hours				
6	3				
7	hours				
8	3				
9	hours				
10	3				
11	hours				
12	3				
13	hours				
14	3				
15	hours				
16	3				
17	hours				
18	3				
19	hours				
20	3				
21	hours				
22	hours				

23	3				
24					
25	hours				
26					
27	3				
28	hours				
29					
30	3				
	hours				
	3				
	hours				
	3				
	hours				
	3				
	hours				
	3				
	hours				
	3				
	hours				
	3				
	hours				
	3				
	hours				
	3				
	hours				

47. 2Course 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

48. Learning and Teaching Resources

Required textbooks (curricular books any)	Behavior Modification
Main references (sources)	Behavior modification, Shut up and Nael 2016
Recommended books and references (scientific journals, reports...)	Modifying human behavior, modifying human behavior
Electronic References, Websites	

1. Program description

Credit hours		Name of the course or course	Course or course code	Year/level
practical	Theoretical	Special Education		2025-2024 / Fourth

2. Expected learning outcomes of the programme

Knowledge	
	<p>A- Cognitive objectives.</p> <p>A1- Enabling the student to gain an understanding of various educational and psychological science subjects.</p> <p>A2- Preparing a teacherYesn moEtoYesn for trainingYesS in educational institutionsYesH.</p> <p>A3- . For the student to become familiar with the history of special education.</p> <p>A4- That the student becomes familiar with the concept of special education, the basic terms and concepts in psychopathology, and the theoretical foundations on which it is based.</p> <p>-</p>
Skills	
	B1 - The student should know how to identify and define the target underdevelopment.
	B2 - The ability to use modern teaching methods and techniques.
Value	
	C1- Reception or acceptanceReceiving
	C2- ResponseResponding
	C3- Evaluation or giving valueValues
	C4- OrganizationOrganizing
	C5- Forming the self or labeling it with valuecharacterization by a value
	C6- Consolidating ideal values and a positive view of people with special needs.
	C7- - Using therapeutic counseling programs to deal with people with special needs.

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

4. Evaluation methods
1. Daily oral questions

2. Reports and homework
3. Quarterly exams

5. education institution

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
Teaching	angel			private	general	
	angel			Psychological counseling	Psychological guidance and educational guidance	Assistant Professor

Professional development

Orienting new faculty members

Professional development for faculty members

Develop self-motivation for research and learning.

2. Developing a sense of belonging to the family, society and country.
3. Developing the desire to serve society.

6. Acceptance criterion

– The student must be a graduate of preparatory

school/scientific/literary/applied/biological stream

- The student's average in preparatory study should not be less than (65%)

7. The most important sources of information about the program

Multiple sources from the Internet
An introduction to special education book written by Omar Fawaz Abdulaziz
Special education by author Dr. Hussein Al-Yasiri, special education and its therapeutic programs, by author Dr. Abdel Fattah Abdel Majeed Al Sharif, Introduction to Special Education by Dr. Omar Jawaz Abdel Majeed and others

8. Program development plan

A comparative study of applying the ideas of Victorian poetry to Arabic poetry

Work on comparing poetic literary movements in English poetry and their impact on Arabic poetry and vice versa

Program skills chart

Learning outcomes required from the programme

Learning Outcome		Course		Skills				Knowledge				Essential or optional?	Course Name	Course Code	Year/level
LO1	LO2	C1	C2	B1	B2	B3	B4	A1	A2	A3	A4				
												Basic	For special education		2023-2024

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

Course description form

1. Course Name:Special Education	
Special Education	
2. Course Code:	
3. Semester/Year: Annual	
Annual	
4. Date this description was prepared:7/3/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
90 hours annually. 3 hours per week	
7. Name of the course administrator (if more than one name is mentioned)	
the name: A.M.D. Rafif Abdul Hafez Al-Ria Email: rafeef.alreahy@uobasrah.edu.iq	
8. Course objectives	
<ul style="list-style-type: none"> • • • 	B1 - The student should know how to identify and define the target underdevelopment. B2 - The ability to use modern teaching methods and techniques. B3 - The ability to manage the classroom effectively. B4 - Enabling the student to measure underdevelopment of types and learn about methods of measuring underdevelopment
9. Teaching and learning strategies	
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3.Multimedia	The strategy

3Discussion and dialogue

10. Course structure

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.	Explaining scientific material through readingView w widesprea d cases of disabilities in society Focusing on the most important diseases of the era. 2-Provide a report on each case studied in the lesson. 3-Display explanator y posters for each case or	Special Education	1-Teaching	2hour	1
			students the	2hour	2
			most	2hour	3
			important	2hour	4
			symptoms of	2hour	5
			diseases and	2hour	6
			their	2hour	7
			characteristic	2hour	8
			s.	2hour	9
			2- Informing	2hour	10
			students	2hour	11
			about the	2hour	12
			importance	2hour	13
			of...The	2hour	14
			importance	2hour	15
			of each	2hour	16
			category of	2hour	17
			people with	2hour	18
			special needs	2hour	19
			and how to	2hour	20
			deal with	2hour	21
			them.	2hour	22
				2hour	23
				2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30

	<p>video presentati onSo that the students connect what they read with what they see, or take them to the segment that will be studied. For example, if the lesson is about visual impairme nt, make a visit for them to the Al- Nour Institute</p>				
--	---	--	--	--	--

	for the Blind.				
11. Course evaluation					
distributionAs follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams					
12. Learning and teaching resources					
Nothing		Required textbooks (methodology, if any)			
Multiple sources from the Internet Introduction to Special Education book written by Omar Fawaz Abdulaziz Special Education by author Dr. Hussein Yasiri.		Main references (sources)			
Special education and its therapeutic programs by author Dr. Abdel Fattah Abdel Majeed Al Sharif, Introduction to Special Education by Dr. Omar Jawaz Abdel Majeed and others		Recommended supporting books and references (scientific journals, reports....)			
https://ar.wikipedia.org/wiki/%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9_%D8%AE%D8%A7%D8%B5%D8%A9 https://www.researchgate.net/		Electronic references, Internet sites			

1. Program description			
Credit hours	Name of the course or course	Course or course code	Year/level

practical	theoretical	Measurement and evaluation		2025–2024 / Fourth

2. Expected learning outcomes of the programme	
Knowledge	
	Informing students about the importance of tests and standards and how to design them Educational evaluation, its types, and its importance for the student and professor
Skills	
	Skill expansion Applying and analyzing data results for tests and the skill of evaluating them
Value	
	Developing students' abilities to share effective and positive ideas
	Creating positive feelings towards the academic subject, including acceptance and harmony

3. Teaching and learning strategies
1- Cooperative learning strategy
2- Brainstorming strategy
3- Concept mapping strategy
4- Developed lecture method

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			Curricula and teaching methods	psychology	Mr

Professional development
Orienting new faculty members
Professional development for faculty members
development Interpersonal skillsEffectively and actively- Developing students' ability to research and investigate through visiting the library- Directing and motivating others to work and highlighting the student's personality

6. Acceptance criterion
(Developing regulations related to admission to the college or institute) - Central admission-For morning studies - Direct submission of evening studies-Depending on the rate and competition

7. The most important sources of information about the program
1Psychological and educational measurement, written by Mahmoud Ahmed Omar and others, 2010, Dar Al Masirah 2- Psychological tests and measures, written by Abdul Jalil Al-Zubaie and others, Ministry of Higher Education-University of Al Mosul

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

4- Electronic resources and books

8. Program development plan

Building psychological and educational tests and comparing them with international tests

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	Measurement and evaluation		2025-2024

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

Course description form

1. Course Name:	
Measurement and evaluation	
2. Course Code:	
3. the chapter/the year:Annual	
Annual	
4. Date this description was prepared: 02/14/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
60 hour annually.Two hours Weekly	
7. Name of the course administrator (if more than one name is mentioned)	
the name:Prof. Dr. Amal Mahdi Jabr Email: amal.mahdi@uobasrah.edu.iq	
8. Course objectives	
<ul style="list-style-type: none"> • • • 	1- Identify the stages of scientific thinking A2- Identify the concept of measurement A3- Identify the concept of evaluation A4-Distinguishing between measurement and evaluation in the field of education A5- Identify areas of benefit from measurement and evaluation A6- Identifying and strengthening the strengths and weaknesses and addressing them in all educational and social institutions

	-
9. Teaching and learning strategies	
	The strategy
10. Course structure	

1. Course structure-Vocabulary

	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
	Interrogation	The development of measurement and evaluation **Test concept		2	the first
	lecture	*The concept of evaluation and evaluation **The relationship between measurement, testing and evaluation		2	the second
	Discussion	**Characteristics of psychological measurement **Types of calendar **Measurement scales		2	the third
	Cooperative learning	The role of evaluation in improving the educational process		2	the fourth
	Discussion	Measurement and evaluation and their relationship to goal levels		2	Fifth
	lecture	Achievement test		2	VI

		**Steps for constructing the achievement test			
		Preparing a table of specifications			Seventh
		<u>Statistical analysis of paragraphs</u>		2	VIII
	Concept maps	Types of achievement tests **Essay tests		2	Ninth
	lecture	Objective tests **Classification of tests according to the method of interpretation		2	The tenth
	Discussion	Good test specifications		2	Eleventh
	Interrogation	**Honesty and its types		2	Twelveth
	Brainstorming	Reliability and its calculation methods		2	Thirteenth
	Flipper row	Evaluation without tests and achievement		2	Fourteenth

11. Course evaluation

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

12. Learning and teaching resources

1Psychological and educational measurement, written by Mahmoud Ahmed Omar and others, 2010, Dar Al Masirah
2- Psychological tests and measures, written by Abdul Jalil Al-Zubaie and others, Ministry of Higher Education-University of Al

Required textbooks (methodology, if any)

<p>Mosul</p> <p>3-Measurement and evaluation in education and psychology, written by Ahmed Yaqoub Al-Nour, 2007, Al-Janadriyah House for Distribution and Publishing.</p> <p>4- Electronic resources and books</p>	
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

1. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
/	theoretical	Philosophy of TRBye		2025-2024 /theRSell it

2. Expected learning outcomes of the programme	
Knowledge	
	<p>Promoting philosophical and cultural cultureRIntuition among students, as philosophy represents the systemRYat and ideasROtherwiseRaRAnd the sayings for your knowledgeandAnd a screwdriverRYen and philosophers in ADRSolve itRConsecutive stories that deal with life's problems, including problemsEducation</p>
Skills	

	Philosophy helps Education CodRO n iRh and exponent setting and His own philosophy of technology RBye.
Value	
	Developing students' abilities to share ideas about schools of educational philosophy

3. Teaching and learning strategies

- 1- Explaining the scientific material through Clarifying concepts and theories related to philosophy Education
- 2- Writing the most important ideas And concepts Which was presented during the lectures
- 3- Link a Topics raised in the previous lecture and the current lecture

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
	angel			private	general	
	angel			philosophy Education	Educational and psychological sciences	Teacher assistant

Professional development
Orienting new faculty members
Professional development for faculty members

6. Acceptance standard

7. The most important sources of information about the program
1- Al-Yamani, Abdul Karim Ali Saeed (2004): Philosophy of Education, Amman, Dar Al-Shorouk for Publishing, Distribution and Printing. 2- Al-Shuwaili, Faisal Abd and Jabr, Amal (2003): Readings in Philosophical Times,

8. Program development plan
1-. Curriculum design: requires material developmentPhilosophy of Education Developing a curriculum that covers the basic topics and key concepts in the field. The curriculum must be balanced and comprehensive. 2-. Use various educational methods: Various educational methods must be used to attract students' interest and enhance the learning process. Presentations and educational videos can be used.

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	Philosophy of 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:Philosophy of education
	Philosophy of education
2.	Course Code:
3.	the chapter/the year:Annual
	Annual
4.	Date this description was prepared11/3/2024
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)
	Name: Beida Dawoud Salman Email: baydaa.daood@uobasrah.edu.iq
8.	Course objectives
•	1- AimsPhilosophy of educationTo
•	NashRUnderstanding and ethical action.
•	2- Strengthening the needRSelf-esteem and jaw strengtheningRThe demoqRBe humble, reconcile with yourself, and achieve peaceRAutonomous and self-governing.
	3 - CreateandInstitutions TRA paint that strengthens one's strengthRAt fRThey focus on exploration, research, and reconaissance, which earns them theRStupidity and motivationThe questionAnd inquireRAbout everythingand.

9. Teaching and learning strategies					
1--Explaining the scientific material throughClarifying related concepts and theoriesPhilosophy of 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					The strategy
10. Course structure					
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-to explain Scientific material throughPresenti	Philosophy education	1-TaizIt enhances the philosophical and educational culture of students. 2- soRepres entPhilos ophyFor theories And ideasAnd Opinions and sayings of scholarsA	2hour	1
	ng ideas and opinions using the method of discussion and questioning			2hour	2
	2- Writing The most important anolideas presented during the lectures			2hour	3
	3- ConnectLecture with previous lectures through			2hour	4
				2hour	5
				2hour	6
				2hour	7
				2hour	8
				2hour	9
				2hour	10
				2hour	11
				2hour	12
				2hour	13
				2hour	14
				2hour	15
				2hour	vacatio
				2hour	16
				2hour	17
				2hour	18
				2hour	19
				2hour	19
				2hour	20
				2hour	21
				2hour	22

	feedback method		ndThinkers and philosophers in successive historical stages that deal with the problems of life, including the problems of education	2hour 2hour 2hour 2hour 2hour 2hour 2hour	23 24 25 26 27 28 29 30
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11. Course evaluation

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

12. Learning and teaching resources

1- Al-Yamani, Abdul Karim Ali Saeed (2004): Philosophy of Education, Amman, Dar Al-Shorouk for Publishing, Distribution and Printing.

2- Al-Shuwaili, Faisal Abd and Jabr, Amal (2003): Readings in Philosophical Times,

9. Program description

Credit hours	Name of the course or course	Course or course code	Year/level
/	theoreti	Educational	2025–2024 /Fourth

	cal	administration and supervision		

10. Expected learning outcomes of the programme

Knowledge

Informing students about the importance of Management and the topics it covers

Skills

Acquiring the qualities of a leadership and democratic manager

Value

Developing students' personal and administrative abilities

11. Teaching and learning strategies

1-Explaining the scientific material through Clarifying the concepts and theories related to management and the administrative process

2- Writing the most important ideas And concepts Which was presented during the lectures

3- Link a Topics raised in the previous lecture and the current lecture

12. Evaluation methods

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

13. education institution

Faculty members

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

	angel			Education al psycholog y	Educational and psychological science s	Teacherdoctor
--	-------	--	--	-----------------------------------	---	---------------

Professional development

Orienting new faculty members

Professional development for faculty members

Training courses, workshops and scientific lectures

14. Acceptance criterion

15. The most important sources of information about the program

16. Program development plan

Providing awareness videos supporting the curriculum

Work onApplying educational management and supervision 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	Educational administration and supervision		2025-2024

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

Course description form

13. Course Name: Educational administration and supervision	
14. Course Code:	
15. the chapter/the year: Annual	
Annual	
16. Date this description was prepared: 10/3/2024	
17. Available attendance forms:	
My presence only	
18. Number of study hours (total)/number of units (total):	
60 hour annually. 2 An hour a week	
19. Name of the course administrator (if more than one name is mentioned)	
the name: MD Sarah Ibrahim Ahmed	
20. Course objectives	
<ul style="list-style-type: none"> • • • 	1- gain Administrative qualities 2- Clarifying the most important ideas And opinions Modern in Management and administrative work and its topics
21. Teaching and learning strategies	
1--Explaining the scientific material through Clarifying concepts and theories related to management 2- Writing the most important ideas And concepts Which was presented during the	The strategy

lectures					
3- Link aTopics raised in the previous lecture and the current lecture					
22. Course structure					
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 anolideas presented during the lectures 3- ConnectLecture with previous lectures through feedback method	Educational administration and supervision	Introduci ng students to the importan ce of managem ent, types of managem ent and leadershi p	2hour	1
				2hour	2
				2hour	3
				2hour	4
				2hour	5
				2hour	6
				2hour	7
				2hour	8
				2hour	9
				2hour	10
				2hour	11
				2hour	12
				2hour	13
				2hour	14
				2hour	15
					vacatio
				2hour	16
				2hour	17
				2hour	18
				2hour	19
				2hour	19
				2hour	20
				2hour	21
				2hour	22
				2hour	23
				2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28

				2hour 2hour	29 30
23. Course evaluation					
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams					
24. Learning and teaching resources					
	Educational administration and supervision/Dr. Nihad				

17. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
/	theoreti cal	Educational administration and supervision		2025–2024 /Fourth

18. Expected learning outcomes of the programme
Knowledge
Informing students about the importanceManagement and the topics it covers
Skills
Acquiring the qualities of a leadership and democratic manager
Value
Developing students' personal and administrative abilities

19. Teaching and learning strategies

- 1-Explaining the scientific material throughClarifying the concepts and theories related to management and the administrative process
- 2- Writing the most important ideasAnd conceptsWhich was presented during the lectures
- 3- Link aTopics raised in the previous lecture and the current lecture

20. Evaluation methods

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

21. 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	Teacherdoctor

Professional development

Orienting new faculty members

Professional development for faculty members
Training courses, workshops and scientific lectures

22. Acceptance criterion

23. The most important sources of information about the program

24. Program development plan
Providing awareness videos supporting the curriculum
Work onApplying educational management and supervision 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	Educational administration and supervision		2025-2024

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

Course description form

25. Course Name: Educational administration and supervision	
26. Course Code:	
27. the chapter/the year: Annual	
Annual	
28. Date this description was prepared: 10/3/2024	
29. Available attendance forms:	
My presence only	
30. Number of study hours (total)/number of units (total):	
60 hours annually. 2 An hour a week	
31. Name of the course administrator (if more than one name is mentioned)	
the name: MD Sarah Ibrahim Ahmed	
32. Course objectives	
<ul style="list-style-type: none"> • • • 	2- gain Administrative qualities 2- Clarifying the most important ideas And opinions Modern in Management and administrative work and its topics
33. Teaching and learning strategies	
1--Explaining the scientific material through Clarifying concepts and theories related to management 2- Writing the most important ideas And concepts Which was presented during the	The strategy

lectures					
3- Link aTopics raised in the previous lecture and the current lecture					
34. Course structure					
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 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	Educational administration and supervision	Introduci ng students to the importan ce of managem ent, types of managem ent and leadershi p	2hour	1
				2hour	2
				2hour	3
				2hour	4
				2hour	5
				2hour	6
				2hour	7
				2hour	8
				2hour	9
				2hour	10
				2hour	11
				2hour	12
				2hour	13
				2hour	14
				2hour	15
					vacatio
				2hour	16
				2hour	17
				2hour	18
				2hour	19
				2hour	19
				2hour	20
				2hour	21
				2hour	22
				2hour	23
				2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28

				2hour 2hour	29 30
35. Course evaluation					
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams					
36. Learning and teaching resources					
	Educational administration and supervision/Dr. Nihad				

42. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2023/2024 (Fourth)		Teaching thinking	theoretical	practical

43. Expected learning outcomes of the program	
Knowledge	
Informing students about the importance of psychological theories that explain teaching thinking, such as: Montessori theory and Gestalt and	

Knowledge.	
Skills	
Analytical thinking, criticism, evaluation and problem solving	
Ethics	
Developing students' abilities to participate Ideas.	
Developing creative and positive thinking methods and avoiding some of the thinking mistakes that can occurred by The thinker	

44. Teaching and Learning Strategies

- 1- Explaining the scientific material by asking questions and giving female students the opportunity to participate.
- 2 - A review of all the ideas presented during previous lectures that are related to the new topic
- 3- Sharing ideas and encouraging students to obtain conclusions.

45. Evaluation methods

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

46. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	Educational guidance	Psychological counseling and guidance programmes				Lecturer

Professional Development
Mentoring new faculty members
None
Professional development of faculty members
None

47. Acceptance Criterion

None

48. The most important sources of information about the program
Bristow, J. (Ed.). (2000). The Cambridge companion to Victorian poetry. .Cambridge University Press Cronin, R. (2012). Reading Victorian Poetry (Vol. 5). John Wiley & Sons.

49. Program Development Plan
Implementing training programs based on creative thinking,

logical thinking and problem-solving methods

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															
		Teaching thinking	Basic												

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

Course Description Form

49.	Course Name:
50.	Course Code:
51.	Semester / Year:
52.	Description Preparation Date: 14-02-2024
53.	Available Attendance Forms:
54.	Number of Credit Hours (Total) / Number of Units (Total)
One hour a year /2 hours a week	
55.	Course administrator's name (mention all, if more than one name)
Name: M. Dr. Buthaina Sabti Al Jabri	
Email: buthaina.sabty@uobasrah.edu.iq.com	
56.	Course Objectives
<p>1- Providing students with the skill of applying Victorian ideas by writing poems that imitate Victorian poetry</p> <p>2- Expanding the skill of critical reading Victorian poetry</p> <p>3 - Explaining the most important modern ideas in English poetry, such as aesthetic theory.</p>	<ul style="list-style-type: none"> • • •

57. Teaching and Learning Strategies

Strategy

- 1- Educational strategy, collaborative concept planning.
- 2- Brainstorming education strategy.
- 3- Education Strategy Notes Series

58. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2	2hrs	1- Providing students with knowledge of levels of thinking and patterns of thinking	Introduction to teaching thinking	Explanation of the article Scientific from During reading Poems Selected And give the most important Readings cash with this The special. 2-Writing paper Review each	Exams weekly And monthly And daily And editorial And an exam End of year.
3	2hrs				
4	2hrs				
5	2hrs				
6	2hrs				
7	2hrs				
8	2hrs				
9	2hrs				
10	2hrs				
11	2hrs				
12	2hrs				
13	2hrs				
14	2hrs				
15	2hrs				
Holiday	2hrs				
16	2hrs				
17	2hrs				
18	2hrs				
19	2hrs				
19	2hrs				
20	2hrs				
21	2hrs				
22	2hrs				
23	2hrs				
24	2hrs				
25	2hrs				

26				A poet	
27				Summarizes	
28				the most	
29				important	
	30			Ideas that	
				Asked	
				during	
				Lectures	
				3-Link	
				Ideas	
				Cash	
				Famous	
				with	
				Critical	
				opinions	
				For students	

59. 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 Score for final exams

60. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English Modern and Victorian poetry
Main references (sources)	n. Isobel, Armstrong Poetry: Poetry, poetics and politics. Routledge, 2019
Recommended books and references (scientific journals, reports...)	Bristow, J. (Ed.). (2000). The Cambridge companion to Victorian poetry. Cambridge University Press Cronin, R. (2012). Reading Victorian Poetry ...(Vol. 5). John Wiley & Sons

1. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Economics of education		2025–2024 /Third
nothing	2			

2. Expected learning outcomes of the programme	
Knowledge	
	GainStudentsSkills in understandingTheoriesThe concepts of education economics and their impact on economic and social development
Skills	
	Giving the student the ability to become familiar with educational economic standards and concepts quantitatively and descriptively, their developmental and social impact, and the possibility of using them in applied and field research.
Value	

	<ul style="list-style-type: none"> - Encourages students to solve questions in front of their classmates. - Encouraging students to practice observation skills and follow up on solutions to examples in the lesson. - Helping students understand statistical laws -Helping create a strong environment for learning. <p>Developing the ability to share ideas</p>
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3. Teaching and learning strategies

- 1-Explaining the scientific material throughMethods of participation and interaction. Summarizing the most important ideas presented during the lectures
- 2- Interest in e-learning and electronic educational programs
- 3- Assigning them to homework and research papers

4. Evaluation methods

Weekly and quarterly exams and the 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		Computer and language	industrial	Economy	Teacher

Professional development
Orienting new faculty members
Professional development for faculty members

6. Acceptance criterion

7. The most important sources of information about the program
1- Economics education/Center Arabi For research Educational.-i1.Kuwait:Center, 2012
2- Yasser Khaled Salama, Economics of Education, 1st edition, 2010
3- Nawaf Al-Adwani, Economics of Education, 2007
4- Abdullah Al-Rashdan, Economics of Education, 3rd edition, 2015

8. Program development plan

- 1- Adding modern theories and information to the scientific curriculum**
- 2- Keeping pace with modern technologies and programs for the scientific subject practically in a way that serves the objectives of the subject**
- 3- Helping students learn by providing explanatory supplies.**
- 4-The curriculum is subject to change, modification, and reduction to give teachers room for additions.**
- 5- Helping students learn electronic statistics programs and their applications**
- 6- That the material has an impact on the students' hearts and inspires self-confidence**
- 7- Training students to collect, measure, and analyze data practically**

Course description form

1. Course Name:	
Economics of education	
2. Course Code:	

3. the chapter/the year:Annual	
Annual	
4. Date this description was prepared03/17/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
60hourFor 30 weeks annually	
7. Name of the course administrator (if more than one name is mentioned)	
the name:M.Wael Qasim Rashed Email: wael.kassem@uobasrah.edu.iq	
8. Course objectives	
	<p>Developing students' inclinations towards knowledge</p> <p>- The optimal number of qualified teachers qualified to teach in secondary schools.</p> <p>- Increasing the development of students' mental and educational abilities.</p> <p>Emotional and value goals</p> <p>-The student evaluates and analyzes economic plans for education and methods of measuring them</p> <p>-The student understands teaching and learning methods materials, discussion, and asking ideas and questions about the topic and examples</p> <p>-Developing and developing skills in methods and measurement</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>	
10. Course structure	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
Weekly and monthly written exams and the end-of-year exam.	1- Explanation of the scientific material in an interactive way of dialogue and discussion. 2- Assignment of duties And Summarizes the most important ideas presented During lectures 3- Asking questions and exercises and solving them on the	1- The concept of education economics, its importance, justifications for its emergence and its fields		2	1
		2- The relationship of education economics to other sciences		2	2
		3- The most important pioneers and institutional contributors in the history of its development		2	3
		1- The concept of economic growth, its types of theories, and methods of measuring it		2	4
		2- Rostow's theory of stages of economic growth		2	5
		3- The concept of economic development and its goals		2	6
		4- The relationship between education, economic growth and economic development		2	7
		1- The concept of education expenses and costs		2	8
		2- Objectives of studying the cost of education and the high cost of education		2	9
		3- Educational cost components and types		2	10
		Methods of measuring educational cost and means of reducing it		2	11
		1- The concept of educational returns and the elements of educational returns		2	12
		2- The importance of measuring the returns to education		2	13
		3- Methods used to measure educational returns and criticisms directed at them		2	14
		-----	-----	2	vac
		4- Cost-benefit analysis		2	17

	blackboard	(effectiveness)			
		1- The relationship between the cost and expenses of education and its financing		2	18
		2- Factors affecting the financing of education spending		2	19
		3- Education funding sources		2 2	20
		1- The concept of educational productive efficiency and its types		2	21
		2- The basic components of educational productive efficiency		2	22
		3- The relationship of productive efficiency to educational waste		2	23
		4- Methods of measuring production efficiency and ways to increase it		2	24
		1- The concept of quality in education, its principles and obstacles to its application		2	26
		2- Economics of quality in education and its improvement		2	27
		3- Measuring quality in education		2	28
		1-			
		2- The concept of brain drainAndA historical overview of brain drain		2	29
		3- Causes and treatments		2	30
11. Course evaluation					
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams					
12. Learning and teaching resources					
Nothing			Required textbooks (methodology, if a		
1-Economics of Education/Arab Center for Educational			Main references (sources)		

Research.-1st edition. Kuwait Center, 2012 2- Yasser Khaled Salama, Economics of Education, 1st edition, 2010 3- Nawaf Al-Adwani, Economics of Education, 2007 4- Abdullah Al-Rashdan, Economics of Education, 3rd edition, 2015	
Statistical collections of the Central Bureau of Statistics and Information Technology	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites