

**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:

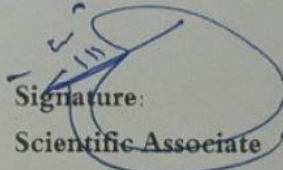


Head of Department

Name: sarah Ibrahim Ahmed

Date:

Signature:



Scientific Associate

Name: Mohammed Qasim

Date:

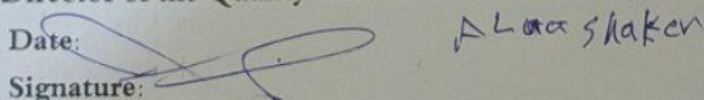
The file is checked by:

Department of Quality Assurance and University Performance

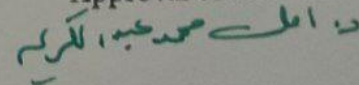
Director of the Quality Assurance and University Performance Department:

Date:

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	Personality psychology	-----	2025-2024 /Third
	2			

2. Expected learning outcomes of the programme	
Knowledge	
☞	To get acquaintedIt exposes the student to the dimensions of personality building and growth and enables him to analyze and evaluate performance.
☞	For the student to become familiar with theoriesPersonality in terms of its importance in studying personality in the educational field
☞	Serving students to learn about the concept of personality, its types and types, and scientific frameworks for interpreting it
☞	Recruiting the harvestHScientific concepts about personality in educational professional life and daily life
☞	How to apply scientific concepts to explain and evaluate personal and student behaviors
☞	Learn about the latest theories in this science The student should list the typesPersonality and theories explaining personality 2/ The student should listPersonality dimensions

- 3/ To introduce the student Personality concept
- 4/ The student should know the determinants of personality
- 5/ To know some types of personality assessment

Skills

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

Value

Scientific value: The importance of psychology in our daily lives

Health value: The importance of personal safety and balance

Practical value: How to deal with different personalities in society

3. Teaching and learning strategies

- Explanation of the scientific material With real-life examples and clinical cases
- 2-Homework request
- 3-Presenting the latest scientific news, the results of international research, and the findings of science in interpreting personality theories and clarifying the results of psychosocial interaction
- 4- The method of discussing and presenting cases in the classroom

4. Evaluation methods

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

5. education institution

Faculty members

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

Professional development

Orienting new faculty members

Professional development for faculty members

6. Acceptance criterion

Excellent

7. The most important sources of information about the program

- Personality Theories Book (Hashim Al-Obaidi-Daoud Aziz Hanna)
- Personality theories-Hussein Al-Dahri

8. Program development plan

tudying modern curricula for approved courses at various stages

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

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

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

Course description form

1. Course Name: Personality psychology

2. Course Code:

3. Semester/Year: annual

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

5. Available attendance forms:

My presence only

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

2 hour Weekly

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

the name: Assistant Professor Shatha Abdel Latif Al-Hamdoun

8. Course objectives

✧ Learn about the origins of psychology, personal and its development and its fields

✧ Identifying personality systems, determinants, and types.

✧ Knowing the theories that explained personality according to its system (biological, social and cultural psychology)

✧ Defining methods of measuring and evaluating personality

✧ The relationship of mental health to personality balance

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	
For weekly and monthly exams homework	Explanation of the lecture using posters And educational films 2-Review the results of recent studies			2 hours	

Evaluation method	Teaching method	Name of the unit/topic	hours	the week	
		ConceptPersonality in the psychological heritage	2	1	
		DeterminantsPersonality, personality dynamics	2	2	
		DimensionsPersonality building and growth, dimensions of personality building	2	3	
		formative,The cultural dimension, the social dimension	2	4	
		the chapterThird: Personality theories	2	5	
		FormativeMountain = Hippocrates – Kretchmer – Sheldon	2	6	
		Membership: Kempert Goldstein	2	7	
		FeaturesJordan Allport	2	8	
		TheoriesIt is based on environmental determinism	2	9	
		TheoriesBehavioral	2	10	
		TheoriesIt is based on interactive determinism	2	11	
		TheoriesMental–	2	12	
		SocialNeo–Freudianism	2	13	
		Adler	2	14	
		From	2	15	
		Horney	2	16	

		Sullivan	2	17
		Field theory –	2	18
		Kurt Levin and the Gestalt	2	19
		theoryNeeds: The Science of	2	20
		Personality Murray		
		theorySelf: Rogers	2	21
		calendarPersonal	2	22
		FoundationsThe theory of	2	23
		personality assessment		
		CurriculaPersonality assessment	2	24
		MeasurementPsychological	2	25
		MeasurementEducational	2	26
		toolsPersonality measurement	2	27
		toolsPsychological	2	28
		toolsEducational	2	29
		toolsClinical	2	30

9.

Distribution as follows:50degree(Monthly exam20degree)For two consecutive months or during the first ar second semester and activity(10grades)There will be 4 exams and the final exam will be 50
The total score = 100

10. Learning and teaching resources

	Required prescribed books
Physiological psychology	Main references (sources)
Personality Psychology (Dr. Hashem Al-Obaidi and Dr. Dawoud Aziz Hanna) Personality Psychology (Dr. Hassan Rabie) American Psychological Association website	Recommended supporting books ar references (scientific journals, reports....)

Australian Psychological Society

www.apa.org

Electronic references, Internet sites

1. Program description

Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Cognitive psychology		2025–2024 /Third

2. Expected learning outcomes of the programme

Knowledge	
	Informing students about the biological foundations of knowledge, how to shape attention and perception, and their role in building human intellectual structures
Skills	
	Expand extensive reading skills in this and related courses
Value	
	Develop destinyFemale studentsTo share ideasAnd its diversity

3. Teaching and learning strategies

-Explaining the scientific material through readingScientific sources specified by the committees of the

Ministry of Higher Education and Scientific Research and comprehensive in the course vocabulary

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

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

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	genera l	
	angel			Educational psychology	Educational and psychological sciences	assistant 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
<p>Rashwan, Rabie Abda (2006) Cognitive Psychology, Memory and Information Encoding. (1st edition) The World of Books; Cairo Egypt</p> <p>Abdel Baqi, Shatha. Issa, Mustafa Muhammad (2010) Modern Trends in Cognitive Psychology (1st edition), Al Masirah Publishing and Distribution, Amman: Jordan.</p> <p>Al-Zaghoul, Imad. Al-Zaghoul, Rafi (2010) Cognitive Psychology, Dar Al-Shorouk for Publishing and Distribution, Amman; Jordan .</p>

8. Program development plan

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

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

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

Course description form

1. Course name: English poetry	
Victorian and modern English poetry	
2. Course Code:	
3. Semester/Year: Annual	
Annual	
4. Date this description was prepared: 02/14/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
90 hours annually. 3 hours per week	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Eng. Mustafa Amjad Jassim Al-Hamida	
Email: mustafaa.alhemeedawi@uokufa.edu.iq	
8. Course objectives	
<ul style="list-style-type: none"> • • • 	<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 of Victorian poetry</p> <p>3 -Clarifying the most important modern ideas in English poetry, such as aesthetic theory.</p>
9. Teaching and learning strategies	

1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series					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.	Explaining the scientific material by reading selected poems and giving the most important critical readings in this regard. 2- Write a review paper for each poet summarizing the most important ideas	English poetry Victorian	1-	3 hours	1
			Providing students with the skill of analyzing poems by applying literary theories.	3 hours	2
			2- Informing students about the importance of critical theories in the Victorian era, such as the theory of tradition and cultural heritage in poetry	3 hours	3
				3 hours	4
				3 hours	5
				3 hours	6
				3 hours	7
				3 hours	8
				3 hours	9
				3 hours	10
				3 hours	11
				3 hours	12
				3 hours	13
				3 hours	14
				3 hours	15
				3 hours	vacation
				3 hours	16
				3 hours	17
				3 hours	18
				3 hours	19
				3 hours	19
				3 hours	20
				3 hours	21
				3 hours	22
				3 hours	23
				3 hours	24
				3 hours	25
				3 hours	26
				3 hours	27
				3 hours	28

	presented during the lectures 3- Linking famous critical ideas with opinionsC ash for students			3 hours 3 hours	29 30
11. Course evaluation					
Distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams					
12. Learning and teaching resources					
English Victorian and Modern Poetry			Required textbooks (methodology, if any)		
Armstrong, Isobel. Victorian Poetry: Poetry, poetics and politics. Routledge, 2019			Main references (sources)		
Bristow, J. (Ed.). (2000). The Cambridge companion to Victorian poetry. Cambridge University Press Cronin, R. (2012). Reading Victorian Poetry (Vol. 5). John Wiley & Sons...			Recommended supporting books and references (scientific journals, reports....)		

https://zlibrary-asia.se/ https://www.researchgate.net/	Electronic references, Internet sites

7. Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	90	90		Basic course
College Requirements	Yes			
Department Requirements	Yes			
Summer Training	nothing			
Other				

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

8. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2025-2024		Inferential statistics	theoretical	practical

9. Expected learning outcomes of the program
Knowledge

1– Methods of presenting and collecting data

2– Data analysis methods

Skills

1– The ability to design a statistical form

2– The ability to determine the appropriate sample size for the population under study

3– The ability to analyze and make decisions

Ethics

1– Providing the graduate with the skills of collecting, presenting and analyzing data with the aim of extracting and drawing conclusions about the various phenomena under study

2– Graduating an outstanding student in data analysis

10. Teaching and Learning Strategies

1– Lectures

2– Discussions

3– Exercises and practical cases

11. Evaluation methods

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

12. 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

13. Acceptance Criterion

14. 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)

15. 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:
Inferential 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
<p>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</p> <ul style="list-style-type: none">-The student's ability to predict, estimate, and perform statistical inference-Writing reports on the results of statistical analysis- Using statistical methods in different fields
9. Teaching and Learning Strategies
<ul style="list-style-type: none">1- Education strategy collaborative concept planning.2- Brainstorming education strategy.3- Education Strategy Notes Series

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hours		Introduction to inferential statistics		Weekly, monthly, daily, written exams, and the end-of-year exam
2	3 hours		What is inferential statistics?		
3	3 hours		The teacher and the non-scientist		
4	3 hours	1- Providing	Population and sample		
5	3 hours	graduate w	Sample selection methods		
6	3 hours	the skills	Milestones and estimates		
7	3 hours	collecting,	Statistical hypotheses		
8	3 hours	presenting a	What are statistical hypotheses?		
9	3 hours	analyzing da	Null and alternative hypothesis		
10	3 hours	with the aim	The possibility of the researcher making a mistake		
11	3 hours	extracting a	Type I error		
12	3 hours	drawing	Type II error		
13	3 hours	conclusions	Significance level		
14	3 hours	about the vario	Degrees of freedom		
15	3 hours	phenomena	T-test		
16	3 hours	under study	One-sample t-test		
17	3 hours	2- Graduating	Special examples		
18	3 hours	outstanding stude	T-test for two correlated samples		
19	3 hours	in data analysis	Special examples		
19	3 hours		T-test for two independent sample		
20	3 hours	3-Using statisti	Special examples		
21	3 hours	methods in vario	One-way analysis of variance		
22	3 hours	fields	Special examples		
23	3 hours		Chi-square test		
24	3 hours		One-sample chi-square test		
25	3 hours		Special examples		
26	3 hours		Chi-square test for independence		
27	3 hours		Special examples		
28	3 hours		Kolmkov-Smirnov test		
29	3 hours		Special examples		
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 Psycholo				
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				

1. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoreti cal	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	Genera I	

	angel			Teaching curricula and methods	Philoso phy of physical educati on	Prof. Dr
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Professional development

Orienting new faculty members

Professional development for faculty members

6. Acceptance criterion

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 3hour	29 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

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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

- 1-The book of psychological guidance and counseling / Camel, Muhammad Jaafar
- 2/ Book of Counseling and Mental Health / Dr. Fahim Hussein Al-Tarihi and

Hussein Rabie

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
	scientific		and applyi	2hour	3
	material		theories	2hour	4
	through		2-Psychological	2hour	5
	readingTh		and counseli	2hour	6
	e topic		and its uses	2hour	7
	given to		psychological	2hour	8
	students		counselors	2hour	9
	through		Informing	2hour	10
	discussio		students about t	2hour	11
	nAnd		importance	2hour	12
	interrogatio		counseling,	2hour	13
	n		foundations a	2hour	14
	2-		principles	2hour	15
	WritingRe		schools, a	2hour	16
	port on a		applying means	2hour	17
	psycholog		collecting	2hour	18
	y topic		information	2hour	19
			effectively, such	2hour	20
			interviews,	2hour	21
			observation, ca	2hour	22
			studies,	2hour	23
			cumulative	2hour	24
			records, a	2hour	

	and		others.	2hour	25
	discuss			2hour	26
	the ideas			2hour	27
	that were			2hour	28
	presented			2hour	29
	During the			2hour	30
	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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1. Program description

Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Comparative education		2025-2024 /Third

2. Expected learning outcomes of the programme

Knowledge

A- Cognitive objectives.
A1- Enabling the student to gain an understanding of various educational and psychological science subjects.
A2- Preparing a teacherYesn moEtoYesn for trainingYesS in educational institutionsYesH.
A3- . Introducing the student to the culture of comparative education.
A4. Know the innovative methods, high skills, and clear and precise mechanisms used in comparative education

Skills

B1 - Providing learners with various research methods in comparative education
B2 - The ability to use modern teaching methods and techniques.

	<p>B3 - The ability to manage the classroom effectively.</p> <p>B 4. Learn about the types of comparative education.</p> <p>B5. Getting to know comparative education in Arab countries</p>
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- Comparing previous education systems and benefiting from them in the current era.
	C4- Presenting positive models of systems in comparative education.

3. Teaching and learning strategies

1. Electronic lectures

2. Multimedia

3. Discussion and dialogue

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

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

8. Program development plan

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

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	B 3	B2	B 1	A 4	A3	A2	A1					
	_____					_____						_____	Basic	aFor compara tive educatio n		2025-2024

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

Course description form

1. Course Name:	
Comparative education	
2. Course Code:	
3. Semester/Year: Annual	
Annual	
4. Date this description was prepared 3/15/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
90 hours annually. 2 An hour a week	
7. Name of the course administrator (if more than one name is mentioned)	
the name: A.M.D. Rafif Abdul Hafez Riahi Email: rafeef.alreahy@uobasrah.edu.iq	
8. Course objectives	
<ul style="list-style-type: none"> • • • 	B1 - The student should know how to determine the Systems Target H And its definition a. B2 - The ability to use modern teaching methods and techniques. B3 - The ability to manage the classroom effectively. B4 - Enabling the student to... Knowledge of curricula Of all kinds a And learn about

					waysApply it.
9. Teaching and learning strategies					
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3.Multimedia 3Discussion and dialogue					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.	Explaining scientific material through readingReview the existing systems in the countries in which teaching is taught and focus on the curricula followed in those countries. 2-Provide a report on each country studied in the lesson. 3-Displaying explanatory posters for each country or showing a videoSo that students make connections between what they	Comparative education	1-Teaching female students the most important types of systems. 2- Informing students about the importance of...Each system and how to apply them	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
					vacation
				2hour	16
				2hour	17
				2hour	18
				2hour	19
				2hour	19
				2hour	20
				2hour	21

	read and what they see			2hour	22
				2hour	23
				2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30

11. Course evaluation

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

12. Learning and teaching resources

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

9. Program description				
Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Comparative education		2025–2024 /Third

10. 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- . Introducing the student to the culture of comparative education.</p> <p>A4. Know the innovative methods, high skills, and clear and precise mechanisms used in comparative education</p>
Skills	
	B1 - Providing learners with various research methods in

	<p>comparative education</p> <p>B2 - The ability to use modern teaching methods and techniques.</p> <p>B3 - The ability to manage the classroom effectively.</p> <p>B 4. Learn about the types of comparative education.</p> <p>B5. Getting to know comparative education in Arab countries</p>
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- Comparing previous education systems and benefiting from them in the current era.
	C4- Presenting positive models of systems in comparative education.

11. Teaching and learning strategies

1. Electronic lectures

2. Multimedia

3. Discussion and dialogue

12. Evaluation methods

1. Daily oral questions

2. Reports and homework

3. Quarterly exams

13. 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.

14. 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%)

15. The most important sources of information about the program

Multiple sources from the Internet

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

16. Program development plan

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

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	B 3	B2	B 1	A 4	A3	A2	A1					
	_____					_____						_____	Basic	aFor compara tive educatio n		2025-2024

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

Course description form

13. Course Name:	
Comparative education	
14. Course Code:	
15. Semester/Year: Annual	
Annual	
16. Date this description was prepared 3/15/2024	
17. Available attendance forms:	
My presence only	
18. Number of study hours (total)/number of units (total):	
90 hours annually. 2 An hour a week	
19. Name of the course administrator (if more than one name is mentioned)	
the name: A.M.D. Rafif Abdul Hafez Riahi Email: rafeef.alreahy@uobasrah.edu.iq	
20. Course objectives	
<ul style="list-style-type: none"> • • • 	<p>B1 - The student should know how to determine the Systems Target H And its definition a.</p> <p>B2 - The ability to use modern teaching methods and techniques.</p> <p>B3 - The ability to manage the classroom effectively.</p> <p>B4 - Enabling the student to...Knowledge of curricula Of all kinds a And learn abo</p>

					waysApply it.
21. Teaching and learning strategies					
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3.Multimedia 3Discussion and dialogue					The strategy
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.	Explaining scientific material through readingReview the existing systems in the countries in which teaching is taught and focus on the curricula followed in those countries. 2-Provide a report on each country studied in the lesson. 3-Displaying explanatory posters for each country or showing a videoSo that students make connections between what they	Comparative education	1-Teaching female students the most important types of systems. 2- Informing students about the importance of...Each system and how to apply them	2hour	1
				2hour	2
				2hour	3
				2hour	4
				2hour	5
				2hour	6
				2hour	7
				2hour	8
				2hour	9
				2hour	10
				2hour	11
				2hour	12
				2hour	13
				2hour	14
				2hour	15
				2hour	vacation
				2hour	16
				2hour	17
				2hour	18
				2hour	19
				2hour	19
				2hour	20
				2hour	21

	read and what they see			2hour	22
				2hour	23
				2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30
23. 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					
24. Learning and teaching resources					
nothing		Required textbooks (methodology, if any)			
Multiple sources from the Internet Comparative education and its education policies, by author Dr. Abdel-Jawad A Sayyid Bakr.		Main references (sources)			
A book called Comparative Education and Education Systems) by Muhammad Taha Hanafi and others, 2012		Recommended supporting books and references (scientific journals, reports....)			
https://arz.wikipedia.org/wiki/%D8%A%D8%B1%D8%A8%D9%8A%D9%87_%D9%85%D9%82%D8%A7%D8%B1%D9%86%D9%87 https://www.researchgate.net/		Electronic references, Internet sites			

Program description .1				
Credit hours		Name of the course or course	Course or course code	Year/level
/	theoreti cal	Educational research methodology		2025–2024 /Third

Expected learning outcomes of the programme .2	
Knowledge	
	Informing students aboutThe importance of curricula in educational research
Skills	
	Skill expansionaTo learn about the theories of the educational curriculum
Value	
	Developing students' abilities to know, use and employ theories in educational research

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

Evaluation methods .4

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

education institution .5						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
Lecturer	angel			private	general	
	angel			Teaching curricula and methods	Educational and psychological sciences	Professor Dr

Professional development
Orienting new faculty members
Professional development for faculty members

Acceptance criterion .6

The most important sources of information about the program .7

Educational research methodology

Scientific secrets in writing educational research

Program development plan .8

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

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



Course description form

Course Name: .1	
Educational research methodology	
Course Code: .2	
Semester/Year: Annual .3	
Annual	
Date this description was prepared: 3/3/2024 .4	
Available attendance forms: .5	
My presence only	
Number of study hours (total)/number of units (total): .6	
60hour annually.2An hour a week	
Name of the course administrator (if more than one name is mentioned) .7	
the name:a.Dr. Faisal Abd MunshidEmail: Dr.faisal994@gmail. Com	
Course objectives .8	
<p>.....</p> <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> • Giving students the skill of writing educational • earch. 2 Giving students the skill of collecting, • lyzing, and interpreting data. 3 Training students <p>statistical methods to interpret data and extract results.</p>
Teaching and learning strategies .9	
<p>Education Strategy Collaborative Concept Planning. 2- Education</p> <p>ategy Brainstorming. 3- Education Strategy Learning Cycle and</p>	<p>The strategy</p>

Concept Maps					
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthl y, daily, written exams, and the end-of- year exam.	scussion and application	Educational research methodology	1- Providing students with the ll of applying educational methods within the classroom Informing students about the portance of educational technologies and e extent of their benefit in the learning process	2hour	1
				2hour	2
				2hour	3
				2hour	4
				2hour	5
				2hour	6
				2hour	7
				2hour	8
				2hour	9
				2hour	10
				2hour	11
				2hour	12
				2hour	13
				2hour	14
				2hour	15
				2hour	16
				2hour	17
				2hour	18
				2hour	19
				2hour	19
				2hour	20
				2hour	21
				2hour	22
				2hour	23
				2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29

				2hour	30
Course evaluation .11					
distributionAs follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams					
Learning and teaching resources .12					
	Educational research methodology Scientific secrets in writing educational research				