



وزارة التعليم العالي والبحث العلمي  
جهاز الإشراف والتقويم العلمي  
دائرة ضمان الجودة والاعتماد الأكاديمي  
قسم الاعتماد

### نموذج وصف البرنامج الأكاديمي والمقرر الدراسي

اسم الجامعة: جامعة الأنبار  
الكلية/ المعهد: كلية التربية للعلوم الانسانية  
القسم العلمي: العلوم التربوية والنفسية  
اسم البرنامج الأكاديمي او المهني: بكالوريوس  
اسم الشهادة النهائية: بكالوريوس في العلوم التربوية والنفسية  
النظام الدراسي: فصلي  
تاريخ اعداد الوصف: ٢٠٢٤/٩/٤  
تاريخ ملء الملف: ٢٠٢٤/٣/٢٠



التوقيع:  
اسم المعاون العلمي: أ.د. ياسر خلف رشيد  
التاريخ: ٢٠٢٤/٣/٣١

التوقيع:  
اسم رئيس القسم: أ.م.د. عمار عوض فرحان  
التاريخ: ٢٠٢٤/٣/٣١

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي: أ.م.د. مثنى إسماعيل تركي  
كلية التربية للعلوم الانسانية  
التاريخ: ٢٠٢٤/٣/٣١  
والأداء الجامعي  
التوقيع:



مصادفة السيد العميد  
الاستاذ الدكتور  
ظهير ابراهيم شبيب  
عميد كلية التربية للعلوم الانسانية

Check the file before

Division of Quality Assurance and University Performance

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

the date

the signature

### Authentication of the Dean

<b>Program vision .1</b>
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

<b>Program message .2</b>
Working to prepare and graduate leading scientific and leadership competencies in the field of education and psychology and to develop the balance of knowledge in the field of scientific research in the field of education in order to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and ..responding to market requirements. Local

<b>Program objectives .3</b>
1- Preparing competent staff in the field of education and psychology in Iraq, regionally and globally.
2- Contributing to the development of staff working in the field of education and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

<b>Programmatic accreditation .4</b>
Nothing

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

<b>Program structure .6</b>
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* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	<b>Enterprise requirements</b>
			Yes	<b>College requirements</b>
			Yes	<b>Department requirements</b>
			nothing	<b>summer training</b>
				<b>Other</b>

.Notes may include whether the course is core or elective \*

<b>Program description .7</b>				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretica I	Economics of education		the second / 2023-2024
				Chapter one

<b>Expected learning outcomes of the program .8</b>	
<b>Knowledge</b>	
	<b>Knowledge and understanding -1</b> <b>.To know the concepts of individual differences -2</b> <b>To become familiar with the recent development -3</b> <b>.of differential psychology</b> <b>.Understand how heredity affects -4</b> <b>Understand how the environment affects -5</b>
<b>Skills</b>	
	<b>Performance skills by involving the - 1</b> <b>student in the lesson</b> <b>Social skills by opening a group - 2</b> <b>.dialogue among students</b> <b>Application of the lesson by - 3</b> <b>.students</b> <b>.Student self-assessments - 4</b>
<b>Value</b>	
	Using objective thinking and analysis for situations that require the use of spatial and geographical analysis ,

<b>Teaching and learning strategies .9</b>
1 - developing the student's ability to deal with the Internet. 2 - developing the student's ability to deal with multiple means. .developing the student's ability to dialogue and debate - <sup>3</sup>

<b>Evaluation methods</b> .10
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> </ul> <p style="text-align: center;">.The quarterly and final exams express commitment and cognitive and skill achievement •</p>

<b>The teaching staff</b> .11						
<b>Faculty members</b>						
<b>Preparing the teaching staff</b>		<b>Special requirements/skills (if any)</b>		<b>Specialization</b>		<b>Scientific rank</b>
the permanent	personnel			private	general	
the permanent	personnel			Curricula and teaching methods	Philosophy of education	Assistant Professor Dr. Abdul Muhammad Ghaidan Al-Dulaimi

<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>Acceptance criterion</b> .12
<p>The standard used is the student (average)</p> <p>But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends</p>

<b>The most important sources of information about the program</b> .13
<ul style="list-style-type: none"> <li>- Nofal Muhammad Nabil, Education and Economic Development, Cairo, Egyptian Iglo Library, Cairo, 1979.</li> <li>- Al-Nouri, Abdul Ghani, Modern Trends in the Economics of Education, Doha, Qatar House of Culture, 1988.</li> <li>- Abdeen, Mahmoud Abbas, Economics of Education, Education Letter, Amman 1987.</li> </ul>

<b>Program development plan</b> .14
<p>Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge</p>

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Economics of education		2023-2024 Fourth stage/second semester

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	The economics of education, its definition and importance	The lecture	Oral and written tests
The second	2	Receive and discuss	The most important opinions of scholars about this science and the differences in theories	The lecture	Oral and written tests
the third	2	Receive and discuss	Education, economic growth and economic development	The lecture	Exams
the fourth	2	Receive and discuss	The cost and financing of education	The lecture	Real-time tests
Fifth	2	Receive and discuss	Education revenues	The lecture	the exams
VI	2	Receive and discuss	Productive efficiency and education	The lecture	daily exams
Seventh	2	Receive and discuss	minds immigration	The lecture	Oral and written tests
VIII	2	Receive and discuss	Economists' interest in education	The lecture	Oral and written exams
The ninth	2	Receive and discuss	The most important factors for attention and care in education	The lecture	Exams
The tenth	2	Receive and discuss	Is education an investment or consumption?	The lecture	the exams
eleventh	2	Receive and discuss	Types of economic growth and growth factors	The lecture	the exams
twelveth	2	Receive and discuss	The concept of economic development and its goals	The lecture	Exams
Thirteenth	2	Receive and discuss	The relationship between education and development	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	The cost of learning and ways to reduce the cost of learning	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	The returns to learning are the productive atonement of learning	The lecture	Exams

Check the file before

Division of Quality Assurance and University Performance

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

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### Authentication of the Dean

Program vision .1
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

Program message .2
Working to prepare and graduate leading scientific and leadership competencies in the field of Educational and psychological sciences and to develop the balance of knowledge in the field of scientific research in the field of Educational and psychological sciences to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market

Program objectives .3
1- Preparing competent staff in the field of Educational and psychological sciences in Iraq, regionally and globally.
2- Contributing to the development of cadres working in the field of geography and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

Programmatic accreditation .4
Nothing

Other external influences .5
nothing

Program structure .6				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretica I	Foundations of education	AA3414	the first / 2023-2024

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	<p><b>The field of scientific knowledge among students -1</b></p> <p><b>Adopting the latest modern science to develop the -2</b> <b>.educational level</b></p> <p><b>Preparation of a sober and successful researcher -3</b></p> <p><b>Clarification and progress of the focus of -4</b> <b>psychological sciences</b></p> <p><b>Supplement the scientific material with external -5</b> <b>information</b></p> <p><b>Explaining everything related to the core of the -6</b> <b>topic</b></p>
<b>Skills</b>	
	<p><b>Performance skills by involving the - 1</b> <b>student in the lesson</b></p> <p><b>Social skills by opening a group - 2</b> <b>.dialogue among students</b></p> <p><b>Application of the lesson by - 3</b> <b>.students</b></p> <p><b>.Student self-assessments - 4</b></p>
<b>Value</b>	
	<p><b>.Daily and quarterly evaluation exam -1</b></p> <p><b>Preparing discussion and research -2</b> <b>.papers related to the subject</b></p> <p><b>.Final exam-3</b></p>



<b>Teaching and learning strategies</b> .9
<p>1 - developing the student's ability to deal with the Internet.  2 - developing the student's ability to deal with multiple means.</p> <p style="text-align: right;">developing the student's ability to dialogue and debate<sup>-3</sup></p>

<b>Evaluation methods</b> .10
<ul style="list-style-type: none"> <li>Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>Commitment to deadlines for submitting assignments and research.</li> </ul> <p style="text-align: center;">.The quarterly and final exams express commitment and cognitive and skill achievement •</p>

<b>The teaching staff</b> .11						
<b>Faculty members</b>						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
the permanent	personnel			private	general	
the permanent	personnel			Educational and psychological sciences	Educational and psychological sciences	Asst. Instructor

<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>Acceptance criterion</b> .12
<p>The standard used is the student (average)</p> <p>But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends</p>

<b>The most important sources of information about the program</b> .13
<p>Methodical books -1</p> <p>Electronic lectures -2</p> <p>Workshops -3</p> <p>Seminars -4</p> <p>Conferences -5</p> <p>Psychological sciences websites -6</p>

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Program development plan .14

Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge

Program skills chart															
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level
Value				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Foundations of education		2023-2024 the first

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	The meaning and goals of education	The lecture	Oral and written tests
The second	2	Receive and discuss	Educational necessities	The lecture	Oral and written tests
the third	2	Receive and discuss	Educational theories	The lecture	Exams
the fourth	2	Receive and discuss	Fields of education	The lecture	Real-time tests
Fifth	2	Receive and discuss	The historical basis of ancient education	The lecture	the exams
VI	2	Receive and discuss	Chinese	The lecture	daily exams
Seventh	2	Receive and discuss	Greek	The lecture	Oral and written tests
VIII	2	Receive and discuss	Middle Ages	The lecture	Oral and written exams
The ninth	2	Receive and discuss	Arab education before and after Islam	The lecture	Exams
The tenth	2	Receive and discuss	Modern education	The lecture	the exams
eleventh	2	Receive and discuss	Modern educational applications	The lecture	the exams
twelveth	2	Receive and discuss	The social basis of education	The lecture	Exams
Thirteenth	2	Receive and discuss	The relationship between education and society	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	The relationship between the individual and the environment	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	Congenital education	The lecture	Exams

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Program vision .1
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Program objectives .3
1- Preparing competent staff in the field of Educational and psychological sciences in Iraq, regionally and globally.
2- Contributing to the development of cadres working in the field of geography and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

Programmatic accreditation .4
Nothing

Other external influences .5
nothing

Program structure .6				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretica I	Foundations of education		the first / 2023-2024
				Chapter II

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	<p><b>The field of scientific knowledge among students -1</b></p> <p><b>Adopting the latest modern science to develop the -2</b> <b>.educational level</b></p> <p><b>Preparation of a sober and successful researcher -3</b></p> <p><b>Clarification and progress of the focus of -4</b> <b>psychological sciences</b></p> <p><b>Supplement the scientific material with external -5</b> <b>information</b></p> <p><b>Explaining everything related to the core of the -6</b> <b>topic</b></p>
<b>Skills</b>	
	<p><b>Performance skills by involving the - 1</b> <b>student in the lesson</b></p> <p><b>Social skills by opening a group - 2</b> <b>.dialogue among students</b></p> <p><b>Application of the lesson by - 3</b> <b>.students</b></p> <p><b>.Student self-assessments - 4</b></p>
<b>Value</b>	
	<p><b>.Daily and quarterly evaluation exam -1</b></p> <p><b>Preparing discussion and research -2</b> <b>.papers related to the subject</b></p> <p><b>.Final exam-3</b></p>

<b>Teaching and learning strategies</b> .9
<p>1 - developing the student's ability to deal with the Internet.  2 - developing the student's ability to deal with multiple means.</p> <p style="text-align: right;">developing the student's ability to dialogue and debate<sup>-3</sup></p>

<b>Evaluation methods</b> .10
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> </ul> <p style="text-align: center;">.The quarterly and final exams express commitment and cognitive and skill achievement •</p>

<b>The teaching staff</b> .11						
<b>Faculty members</b>						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
the permanent	personnel			private	general	
the permanent	personnel			Educational and psychological sciences	Educational and psychological sciences	Asst. Instructor

<b>Professional development</b>
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<b>Acceptance criterion</b> .12
<p>The standard used is the student (average)</p> <p>But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends</p>

<b>The most important sources of information about the program</b> .13
<p>Methodical books -1</p> <p>Electronic lectures -2</p> <p>Workshops -3</p> <p>Seminars -4</p> <p>Conferences -5</p> <p>Psychological sciences websites -6</p>

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Program development plan .14

Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge



Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Foundations of education		2023-2024 the first

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	Family education	The lecture	Oral and written tests
The second	2	Receive and discuss	National Education	The lecture	Oral and written tests
the third	2	Receive and discuss	Health education	The lecture	Exams
the fourth	2	Receive and discuss	Community educational applications	The lecture	Real-time tests
Fifth	2	Receive and discuss	Economic basis	The lecture	the exams
VI	2	Receive and discuss	Education and its impact on economic development	The lecture	daily exams
Seventh	2	Receive and discuss	Scientific basis	The lecture	Oral and written tests
VIII	2	Receive and discuss	Education and method in research and investigation	The lecture	Oral and written exams
The ninth	2	Receive and discuss	National and social foundations	The lecture	Exams
The tenth	2	Receive and discuss	Education in the Islamic perspective	The lecture	the exams
eleventh	2	Receive and discuss	Educational renewal in Iraq	The lecture	the exams
twelveth	2	Receive and discuss	Comprehensive school	The lecture	Exams
Thirteenth	2	Receive and discuss	Systematic education	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	Methodical educational applications	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	Women work inside and outside the home	The lecture	Exams

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<b>Programmatic accreditation .4</b>
Nothing

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

<b>Program structure .6</b>
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* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	<b>Enterprise requirements</b>
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.Notes may include whether the course is core or elective \*

<b>Program description .7</b>				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretica I	Curriculum and textbook		the second / 2023-2024
				Chapter one

<b>Expected learning outcomes of the program .8</b>	
<b>Knowledge</b>	
	<b>Knowledge and understanding -1</b> <b>.To know the concepts of individual differences -2</b> <b>To become familiar with the recent development -3</b> <b>.of differential psychology</b> <b>.Understand how heredity affects -4</b> <b>Understand how the environment affects -5</b>
<b>Skills</b>	
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<b>Value</b>	
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<b>Teaching and learning strategies .9</b>
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<b>The teaching staff</b> .11						
<b>Faculty members</b>						
<b>Preparing the teaching staff</b>		<b>Special requirements/skills (if any)</b>		<b>Specialization</b>		<b>Scientific rank</b>
the permanent	<b>personnel</b>			<b>private</b>	<b>general</b>	
the permanent	personnel			Curricula and teaching methods	Philosophy of education	Assistant Professor Dr. Abdul Muhammad Ghaidan Al-Dulaimi
<b>Professional development</b>						
<b>Orienting new faculty members</b>						
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<b>The most important sources of information about the program</b> .13
<p>Modern trends and applications in curricula and teaching methods / Al-Muzzalaf and Muhammad Al-Ado Ali.</p> <p>-Teaching and learning strategies in the context of quality culture / author Dolim Obaid.</p> <p>-The Wednesday concept curricula and treatments / Author Dr. Muhammad Ali Habib Al-Mousawi.</p>

<b>Program development plan</b> .14
<p>Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge</p>

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Curriculum and textbook		2023-2024 Second/First Chapter

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	The ancient and modern contemporary curriculum and its characteristics	The lecture	Oral and written tests
The second	2	Receive and discuss	Foundations of curriculum construction	The lecture	Oral and written tests
the third	2	Receive and discuss	Individual teams and social interaction	The lecture	Exams
the fourth	2	Receive and discuss	Growth characteristics	The lecture	Real-time tests
Fifth	2	Receive and discuss	Learning and its relationship to the curriculum	The lecture	the exams
VI	2	Receive and discuss	Curriculum elements	The lecture	daily exams
Seventh	2	Receive and discuss	Types of curricula	The lecture	Oral and written tests
VIII	2	Receive and discuss	Curriculum evaluation and objectives	The lecture	Oral and written exams
The ninth	2	Receive and discuss	Curriculum evaluation forms	The lecture	Exams
The tenth	2	Receive and discuss	Curriculum development and advocacy	The lecture	the exams
eleventh	2	Receive and discuss	Development methods	The lecture	the exams
twelveth	2	Receive and discuss	Foundations of curriculum development	The lecture	Exams
Thirteenth	2	Receive and discuss	The importance of the textbook	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	And the functions of the textbook	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	Textbook evaluation	The lecture	Exams

Check the file before

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### Authentication of the Dean

Program vision .1
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

Program message .2
Working to prepare and graduate leading scientific and leadership competencies in the field of psychology and to develop the balance of knowledge in the field of scientific research in the field of psychology to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to market requirements. Local

Program objectives .3
1- Preparing competent staff in the field of psychology in Iraq, regionally and globally.
2- Contributing to the development of staff working in the field of psychology and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

Programmatic accreditation .4
Nothing

Other external influences .5
nothing

Program structure .6
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* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	<b>Enterprise requirements</b>
			Yes	<b>College requirements</b>
			Yes	<b>Department requirements</b>
			nothing	<b>summer training</b>
				<b>Other</b>

.Notes may include whether the course is core or elective \*

<b>Program description .7</b>			
Credit hours	Name of the course or course	Course or course code	Year/level
30	theoretica I	continuous education	the second / 2023-2024

<b>Expected learning outcomes of the program .8</b>	
<b>Knowledge</b>	
	<b>Knowledge and understanding -1</b> <b>.To know the concepts of individual differences -2</b> <b>To become familiar with the recent development -3</b> <b>.of differential psychology</b> <b>.Understand how heredity affects -4</b> <b>Understand how the environment affects -5</b>
<b>Skills</b>	
	<b>Performance skills by involving the - 1</b> <b>student in the lesson</b> <b>Social skills by opening a group - 2</b> <b>.dialogue among students</b> <b>Application of the lesson by - 3</b> <b>.students</b> <b>.Student self-assessments - 4</b>
<b>Value</b>	
	Using objective thinking and analysis for situations that require the use of spatial and geographical analysis .

<b>Teaching and learning strategies .9</b>
1 - developing the student's ability to deal with the Internet. 2 - developing the student's ability to deal with multiple means. .developing the student's ability to dialogue and debate - <sup>3</sup>

<b>Evaluation methods</b> .10
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> </ul> <p style="text-align: center;">.The quarterly and final exams express commitment and cognitive and skill achievement •</p>

<b>The teaching staff</b> .11						
<b>Faculty members</b>						
<b>Preparing the teaching staff</b>		<b>Special requirements/skills (if any)</b>		<b>Specialization</b>		<b>Scientific rank</b>
the permanent	<b>personnel</b>			<b>private</b>	<b>general</b>	
the permanent	personnel			Curricula and teaching methods	Philosophy of education	Assistant Professor Dr. Abdul Muhammad Ghaidan Al-Dulaimi
<b>Professional development</b>						
<b>Orienting new faculty members</b>						
<b>Professional development for faculty members</b>						

<b>Acceptance criterion</b> .12
<p>The standard used is the student (average)</p> <p>But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends</p>

<b>The most important sources of information about the program</b> .13
<p>Modern strategies and applications in teaching and learning in the context of a culture of quality, Dr. William Obaid.</p> <p>- Al-Ghannam, Muhammad Ahmed, The Productive School, The Vision of Learning from a Broad Economic Perspective, New Education, 1983.</p> <p>- Al-Samarrai Balsam Ahmed Ali, Economics of Education, Iraqi Library and Documentation House, Baghdad, 2015 AD.</p>

<b>Program development plan</b> .14
<p>Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge</p>

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	continuous education		2023-2024 The second/second semester

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	The concept of education and its goals	The lecture	Oral and written tests
The second	2	Receive and discuss	The philosophical foundations of education and its institutions	The lecture	Oral and written tests
the third	2	Receive and discuss	Education, learning, teaching and training	The lecture	Exams
the fourth	2	Receive and discuss	Educational principles and requirements	The lecture	Real-time tests
Fifth	2	Receive and discuss	Distinguish between competence, ability and skill	The lecture	the exams
VI	2	Receive and discuss	Characteristics of continuing education and its three foundations	The lecture	daily exams
Seventh	2	Receive and discuss	The role of the university in continuing education and the advantages and obstacles of learning	The lecture	Oral and written tests
VIII	2	Receive and discuss	Communication and communication are important	The lecture	Oral and written exams
The ninth	2	Receive and discuss	Types of communication and communication	The lecture	Exams
The tenth	2	Receive and discuss	Self-education is important	The lecture	the exams
eleventh	2	Receive and discuss	E-Learning	The lecture	the exams
twelveth	2	Receive and discuss	Correspondence education	The lecture	Exams
Thirteenth	2	Receive and discuss	Distance learning	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	Types of learning and its principles	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	Open learning	The lecture	Exams

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### Authentication of the Dean

<b>Program vision .1</b>
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

<b>Program message .2</b>
Working to prepare and graduate highly qualified and pioneering leaders in the field of psychology and develop the balance of knowledge in the field of scientific research methodology to serve the local community, as well as refining the minds of students scientifically and ..cognitively

<b>Program objectives .3</b>

<b>Programmatic accreditation .4</b>
Nothing

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

<b>Program structure .6</b>				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	<b>Enterprise requirements</b>
			Yes	<b>College requirements</b>
			Yes	<b>Department requirements</b>
			nothing	<b>summer training</b>
				<b>Other</b>

.Notes may include whether the course is core or elective \*

<b>Program description .7</b>				
Credit hours		Name of the course or course	Course or course code	Year/level
45	<b>theoretica I</b>	Geographic statistics	AA3414	The third / 2023-2024

<b>Expected learning outcomes of the program .8</b>	
<b>Knowledge</b>	
	The student should know the concept of experimental -1 psychology 2- To become familiar with the types of experimental designs
<b>Skills</b>	
	<b>Performance skills by involving the student in the lesson - 1</b> <b>Social skills by opening a group - 2</b> <b>.dialogue among students</b> <b>Application of the lesson by - 3</b> <b>.students</b> <b>.Student self-assessments - 4</b>
<b>Value</b>	
	Using objective thinking and analysis for situations that require the use of spatial and geographical analysis.

<b>Teaching and learning strategies .9</b>
1 - developing the student's ability to deal with the Internet. 2 - developing the student's ability to deal with multiple means. .developing the student's ability to dialogue and debate - <sup>3</sup>

<b>Evaluation methods .10</b>
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> </ul> .The quarterly and final exams express commitment and cognitive and skill achievement •

<b>The teaching staff .11</b>						
<b>Faculty members</b>						
<b>Preparing the teaching staff</b>		<b>Special requirements/skills (if any)</b>		<b>Specialization</b>		<b>Scientific rank</b>
	<b>personnel</b>			<b>private</b>	<b>general</b>	
	personnel			Geography of Services	Human Geography	assistant teacher
<b>Professional development</b>						

**Orienting new faculty members**

**Professional development for faculty members**

**Acceptance criterion .12**

The standard used is the student (average)

But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends

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

Introduction to experimental

psychology Experimental

psychology Lectures on experimental psychology

**Program development plan .14**

Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√		Basic	Experimental psychology		2023-2024 The third

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



### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	3	Receptivity and understanding	The development of the experimental study of behavior	The lecture	Oral and written tests
The second	3	Receive and discuss	Experimental and non-experimental designs	The lecture	Oral and written tests
the third	3	Receive and discuss	Experimental research variables and methods of controlling them	The lecture	Exams
the fourth	3	Receive and discuss	Experimental safety	The lecture	Real-time tests
Fifth	3	Receive and discuss	External safety	The lecture	the exams
VI	2	Receive and discuss		The lecture	daily exams
Seventh	3	Receive and discuss	Experimental designs	The lecture	Oral and written tests
VIII	3	Receive and discuss	Exam First Month	The lecture	Oral and written exams
The ninth	3	Receive and discuss	Double interview	The lecture	Exams
The tenth	3	Receive and discuss	Analysis of covariance	The lecture	the exams
eleventh	3	Receive and discuss	Randomized group design	The lecture	the exams
twelveth	3	Receive and discuss	Factorial designs	The lecture	Exams
Thirteenth	3	Receive and discuss	Mixed designs	The lecture	Oral and written tests
fourteenth	3	Receive and discuss	Partial design	The lecture	Oral and written tests
Fifteenth	3	Receive and discuss	Exam Second Month	The lecture	Exams

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### Authentication of the Dean

<b>Program vision .1</b>
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

<b>Program message .2</b>
Working to prepare and graduate leading scientific and leadership competencies in the field of social psychology and to develop the balance of knowledge in the field of scientific research in the field of psychological and educational sciences in order to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responsiveness. to local market requirements

<b>Program objectives .3</b>
.Preparing competent staff in the field of psychological and educational sciences in Iraq, regionally and globally
Contributing to the development of staff working in the field of educational and psychological sciences and their various branches in state institutions and departments -2
.Spreading self-awareness and holding awareness seminars in this field -3
.Understanding the materials and clarifying them according to the curriculum -4
.Use easy methods to deliver the material -5
.Understanding students' tendencies toward clarification, revealing and identifying individual differences, and trying to deal with them accurately -6

<b>Programmatic accreditation .4</b>
Nothing

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

<b>Program structure .6</b>				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	<b>Enterprise requirements</b>
			Yes	<b>College requirements</b>
			Yes	<b>Department requirements</b>
			nothing	<b>summer training</b>
				<b>Other</b>

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretica I	Social Psychology		The third / 2023-2024

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	1- To know the concepts of social psychology  2- To learn about the modern development of social psychology.  3- The relationship of social psychology to other sciences
<b>Skills</b>	
	1 - Performance skills that enable the student to learn the concepts of social psychology and employ them in the labor market and social life  2 - Social skills by opening a group dialogue among students.  3 - Application of the lesson by students.  4 - Self-evaluation processes for students
<b>Value</b>	
	Using objective thinking and analysis for situations that require the use of spatial and geographical analysis.

Teaching and learning strategies .9
1 - developing the student's ability to deal with the Internet. 2 - developing the student's ability to deal with multiple means.  developing the student's ability to dialogue and debate -3

Evaluation methods .10
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> </ul> <p>.The quarterly and final exams express commitment and cognitive and skill achievement •</p>

The teaching staff .11						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
the permanent	personnel			private	general	
the permanent	personnel			social psychology	Educational and psychological sciences	Prof
Professional development						
Orienting new faculty members						
Professional development for faculty members						

Acceptance criterion .12
<p>The standard used is the student (average)</p> <p>But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends</p>

The most important sources of information about the program .13
<p>Al-Khatib: Jamal Muhammad, 1997, Introduction to Special Education</p> <p>Hafez: Nabil 2000 Learning difficulties and therapeutic intervention</p> <p>Al-Sartawi: Zidane, Introduction to Learning Difficulties, 1st edition, Riyadh</p>

Program development plan .14
<p>Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge. In understanding human behavior</p>

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√		Basic	Special Education		2023-2024 The third

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	The concept of special education	The lecture	Oral and written tests
The second	2	Receive and discuss	And the history of the concept of special education	The lecture	Oral and written tests
the third	2	Receive and discuss	Educational obstacles	The lecture	Exams
the fourth	2	Receive and discuss	Speech and language disorders	The lecture	Real-time tests
Fifth	2	Receive and discuss	First month exam	The lecture	the exams
VI	2	Receive and discuss	Hearing retardation, its definition, types, diagnosis and causes	The lecture	daily exams
Seventh	2	Receive and discuss	Visual retardation, its definition, types, diagnosis and causes	The lecture	Oral and written tests
VIII	2	Receive and discuss	Mental retardation, its definition, types, diagnosis and causes	The lecture	Oral and written exams
The ninth	2	Receive and discuss	Creativity defined	The lecture	Exams
The tenth	2	Receive and discuss	Emotional disorders	The lecture	the exams
eleventh	2	Receive and discuss	Second month exam	The lecture	the exams
twelveth	2	Receive and discuss	Slow learners definition and causes of diagnosis	The lecture	Exams
Thirteenth	2	Receive and discuss	Classification of mental retardation	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	Mental retardation, definition of its causes and characteristics	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	The concept of special education	The lecture	Exams

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### Authentication of the Dean

Program vision .1
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

Program message .2
Working to prepare and graduate leading scientific and leadership competencies in the field of geography and to develop the balance of knowledge in the field of scientific research in the field of geography to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

Program objectives .3
1- Preparing competent staff in the field of geography in Iraq, regionally and globally.
2- Contributing to the development of cadres working in the field of geography and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

Programmatic accreditation .4
Nothing

Other external influences .5
nothing

Program structure .6				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			Nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
32	theoretica I	Comparative education	G1203	THIRD/1 2023-2024
				The first course

Expected learning outcomes of the program .8	
Knowledge	
	almaerifat walfahuma. - altaalib min alqudrat ealaa aliastintaj bayn alsabab walnatijati. - watalabuu .min al'ijra' aljadid wajara' aldirasat ean bueda watalab altalabat min alqudrat ealaa altahlil - 'alfalsafii waltaarikhii thuma aleilmiati
Skills	
Value	
	Using objective thinking and analysis for situations that require the use of spatial and geographical analysis.

Teaching and learning strategies .9	
1 - developing the student's ability to deal with the Internet. 2 - developing the student's ability to deal with multiple means.	developing the student's ability to dialogue and debate <sup>-3</sup>

Evaluation methods .10	
<ul style="list-style-type: none"> <li>Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>Commitment to deadlines for submitting assignments and research.</li> </ul>	



.The quarterly and final exams express commitment and cognitive and skill achievement •

**The teaching staff .11**

**Faculty members**

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
the permanent	personnel			private	general	
the permanent	personnel			eulum tarbawiat wanafsia	eulum tarbawiat wanafsia	mudaris musaeid

**Professional development**

**Orienting new faculty members**

**Professional development for faculty members**

**Acceptance criterion .12**

The standard used is the student (average)

But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends

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

aljumhuriatu, 'aflatun: tarjamat hanaa khabazi, bayrut, 1969m

abn rushd wafalsafatuh bayn alturath almueasiri, al'aesama, eabd al'amira, baghdad, 1999m.

**Program development plan .14**

Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge

Program skills chart																
Learning outcomes required from the programme												Basic or ?optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	aleulum altarbawiat walnafsia		2023-2024 THIRD/FIRST COURSE

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2		The concept of comparative education	Lecture	Oral and written tests
The second	2		The development of the concept of comparative education and the role of Arab and international organizations	Lecture	Oral and written tests
the third	2		Educational applications	Lecture	Exams
the fourth	2		Objectives of comparative education	Lecture	Real-time tests
Fifth	2		Some pioneers of comparative education	Lecture	the exams
VI	2		Isaac Kandel - George Purdy	Lecture	daily exams
Seventh	2		First month exam	Lecture	Oral and written tests
VIII	2		Roslow	Lecture	Oral and written exams
The ninth	2		Saderler and Mark Anton	Lecture	Exams
The tenth	2		Stages of development of research methods in comparative education	Lecture	the exams
eleventh	2		Transfer and metaphor stage (descriptive approach)	Lecture	the exams
twelveth	2		Phase of forces and factors	Lecture	Exams
Thirteenth	2		The stage of using the scientific method	Lecture	Oral and written tests
fourteenth	2		Second month exam	Lecture	Oral and written tests
Fifteenth	2		Research methods in comparative education	Lecture	Exams

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### Authentication of the Dean

Program vision .1
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

Program message .2
Working to prepare and graduate leading scientific and leadership competencies in the field of geography and to develop the balance of knowledge in the field of scientific research in the field of geography to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

Program objectives .3
1- Preparing competent staff in the field of geography in Iraq, regionally and globally.
2- Contributing to the development of cadres working in the field of geography and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

Programmatic accreditation .4
Nothing

Other external influences .5
nothing

Program structure .6				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
45	theoretical	Geographic statistics	AA3414	The third / 2023-2024

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	<p>To know the concepts of Individual ...differences</p> <p>To learn about the modern development of .differential psychology</p> <p>To understand the Importance of individual .differences in education</p> <p>.To know the components of personality</p> <p>To learn about psychometrics</p>
<b>Skills</b>	
	<p><b>Performance skills by involving the - 1 student in the lesson</b></p> <p><b>Social skills by opening a group - 2 .dialogue among students</b></p> <p><b>Application of the lesson by - 3 .students</b></p> <p><b>.Student self-assessments - 4</b></p>
<b>Value</b>	
	Using objective thinking and analysis for situations that require the use of spatial and geographical analysis,

<b>Teaching and learning strategies</b> .9
<p>1 - developing the student's ability to deal with the Internet.  2 - developing the student's ability to deal with multiple means.</p> <p style="text-align: right;">developing the student's ability to dialogue and debate<sup>-3</sup></p>

<b>Evaluation methods</b> .10
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> </ul> <p style="text-align: center;">.The quarterly and final exams express commitment and cognitive and skill achievement •</p>

<b>The teaching staff</b> .11						
<b>Faculty members</b>						
<b>Preparing the teaching staff</b>		<b>Special requirements/skills (if any)</b>		<b>Specialization</b>		<b>Scientific rank</b>
the permanent	<b>personnel</b>			<b>private</b>	<b>general</b>	
the permanent	personnel			Self Educational	Educational science	Assistant teacher

<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>Acceptance criterion</b> .12
<p>The standard used is the student (average)</p> <p>But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends</p>

<b>The most important sources of information about the program</b> .13
<p>- The psychology of individual differences and its educational applications, written by Ahmed Muhammad Al-Zoubi, 2006</p>

<b>Program development plan</b> .14
<p>Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process .and enhance self-confidence, in addition to increasing computer culture and knowledge</p>

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√		Basic	Individual difference s		2023-2024 The first

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	3	Receptivity and understanding	Concepts of individual differences and an introductory introduction	The lecture	Oral and written tests
The second	3	Receive and discuss	Historical development of the concept of individual differences in China and the West	The lecture	Oral and written tests
the third	3	Receive and discuss	Individual differences among Arab and Muslim scholars	The lecture	Exams
the fourth	3	Receive and discuss	Modern development science is the same as individual differences.	The lecture	Real-time tests
Fifth	3	Receive and discuss	Environment, genetics and their relationship to individual differences	The lecture	the exams
VI	3	Receive and discuss	Mental measurement and psychometrics	The lecture	daily exams
Seventh	3	Receive and discuss	Experimental psychology	The lecture	Oral and written tests
VIII	3	Receive and discuss	The importance of individual differences in education	The lecture	Oral and written exams
The ninth	3	Receive and discuss	Measurement and evaluation in educational fields	The lecture	Exams



The tenth	3	Receive and discuss	Types of individual differences	The lecture	the exams
eleventh	3	Receive and discuss	Characteristics of individual differences	The lecture	the exams
twelveth	3	Receive and discuss	Manifestations of individual differences	The lecture	Exams
Thirteenth	3	Receive and discuss	Individual differences in intelligence	The lecture	Oral and written tests
fourteenth	3	Receive and discuss	Individual differences in personality	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	components tests	The lecture	Exams

Check the file before

Division of Quality Assurance and University Performance

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

the date

the signature

### Authentication of the Dean

Program vision .1
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

Program message .2
Working to prepare and graduate leading scientific and leadership competencies in the field of geography and to develop the balance of knowledge in the field of scientific research in the field of geography to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

Program objectives .3
1- Preparing competent staff in the field of geography in Iraq, regionally and globally.
2- Contributing to the development of cadres working in the field of geography and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

Programmatic accreditation .4
Nothing

Other external influences .5
nothing

Program structure .6				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretica I	Philosophy of education	AA3414	The forty / 2023-2024

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	<b>Knowledge and understanding -1</b> .To know the concepts of individual differences -2 <b>To become familiar with the recent development -3</b> <b>.of differential psychology</b> .Understand how heredity affects -4 <b>Understand how the environment affects -5</b>
<b>Skills</b>	
	<b>Performance skills by involving the - 1</b> <b>student in the lesson</b> <b>Social skills by opening a group - 2</b> <b>.dialogue among students</b> <b>Application of the lesson by - 3</b> <b>.students</b> <b>.Student self-assessments - 4</b>
<b>Value</b>	
	Using objective thinking and analysis for situations that require the use of spatial and geographical analysis,

Teaching and learning strategies .9
1 - developing the student's ability to deal with the Internet.

2 - developing the student's ability to deal with multiple means.

developing the student's ability to dialogue and debate<sup>-3</sup>

**Evaluation methods .10**

- Active participation in the classroom, a guide to student commitment and responsibility.
- Commitment to deadlines for submitting assignments and research.

.The quarterly and final exams express commitment and cognitive and skill achievement •

**The teaching staff .11**

**Faculty members**

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
the permanent	personnel			private	general	
the permanent	personnel			Educational psychology	Educational and psychological sciences	Teacher

**Professional development**

**Orienting new faculty members**

**Professional development for faculty members**

**Acceptance criterion .12**

The standard used is the student (average)

But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends

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

Educational philosophy book

**Program development plan .14**

Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge

Program skills chart															
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level
Value				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Philosophy of education		2023-2024 The forty

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	3	Receptivity and understanding	The concept of philosophy, education, philosophy of education	The lecture	Oral and written tests
The second	3	Receive and discuss	Idealistic philosophy	The lecture	Oral and written tests
the third			application		
the fourth			application		
Fifth			application		
VI			application		
Seventh			application		
VIII			application		
The ninth	3	Receive and discuss	Parental rights	The lecture	Exams
The tenth	3	Receive and discuss	Pragmatist philosophy	The lecture	the exams
eleventh	3	Receive and discuss	Realist philosophy	The lecture	the exams
twelveth	3	Receive and discuss	Existential philosophy	The lecture	Exams
Thirteenth	3	Receive and discuss	Islamic philosophy	The lecture	Oral and written tests
fourteenth	3	Receive and discuss	Educational applications of each philosophy	The lecture	Oral and written tests
Fifteenth	3	Receive and discuss	Pioneers of every philosophy	The lecture	Exams

**Division of Quality Assurance and University Performance**

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

**the date**

**the signature**

**Authentication of the Dean**

<b>Program vision .1</b>
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

<b>Program message .2</b>
Working to prepare and graduate highly qualified and pioneering leaders in the field of psychology and develop the balance of knowledge in the field of scientific research methodology to serve the local community, as well as refining the minds of students scientifically and ..cognitively

<b>Program objectives .3</b>
------------------------------

<b>Programmatic accreditation .4</b>
Nothing

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

<b>Program structure .6</b>				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	<b>Enterprise requirements</b>
			Yes	<b>College requirements</b>
			Yes	<b>Department requirements</b>
			Nothing	<b>summer training</b>
				<b>Other</b>

.Notes may include whether the course is core or elective \*

<b>Program description .7</b>				
Credit hours		Name of the course or course	Course or course code	Year/level
45	<b>theoretica I</b>	Geographic statistics	AA3414	The third / 2023-2024

<b>Expected learning outcomes of the program .8</b>
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<b>Knowledge</b>	
	The student should know the concept of scientific research -1 methodology 2- To know the types of curricula
<b>Skills</b>	
	<b>Performance skills by involving the student in the lesson</b> - 1 <b>Social skills by opening a group</b> - 2 <b>.dialogue among students</b> <b>Application of the lesson by</b> - 3 <b>.students</b> <b>.Student self-assessments</b> - 4
<b>Value</b>	
	Using objective thinking and analysis for situations that require the use of spatial and geographical analysis .

<b>Teaching and learning strategies</b> .9	
1 - developing the student's ability to deal with the Internet. 2 - developing the student's ability to deal with multiple means.	developing the student's ability to dialogue and debate - <sup>3</sup>

<b>Evaluation methods</b> .10	
<ul style="list-style-type: none"> <li>Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>Commitment to deadlines for submitting assignments and research.</li> </ul> <p>.The quarterly and final exams express commitment and cognitive and skill achievement •</p>	

<b>The teaching staff</b> .11						
<b>Faculty members</b>						
<b>Preparing the teaching staff</b>		<b>Special requirements/skills (if any)</b>		<b>Specialization</b>		<b>Scientific rank</b>
personnel				private	General	
	personnel			Geography of Services	Human Geography	assistant teacher

<b>Professional development</b>	
<b>Orienting new faculty members</b>	
<b>Professional development for faculty members</b>	



**Acceptance criterion .12**

The standard used is the student (average)

But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends

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

Introduction to scientific research methodology Scientific research method

**Program development plan .14**

Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√		Basic	Scientific research method		2023-2024 The third

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	3	Receptivity and understanding	Introduction to the scientific research method	The lecture	Oral and written tests
The second	3	Receive and discuss	Preparing a research plan Classification of	The lecture	Oral and written tests
the third	3	Receive and discuss	educational research Historical research	The lecture	Exams
the fourth	3	Receive and discuss	method Descriptive researc	The lecture	Real-time tests
Fifth	3	Receive and discuss	method First month exam	The lecture	the exams
VI	2	Receive and discuss	Scientific research tools	The lecture	daily exams
Seventh	3	Receive and discuss	completed Samples Principles	The lecture	Oral and written tests
VIII	3	Receive and discuss	Statistics writing a report Use of	The lecture	Oral and written exams
The ninth	3	Receive and discuss	Ws Second month exam	The lecture	Exams
The tenth	3	Receive and discuss	Scientific research method	The lecture	the exams
eleventh	3	Receive and discuss	method Descriptive research method First month exam	The lecture	the exams
twelveth	3	Receive and discuss	methodology Scientific research method	The lecture	Exams
Thirteenth	3	Receive and discuss	methodology Scientific	The lecture	Oral and written tests

			research metho		
fourteenth	3	Receive and discuss	educational res	The lecture	Oral and written tests
Fifteenth	3	Receive and discuss	method Descriptive research method First month exam	The lecture	Exams

Check the file before

Division of Quality Assurance and University Performance

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

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**Authentication of the Dean**

<b>Program vision .1</b>
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<b>Program message .2</b>
Working to prepare and graduate leading scientific and leadership competencies in the field of geography and to develop the balance of knowledge in the field of scientific research in the field of geography to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

<b>Program objectives .3</b>
.Preparing competent staff in the field of educational and psychological sciences in Iraq, regionally and globally -1
Contributing to the development of staff working in the field of educational and psychological sciences and their various branches in state institutions and departments -2
.Spreading linguistic awareness and holding awareness seminars in this field -3
Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning) -4
.Understanding the materials and clarifying them according to the vocabulary of the curriculum -5
.Use easy methods to deliver the material -6
.Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately -7

<b>Programmatic accreditation .4</b>
Nothing

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

<b>Program structure .6</b>				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements

			Yes	Department requirements
			nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretica I	Descriptive statistics/1	EHS2105	second/2023-2024

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	<p><b>That the student knows basic concepts in</b> -1 -1 .descriptive statistics</p> <p><b>That the student be able to use statistical</b> -2 .methods</p> <p><b>The student should be able to know the types of</b> -3 <b>vocabulary, statistical methods, and the rules for</b> <b>.formulating and correcting them</b></p> <p><b>That the student be able to conduct statistical</b> -4 <b>analysis of paragraphs</b></p> <p><b>That the student should be able to apply what he</b> -5 <b>has studied in statistics in graduation research and</b> <b>statistical issues and extract truthful and accurate</b> <b>.results</b></p>
<b>Skills</b>	
	<p><b>Performance skills by involving the</b> - <b>student in the lesson</b></p> <p><b>Social skills by opening a group</b> - 2 <b>.dialogue among students</b></p> <p><b>Application of the lesson by</b> - 3 <b>.students</b></p> <p><b>Self-evaluation processes for</b> - 4 <b>students</b></p>
<b>Value</b>	
	Using objective thinking and analysis for cases that require . .statistical analysis of paragraphs and building test vocabulary

Teaching and learning strategies .9
<p>Discussion and interaction method.</p> <p>Feedback method.</p> <p>-Method of giving and receiving</p> <p>Assigning the student to some group activities and duties.</p>

Allocating a percentage of the grade to daily assignments and tests

**Evaluation methods .10**

- Active participation in the classroom is evidence of the student's commitment and responsibility.
  - Commitment to the specified deadline for submitting assignments and research.
- .Semester and final tests express commitment and cognitive and skill achievement •

**The teaching staff .11**

**Faculty members**

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
the permanent	personnel			private	general	
the permanent	personnel			Educational and psychological sciences	Descriptive statistics	Prof

**Professional development**

**Orienting new faculty members**

**Professional development for faculty members**

**Acceptance criterion .12**

The standard used is the student (average)  
 But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends

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

Descriptive statistics in the educational process

- Samples and statistical methods

Lectures on statistical analysis -

**Program development plan .14**

Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√		Basic	Descriptive statistics	<b>EHS2105</b>	2023-2024 Second/First Chapter

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



### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	3	Receptivity and understanding	A general introduction to educational and psychological statistics	The lecture	Oral and written tests
The second	3	Receive and discuss	Variables - their types - classification, levels of measurement	The lecture	Oral and written tests
the third	3	Receive and discuss	Frequency distributions: pie charts, frequency polygon, histogram	The lecture	Exams
the fourth	3	Receive and discuss	Measures of central tendency: the arithmetic mean	The lecture	Real-time tests
Fifth	3	Receive and discuss	Mediator, mode	The lecture	the exams
VI	3	Receive and discuss	Measures of dispersion: range, mean deviation	The lecture	daily exams
Seventh	3	Receive and discuss	Variance, standard deviation	The lecture	Oral and written tests
VIII	3	Receive and discuss	Measures of relationship and correlation	The lecture	Oral and written exams
The ninth	3	Receive and discuss	Pearson correlation coefficient	The lecture	Exams
The tenth	3	Receive and discuss	Spearman correlation coefficient	The lecture	the exams
eleventh	3	Receive and discuss	Phi correlation coefficient	The lecture	the exams
twelveth	3	Receive and discuss	Kun correlation coefficient	The lecture	Exams
Thirteenth	3	Receive and discuss	Interpretation of correlation coefficient values	The lecture	Oral and written tests
fourteenth	3	Receive and discuss	Testing hypotheses about correlation coefficients	The lecture	Oral and written tests
Fifteenth	3	Receive and discuss	Interpretation tables, coefficient of determination and coefficient of alienation	The lecture	Exams

Check the file before

Division of Quality Assurance and University Performance

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

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**Authentication of the Dean**

<b>Program vision .1</b>
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

<b>Program message .2</b>
Working to prepare and graduate leading scientific and leadership competencies in the field of geography and to develop the balance of knowledge in the field of scientific research in the field of geography to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

<b>Program objectives .3</b>
.Preparing competent staff in the field of educational and psychological sciences in Iraq, regionally and globally -1
Contributing to the development of staff working in the field of educational and psychological sciences and their various branches in state institutions and departments -2
.Spreading linguistic awareness and holding awareness seminars in this field -3
Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning) -4
.Understanding the materials and clarifying them according to the vocabulary of the curriculum -5
.Use easy methods to deliver the material -6
.Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately -7

<b>Programmatic accreditation .4</b>
Nothing

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

<b>Program structure .6</b>				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements

			Yes	Department requirements
			nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretical	Descriptive statistics/2	EHS2105	second/2023-2024

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	<p><b>That the student knows basic concepts in</b> -1 -1 .descriptive statistics</p> <p><b>That the student be able to use statistical</b> -2 .methods</p> <p><b>The student should be able to know the types of</b> -3 <b>vocabulary, statistical methods, and the rules for</b> <b>.formulating and correcting them</b></p> <p><b>That the student be able to conduct statistical</b> -4 <b>analysis of paragraphs</b></p> <p><b>That the student should be able to apply what he</b> -5 <b>has studied in statistics in graduation research and</b> <b>statistical issues and extract truthful and accurate</b> <b>.results</b></p>
<b>Skills</b>	
	<p><b>Performance skills by involving the</b> - <b>student in the lesson</b></p> <p><b>Social skills by opening a group</b> - 2 <b>.dialogue among students</b></p> <p><b>Application of the lesson by</b> - 3 <b>.students</b></p> <p><b>Self-evaluation processes for</b> - 4 <b>students</b></p>
<b>Value</b>	
	Using objective thinking and analysis for cases that require .statistical analysis of paragraphs and building test vocabulary

Teaching and learning strategies .9
<p>Discussion and interaction method.</p> <p>Feedback method.</p> <p>-Method of giving and receiving</p> <p>Assigning the student to some group activities and duties.</p>

Allocating a percentage of the grade to daily assignments and tests

**Evaluation methods .10**

- Active participation in the classroom is evidence of the student's commitment and responsibility.
  - Commitment to the specified deadline for submitting assignments and research.
- .Semester and final tests express commitment and cognitive and skill achievement •

**The teaching staff .11**

**Faculty members**

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
the permanent	personnel			private	general	
the permanent	personnel			Educational and psychological sciences	Descriptive statistics	Prof

**Professional development**

**Orienting new faculty members**

**Professional development for faculty members**

**Acceptance criterion .12**

The standard used is the student (average)  
 But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends

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

Descriptive statistics in the educational process

- Samples and statistical methods

Lectures on statistical analysis -

**Program development plan .14**

Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√		Basic	Descriptive statistics/2	<b>EHS2105</b>	2023-2024 Second/First Chapter

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	3	Receptivity and understanding	Measure of central tendency	The lecture	Oral and written tests
The second	3	Receive and discuss	The arithmetic mean and its properties	The lecture	Oral and written tests
the third	3	Receive and discuss	Calculation methods (data data)	The lecture	Exams
the fourth	3	Receive and discuss	Calculation methods (unpackaged data)	The lecture	Real-time tests
Fifth	3	Receive and discuss	The medium and its properties	The lecture	the exams
VI	3	Receive and discuss	Calculation methods (data data)	The lecture	daily exams
Seventh	3	Receive and discuss	Calculation methods (unpackaged data)	The lecture	Oral and written tests
VIII	3	Receive and discuss	Money and its properties	The lecture	Oral and written exams
The ninth	3	Receive and discuss	Calculation methods (data data)	The lecture	Exams
The tenth	3	Receive and discuss	Calculation methods (unpackaged data)	The lecture	the exams
eleventh	3	Receive and discuss	variance	The lecture	the exams
twelveth	3	Receive and discuss	Deviation from the mean	The lecture	Exams
Thirteenth	3	Receive and discuss	standard deviation	The lecture	Oral and written tests
fourteenth	3	Receive and discuss	Pearson correlation coefficient	The lecture	Oral and written tests
Fifteenth	3	Receive and discuss	Spearman correlation coefficient	The lecture	Exams

Check the file before

Division of Quality Assurance and University Performance

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

the date

the signature

**Authentication of the Dean**

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This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

<b>Program message .2</b>
Work on preparing and graduating leading scientific and leadership competencies in the field of educational and psychological sciences in both parts of teaching and the duties of the educational counselor and in developing the knowledge balance in the field of scientific research in the field of educational and psychological sciences in the service of the local, regional and international community, as well as training and refining students' minds scientifically and cognitively, emphasizing social and cultural values and linking the vocabulary of the material with the environment and the societal fabric, in addition to responding to the requirements of the local market

<b>Program objectives .3</b>
1- Preparing competent staff in the field of educational and psychological science in Iraq, regionally and globally.
2- Contributing to the development of cadres working in the field of geography and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

<b>Programmatic accreditation .4</b>
Nothing

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

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

Basic course		45	45	<b>Enterprise requirements</b>
			Yes	<b>College requirements</b>
			Yes	<b>Department requirements</b>
			Nothing	<b>summer training</b>
				<b>Other</b>

.Notes may include whether the course is core or elective \*

<b>Program description .7</b>				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Year/level</b>
30	<b>theoretical</b>	Childhood Psychology	AA3414	second / 2023-2024
				First course
<b>Expected learning outcomes of the program .8</b>				
<b>Knowledge</b>				
		<p><b>.To know the concepts of childhood psychology -1</b>  <b>To identify the principles of growth and the - 2</b>  <b>.foundations of developmental psychology</b>  <b>To understand how genetics and the environment -3</b>  <b>.affect the human development of the child</b>  <b>To understand what the methods of study in -4</b>  <b>.developmental psychology are</b>  <b>To identify the theories that explained the growth -5</b>  <b>.in childhood</b></p>		
<b>Skills</b>				
		<p><b>Performance skills by involving the - 1</b>  <b>student in the lesson</b>  <b>Social skills by opening a group - 2</b>  <b>.dialogue among students</b>  <b>Application of the lesson by - 3</b>  <b>.students</b>  <b>.Student self-assessments - 4</b></p>		
<b>Value</b>				
		<p>Using objective thinking and analysis for situations that require the use of spatial and geographical analysis ,</p>		

<b>Teaching and learning strategies .9</b>	
1 - developing the student's ability to deal with the Internet. 2 - developing the student's ability to deal with multiple means.	developing the student's ability to dialogue and debate - <sup>3</sup>



<b>Evaluation methods</b> .10	
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> </ul> <p style="text-align: center;">.The quarterly and final exams express commitment and cognitive and skill achievement •</p>	

<b>The teaching staff</b> .11						
<b>Faculty members</b>						
<b>Preparing the teaching staff</b>		<b>Special requirements/skills (if any)</b>		<b>Specialization</b>		<b>Scientific rank</b>
the permanent	<b>personnel</b>			<b>private</b>	<b>general</b>	
the permanent	personnel			Educational and psychological science	Educational and psychological science	M.A. Study
<b>Professional development</b>						
<b>Orienting new faculty members</b>						
<b>Professional development for faculty members</b>						

<b>Acceptance criterion</b> .12
<p>The standard used is the student (average)</p> <p>But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends</p>

<b>The most important sources of information about the program</b> .13
<p>Psychology of Childhood and Adolescence, Al-Alusi, Jamal Hussein (1983)</p> <p>Introduction to Evolutionary Psychology, Alwan, Fadia (2003) -</p> <p>Foundations of the psychology of childhood and adolescence elderly, Paul et al. (1986)-</p>

<b>Program development plan</b> .14
<p>Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process .and enhance self-confidence, in addition to increasing computer culture and knowledge</p>

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√		Basic	Childhood psychology		2023-2024 Second

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	Developmental psychology, its importance, the meaning of growth	The lecture	Oral and written tests
The second	2	Receive and discuss	Laws Principles, General for Growth	The lecture	Oral and written tests
the third	2	Receive and discuss	Factors affecting growth, genetic and environmental factors	The lecture	Exams
the fourth	2	Receive and discuss	Research methods in psychology, longitudinal, transverse, case, experimental	The lecture	Real-time tests
Fifth	2	assessment	Exam	The lecture	the exams
VI	2	Receive and discuss	Childhood, definition, importance	The lecture	daily exams
Seventh	2	Receive and discuss	Stages of childhood, language development	The lecture	Oral and written tests
VIII	2	Receive and discuss	Social development, language development	The lecture	Oral and written exams
The ninth	2	Receive and discuss	Emotional development, congenital development	The lecture	Exams
The tenth	2	Receive and discuss	The role of social institutions in the development of children	The lecture	the exams
eleventh	2	Assessment	Exam	The lecture	the exams
twelveth	2	Receive and discuss	The role of social institutions in socialization	The lecture	Exams
Thirteenth	2	Receive and discuss	The role of social institutions in socialization Family, School	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	The role of social institutions in socialization, peers and media	The lecture	Oral and written tests
Fifteenth	2	Final Assessment	A review of the curriculum theoretically and practically	The lecture	Exams

Check the file before

Division of Quality Assurance and University Performance

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

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**Authentication of the Dean**

<b>Program vision .1</b>
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

<b>Program message .2</b>
Work on preparing and graduating leading scientific and leadership competencies in the field of educational and psychological sciences in both parts of teaching and the duties of the educational counselor and in developing the knowledge balance in the field of scientific research in the field of educational and psychological sciences in the service of the local, regional and international community, as well as training and refining students' minds scientifically and cognitively, emphasizing social and cultural values and linking the vocabulary of the material with the environment and the societal fabric, in addition to responding to the requirements of the local market

<b>Program objectives .3</b>
1- Preparing competent staff in the field of educational and psychological science in Iraq, regionally and globally.
2- Contributing to the development of cadres working in the field of geography and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

<b>Programmatic accreditation .4</b>
Nothing

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

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

Basic course		45	45	<b>Enterprise requirements</b>
			Yes	<b>College requirements</b>
			Yes	<b>Department requirements</b>
			Nothing	<b>summer training</b>
				<b>Other</b>

.Notes may include whether the course is core or elective \*

<b>Program description .7</b>				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Year/level</b>
30	<b>theoretical</b>	Adolescent Psychology	AA3414	second / 2023-2024
				second course
<b>Expected learning outcomes of the program .8</b>				
<b>Knowledge</b>				
		<p><b>.to know the concepts of adolescent psychology - 1</b></p> <p><b>To identify the growth spurt of both sexes and the -2</b></p> <p><b>.extent of the pressures they face</b></p> <p><b>To understand how the mechanisms of growth -3</b></p> <p><b>.affect the adolescent and adolescence</b></p> <p><b>To understand what the brain is and the -4</b></p> <p><b>.difference between the brain of the sexes</b></p> <p><b>To identify the theories that explained the growth -5</b></p> <p><b>.in childhood</b></p> <p><b>The student should know the conscience -6</b></p>		
<b>Skills</b>				
		<p><b>Performance skills by involving the - 1</b></p> <p><b>student in the lesson</b></p> <p><b>Social skills by opening a group - 2</b></p> <p><b>.dialogue among students</b></p> <p><b>Application of the lesson by - 3</b></p> <p><b>.students</b></p> <p><b>.Student self-assessments - 4</b></p>		
<b>Value</b>				
		<p>Using objective thinking and analysis for situations that require</p> <p>the use of spatial and geographical analysis.</p>		

<b>Teaching and learning strategies .9</b>	
<p>1 - developing the student's ability to deal with the Internet.</p> <p>2 - developing the student's ability to deal with multiple means.</p> <p>developing the student's ability to dialogue and debate -<sup>3</sup></p>	

<b>Evaluation methods</b> .10	
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> </ul> <p style="text-align: center;">.The quarterly and final exams express commitment and cognitive and skill achievement •</p>	

<b>The teaching staff</b> .11						
<b>Faculty members</b>						
<b>Preparing the teaching staff</b>		<b>Special requirements/skills (if any)</b>		<b>Specialization</b>		<b>Scientific rank</b>
the permanent	<b>personnel</b>			<b>private</b>	<b>General</b>	
the permanent	personnel			Educational and psychological science	Educational and psychological science	M.A. Study
<b>Professional development</b>						
<b>Orienting new faculty members</b>						
<b>Professional development for faculty members</b>						

<b>Acceptance criterion</b> .12
<p>The standard used is the student (average)</p> <p>But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends</p>

<b>The most important sources of information about the program</b> .13
<p>Psychology of Childhood and Adolescence, Al-Alusi, Jamal Hussein (1983)</p> <p>Introduction to Evolutionary Psychology, Alwan, Fadia (2003) -</p> <p>Foundations of the psychology of childhood and adolescence elderly, Paul et al. (1986)-</p>

<b>Program development plan</b> .14
<p>Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process .and enhance self-confidence, in addition to increasing computer culture and knowledge</p>

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√		Basic	Adolescence psychology		2023-2024 Second

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	Adolescence, definition, importance	The lecture	Oral and written tests
The second	2	Receive and discuss	Adolescence	The lecture	Oral and written tests
the third	2	Receive and discuss	Mental and cognitive development of the adolescent	The lecture	Exams
the fourth	2	Receive and discuss	Developmental, social, and emotional	The lecture	Real-time tests
Fifth	2	assessment	Exam	The lecture	the exams
VI	2	Receive and discuss	Congenital development, adolescent, and society	The lecture	daily exams
Seventh	2	Receive and discuss	Adolescent and profession	The lecture	Oral and written tests
VIII	2	Receive and discuss	The importance of work in the life of a teenager, the importance of choosing a profession	The lecture	Oral and written exams
The ninth	2	Receive and discuss	Teen compatibility for work, teenage attitudes and tendencies	The lecture	Exams
The tenth	2	Receive and discuss	The importance of tendencies and trends, sources of acquisition of tendencies and tendencies	The lecture	the exams
eleventh	2	Assessment	Exam	The lecture	the exams
twelveth	2	Receive and discuss	Some teenage problems, school delay	The lecture	Exams
Thirteenth	2	Receive and discuss	Aggressive behavior	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	Delinquency	The lecture	Oral and written tests
Fifteenth	2	Final Assessment	A review of the curriculum theoretically and practically	The lecture	Exams



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Division of Quality Assurance and University Performance

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### Authentication of the Dean

Program vision .1
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

Program message .2
Working to prepare and graduate leading scientific and leadership competencies in the field of psychology and to develop the balance of knowledge in the field of scientific research in the field of psychology to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

Program objectives .3
1- Preparing competent staff in the field of geography in Iraq, regionally and globally.
2- Contributing to the development of cadres working in the field of psychology and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

Programmatic accreditation .4
Nothing

Other external influences .5
nothing

Program structure .6				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			Nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretica I	Educational sociology	AA3414	The third / 2023-2024

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	<p><b>.To know the concept of educational meeting -1</b>  <b>To recognize the characteristics of science and its appearance -2</b>  <b>.To understand the institutions of socialization -3</b>  <b>.To understand the concept of social change -4</b>  <b>To become familiar with social control and its means -5</b></p>
<b>Skills</b>	
	<p><b>Performance skills by involving the student in the lesson - 1</b>  <b>Social skills by opening a group dialogue among students - 2</b>  <b>Application of the lesson by students - 3</b>  <b>.Student self-assessments - 4</b></p>
<b>Value</b>	
	<p>Using objective thinking and analysis for situations that require the use of spatial and geographical analysis.</p>

Teaching and learning strategies .9
-------------------------------------

- 1 - developing the student's ability to deal with the Internet.
- 2 - developing the student's ability to deal with multiple means.

developing the student's ability to dialogue and debate<sup>-3</sup>

**Evaluation methods .10**

- Active participation in the classroom, a guide to student commitment and responsibility.
- Commitment to deadlines for submitting assignments and research.

.The quarterly and final exams express commitment and cognitive and skill achievement •

**The teaching staff .11**

**Faculty members**

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
the permanent	personnel			Private	general	
the permanent	personnel			Educational psychology	Educational and psychological sciences	assistant teacher

**Professional development**

**Orienting new faculty members**

**Professional development for faculty members**

**Acceptance criterion .12**

The standard used is the student (average)

But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends

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

- Rules of the Method in Sociology, Emile Dor Kheim, Al Nahda, Cairo, 1999 Educational Sociology, Dr. Ibrahim Nasser, Dar Al-Tali'ah, Amman, 2004
- Educational Sociology, Dr. Abdullah Al-Rashdan, Ammar House, Amman, 1998
- Fundamentals of Sociology, Dr. Ibrahim Othman, Dar Kazma, Kuwait, 1983
- Studies in education and society Dr. Mahmoud Al-Sayyid, Al-Nadim, Cairo, 1988

**Program development plan .14**

Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge

Program skills chart																
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level	
Value				Skills				Knowledge								
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Educational sociology		2023-2024 the first

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	<b>Educational sociology...its .definition and emergence</b>	The lecture	Oral and written tests
The second	2	Receive and discuss	<b>Characteristics of educational .sociology</b>	The lecture	Oral and written tests
the third	2	Receive and discuss	<b>Objectives of educational .sociology</b>	The lecture	Exams
the fourth	2	Receive and discuss	<b>.Ibn Khaldun</b>	The lecture	Real-time tests
Fifth	2	Receive and discuss	<b>.Socialization</b>	The lecture	the exams
VI	2	Receive and discuss	<b>Social relations between the .sexes</b>	The lecture	daily exams
Seventh	2	Receive and discuss	<b>Socialization institutions</b>	The lecture	Oral and written tests
VIII	2	Receive and discuss	<b>.Family - school - peers</b>	The lecture	Oral and written exams
The ninth	2	Receive and discuss	<b>.Social change</b>	The lecture	Exams
The tenth	2	Receive and discuss	<b>.Stages of social change</b>	The lecture	the exams
eleventh	2	Receive and discuss	<b>.Factors of social change</b>	The lecture	the exams
twelveth	2	Receive and discuss	<b>Social control.</b>	The lecture	Exams
Thirteenth	2	Receive and discuss	<b>.Means of social control</b>	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	<b>Social control and education.</b>	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	<b>A comprehensive review of the .course</b>	The lecture	Exams

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Division of Quality Assurance and University Performance

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Program vision .1
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Program objectives .3
1- Preparing competent staff in the field of geography in Iraq, regionally and globally.
2- Contributing to the development of cadres working in the field of psychology and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

Programmatic accreditation .4
Nothing

Other external influences .5
nothing

Program structure .6				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			Nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretica I	psychological guidance.	AA3414	The third / 2023-2024

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	<p><b>.To know the concept of psychological counselling -1</b></p> <p><b>To know the justifications for psychological counselling -2</b></p> <p><b>To understand the characteristics of non-ordinary people -3</b></p> <p><b>.To understand ways to guide non-ordinary people -4</b></p> <p><b>To become familiar with the types of problems dealt with in psychological counselling -5</b></p>
<b>Skills</b>	
	<p><b>Performance skills by involving the student in the lesson - 1</b></p> <p><b>Social skills by opening a group dialogue among students - 2</b></p> <p><b>Application of the lesson by students - 3</b></p> <p><b>.Student self-assessments - 4</b></p>
<b>Value</b>	
	<p>Using objective thinking and analysis for situations that require the use of spatial and geographical analysis.</p>

<b>Teaching and learning strategies .9</b>	
1 - developing the student's ability to deal with the Internet. 2 - developing the student's ability to deal with multiple means.	
developing the student's ability to dialogue and debate <sup>-3</sup>	

<b>Evaluation methods .10</b>	
<ul style="list-style-type: none"> <li>Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>Commitment to deadlines for submitting assignments and research.</li> </ul>	
.The quarterly and final exams express commitment and cognitive and skill achievement •	

<b>The teaching staff .11</b>						
<b>Faculty members</b>						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
the permanent	<b>personnel</b>			<b>Private</b>	<b>general</b>	
the permanent	personnel			<b>Educational psychology</b>	<b>Educational and psychological sciences</b>	<b>assistant teacher</b>
<b>Professional development</b>						
<b>Orienting new faculty members</b>						
<b>Professional development for faculty members</b>						

<b>Acceptance criterion .12</b>	
The standard used is the student (average)	
But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken	
when choosing between departments because it is a very important matter on which the future of the entire student depends	

<b>The most important sources of information about the program .13</b>	
. Teaching thinking... theory and practice, Abu Jado, Saleh, Nofal, Muhammad Bakr: Amman, Dar Al-Masyoun Publishing, 2007 2.	
Programs for developing thinking... their types... their strategies... their methods, and Wahib, Muhammad Yassin, Zaidan, Nada Fattah: in Mosul, Ibn Al-Atheer House, 2006.	
Teaching thinking and its skills...practical exercises and applications, Abdul Aziz, Saad: Amman, House of Culture	

<b>Program development plan .14</b>	
Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge	



**Program skills chart**

Learning outcomes required from the programme											?Basic or optional	Course Name	Course Code
Value			Skills				Knowledge						
C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1			
	√	√	√	√	√	√	√	√	√	√	Basic	psychological guidance.	

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	<b>The concept of psychological .counseling</b>	The lecture	Oral and written tests
The second	2	Receive and discuss	<b>Justifications for psychological counseling and .its goals</b>	The lecture	Oral and written tests
the third	2	Receive and discuss	<b>.The need for guidance</b>	The lecture	Exams
the fourth	2	Receive and discuss	<b>.Family guidance</b>	The lecture	Real-time tests
Fifth	2	Receive and discuss	<b>.Parental rights</b>	The lecture	the exams
VI	2	Receive and discuss	<b>Means of collecting .information</b>	The lecture	daily exams
Seventh	2	Receive and discuss	<b>.Interview - tests</b>	The lecture	Oral and written tests
VIII	2	Receive and discuss	<b>.Case Study</b>	The lecture	Oral and written exams
The ninth	2	Receive and discuss	<b>.The need for guidance</b>	The lecture	Exams
The tenth	2	Receive and discuss	<b>.Mentoring the extraordinary</b>	The lecture	the exams
eleventh	2	Receive and discuss	<b>.Guidance of children</b>	The lecture	the exams
twelveth	2	Receive and discuss	<b>Educational guidance in school.</b>	The lecture	Exams
Thirteenth	2	Receive and discuss	<b>.Academic Advising</b>	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	Problems addressed by the guidance.	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	<b>A comprehensive review of the .course</b>	The lecture	Exams

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Division of Quality Assurance and University Performance

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

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### Authentication of the Dean

Program vision .1
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

Program message .2
Working to prepare and graduate leading scientific and leadership competencies in the field of psychology and to develop the balance of knowledge in the field of scientific research in the field of psychology to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

Program objectives .3
1- Preparing competent staff in the field of geography in Iraq, regionally and globally.
2- Contributing to the development of cadres working in the field of psychology and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

Programmatic accreditation .4
Nothing

Other external influences .5
nothing

Program structure .6				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			Nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretical	Educational guidance and guidance	AA3414	The third / 2023-2024

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	<p><b>.To know the concept of teaching thinking - 1</b></p> <p><b>To recognize the types of thinking and its -2</b> function</p> <p><b>To understand the characteristics of the thinking -3</b> process</p> <p><b>.To understand thinking programs -4</b></p> <p><b>.To learn about practical applications -5</b></p>
<b>Skills</b>	
	<p><b>Performance skills by involving the - 1</b> student in the lesson</p> <p><b>Social skills by opening a group - 2</b> dialogue among students</p> <p><b>Application of the lesson by - 3</b> students</p> <p><b>.Student self-assessments - 4</b></p>
<b>Value</b>	
	<p>Using objective thinking and analysis for situations that require the use of spatial and geographical analysis.</p>

<b>Teaching and learning strategies .9</b>	
1 - developing the student's ability to deal with the Internet. 2 - developing the student's ability to deal with multiple means.	
developing the student's ability to dialogue and debate <sup>-3</sup>	

<b>Evaluation methods .10</b>	
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> </ul>	
.The quarterly and final exams express commitment and cognitive and skill achievement •	

<b>The teaching staff .11</b>						
<b>Faculty members</b>						
<b>Preparing the teaching staff</b>		<b>Special requirements/skills (if any)</b>		<b>Specialization</b>		<b>Scientific rank</b>
the permanent	<b>personnel</b>			<b>Private</b>	<b>general</b>	
the permanent	personnel			<b>Educational psychology</b>	<b>Educational and psychological sciences</b>	<b>assistant teacher</b>
<b>Professional development</b>						
<b>Orienting new faculty members</b>						
<b>Professional development for faculty members</b>						

<b>Acceptance criterion .12</b>	
The standard used is the student (average)	
But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken	
when choosing between departments because it is a very important matter on which the future of the entire student depends	

<b>The most important sources of information about the program .13</b>	
. Teaching thinking... theory and practice, Abu Jado, Saleh, Nofal, Muhammad Bakr: Amman, Dar Al-Masyoun Publishing, 2007 2.	
Programs for developing thinking... their types... their strategies... their methods, and Wahib, Muhammad Yassin, Zaidan, Nada Fattah: in Mosul, Ibn Al-Atheer House, 2006.	
Teaching thinking and its skills...practical exercises and applications, Abdul Aziz, Saad: Amman, House of Culture	

<b>Program development plan .14</b>	
Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge	

## Program skills chart

Learning outcomes required from the programme											?Basic or optional	Course Name	Course Code	
Value			Skills				Knowledge							
C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
	√	√	√	√	√	√	√	√	√	√	Basic	Educational guidance and guidance		

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	<b>Definition of thinking and its -function -Types of thinking</b>	The lecture	Oral and written tests
The second	2	Receive and discuss	<b>Characteristics of the thinking -process</b>	The lecture	Oral and written tests
the third	2	Receive and discuss	<b>The importance of teaching thinking</b>	The lecture	Exams
the fourth	2	Receive and discuss	<b>-Trends in teaching thinking</b>	The lecture	Real-time tests
Fifth	2	Receive and discuss	<b>Basic thinking skills</b>	The lecture	the exams
VI	2	Receive and discuss	<b>-Thought processes</b>	The lecture	daily exams
Seventh	2	Receive and discuss	<b>-Types of thinking</b>	The lecture	Oral and written tests
VIII	2	Receive and discuss	<b>-Critical thinking</b>	The lecture	Oral and written exams
The ninth	2	Receive and discuss	<b>-Creative thinking</b>	The lecture	Exams
The tenth	2	Receive and discuss	<b>-Problem Solving</b>	The lecture	the exams
eleventh	2	Receive and discuss	<b>-Analytical thinking</b>	The lecture	the exams
twelveth	2	Receive and discuss	<b>Thinking programs</b>	The lecture	Exams
Thirteenth	2	Receive and discuss	<b>-Cort program</b>	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	<b>Practical applications .</b>	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	<b>A comprehensive review of the -course</b>	The lecture	Exams

Check the file before

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### Authentication of the Dean

Program vision .1
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

Program message .2
Working to prepare and graduate leading scientific and leadership competencies in the field of psychology and to develop the balance of knowledge in the field of scientific research in the field of psychology to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

Program objectives .3
1- Preparing competent staff in the field of geography in Iraq, regionally and globally.
2- Contributing to the development of cadres working in the field of psychology and its various branches in state institutions and departments
3- Spreading linguistic awareness and holding awareness seminars in this field.
4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
6- Use easy methods to deliver the material.
7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

Programmatic accreditation .4
Nothing

Other external influences .5
nothing



Program structure .6				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			Nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretical	Educational guidance and guidance	AA3414	The third / 2023-2024

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	<p><b>To know the concepts of educational guidance and -1</b>  <b>.guidance</b></p> <p><b>.To know the justifications for guidance -2</b></p> <p><b>To understand the foundations and principles of -3</b>  <b>.guidance</b></p> <p><b>.To understand counseling theories -4</b></p> <p><b>.To know the methods of guidance -5</b></p>
<b>Skills</b>	
	<p><b>Performance skills by involving the - 1</b>  <b>student in the lesson</b></p> <p><b>Social skills by opening a group - 2</b>  <b>.dialogue among students</b></p> <p><b>Application of the lesson by - 3</b>  <b>.students</b></p> <p><b>.Student self-assessments - 4</b></p>
<b>Value</b>	
	<p>Using objective thinking and analysis for situations that require the use of spatial and geographical analysis .</p>

<b>Teaching and learning strategies</b> .9
<p>1 - developing the student's ability to deal with the Internet.  2 - developing the student's ability to deal with multiple means.</p> <p style="text-align: right;">developing the student's ability to dialogue and debate<sup>-3</sup></p>

<b>Evaluation methods</b> .10
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> </ul> <p style="text-align: center;">.The quarterly and final exams express commitment and cognitive and skill achievement •</p>

<b>The teaching staff</b> .11						
<b>Faculty members</b>						
<b>Preparing the teaching staff</b>		<b>Special requirements/skills (if any)</b>		<b>Specialization</b>		<b>Scientific rank</b>
the permanent	<b>personnel</b>			<b>Private</b>	<b>general</b>	
the permanent	personnel			<b>Educational psychology</b>	<b>Educational and psychological sciences</b>	<b>assistant teacher</b>
<b>Professional development</b>						
<b>Orienting new faculty members</b>						
<b>Professional development for faculty members</b>						

<b>Acceptance criterion</b> .12
<p>The standard used is the student (average)</p> <p>But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends</p>

<b>The most important sources of information about the program</b> .13
<p>Guidance and psychological counseling. Zahran, Hamed Abdel Salam, 1982..</p> <p>- Patterson, 1981. Theories of counseling and psychotherapy, 2nd edition.</p> <p>-Mental Health Guidance / Sahib Abd Marzouk, Hassan Ali Al-Sayed 2011</p> <p>-Mental health counseling / Fahim Hussein Al-Tarihi and Hussein Rabie Hammadi.</p>

<b>Program development plan</b> .14
<p>Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process .and enhance self-confidence, in addition to increasing computer culture and knowledge</p>

**Program skills chart**

Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level
Value				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	Basic	<b>Educational guidance and guidance</b>		2023-2024 The third

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	<b>.The concept of guidance</b>	The lecture	Oral and written tests
The second	2	Receive and discuss	<b>Guidance justifications and objectives</b>	The lecture	Oral and written tests
the third	2	Receive and discuss	<b>The principles on which guidance is based</b>	The lecture	Exams
the fourth	2	Receive and discuss	<b>The relationship of counseling with other sciences</b>	The lecture	Real-time tests
Fifth	2	Receive and discuss	<b>Counseling areas</b>	The lecture	the exams
VI	2	Receive and discuss	<b>Therapeutic guidance</b>	The lecture	daily exams
Seventh	2	Receive and discuss	<b>Educational guidance</b>	The lecture	Oral and written tests
VIII	2	Receive and discuss	<b>Professional guidance</b>	The lecture	Oral and written exams
The ninth	2	Receive and discuss	<b>Indicative routes</b>	The lecture	Exams
The tenth	2	Receive and discuss	<b>Foundations of guidance</b>	The lecture	the exams
eleventh	2	Receive and discuss	<b>Counseling theories</b>	The lecture	the exams
twelveth	2	Receive and discuss	<b>Psychoanalytic theory</b>	The lecture	Exams
Thirteenth	2	Receive and discuss	<b>Behavioral theory</b>	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	<b>Humanistic theory</b>	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	<b>A comprehensive review of the course</b>	The lecture	Exams

### **Program vision .١**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

### **Program message .٢**

Work on preparing and graduating leading scientific and leadership competencies in the field of educational and psychological sciences in both parts of teaching and the duties of the educational counselor and in developing the knowledge balance in the field of scientific research in the field of educational and psychological sciences in the service of the local, regional and international community, as well as training and refining students' minds scientifically and cognitively, emphasizing social and cultural values and linking the vocabulary of the material with the environment and the societal fabric, in addition to responding to the requirements of the local market

### **Program objectives .٣**

- 1- Preparing competent staff in the field of educational and psychological science in Iraq, regionally and globally.
- 2- Contributing to the development of cadres working in the field of geography and its various branches in state institutions and departments
- 3- Spreading linguistic awareness and holding awareness seminars in this field.
- 4- Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning)
- 5- Understanding the materials and clarifying them according to the vocabulary of the curriculum.
- 6- Use easy methods to deliver the material.

7- Understanding students' tendencies towards clarification, revealing and identifying individual differences, and trying to deal with them accurately.

Programmatic accreditation .ε				
Nothing				
Other external influences .ο				
nothing				
Program structure .ϛ				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course		45	45	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			Nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .γ				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretical	Physiological psychology	AA3414	The third / ٢٠٢٤-٢٠٢٣
				First course
Expected learning outcomes of the program .^				
Knowledge				
			.To know the concepts of physiological psychology -١	
			To identify the cell and its components and its -٢	
			.importance for humans	

	<p>Understand how genetics affect the biological basis -٣</p> <p>To understand how the environment affects the human personality and the relationship with heredity -٤</p> <p>To recognize sleep and its disorders -٥</p>
<b>Skills</b>	
	<p>1 – Performance skills by involving the student in the lesson</p> <p>2 - Social skills by opening a group dialogue among students</p> <p>3 - Application of the lesson by students</p> <p>٤ - Student self-assessments</p>
<b>Value</b>	
	<p>Using objective thinking and analysis for situations that require the use of spatial and geographical analysis.</p>

<b>Teaching and learning strategies .٩</b>	
<p>1 - developing the student's ability to deal with the Internet.</p> <p>2 - developing the student's ability to deal with multiple means.</p> <p>3 - developing the student's ability to dialogue and debate.</p>	
<b>Evaluation methods .١٠</b>	
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> <li>• The quarterly and final exams express commitment and cognitive and skill achievement.</li> </ul>	



The teaching staff .١١						
Faculty members						
Preparing the teaching staff		Special requirements/s (kills (if any		Specialization		Scientific rank
the permanent	personnel			private	General	
the permanent	personnel			Educational and psychological science	Educational and psychological science	

Professional development
Orienting new faculty members
Professional development for faculty members

Acceptance criterion .١٢
<p>The standard used is the student (average)            But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends.</p>

The most important sources of information about the program .١٣
<ul style="list-style-type: none"> <li>- Physiological psychology</li> <li>-Reference in physiological psychology</li> </ul>

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Program development plan	.١٤
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Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge.

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Basic or optional	Course Name	Course Code	Year/level
4C	3C	2C	1C	4B	3B	2B	1B	3A	2A	A2	1A				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Basic	Physiological psychology		2023-2024
															The third

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

## Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	The origin, development, and fields of physiological psychology	The lecture	Oral and written tests
The second	2	Receive and discuss	Hormonal system, and the resulting diseases	The lecture	Oral and written tests
the third	2	Receive and discuss	The relationship of hormones to behavior, the relationship of hormones to mental ability	The lecture	Exams
the fourth	2	Receive and discuss	The nervous system, its function, its divisions	The lecture	Real-time tests
Fifth	2	assessment	Exam	The lecture	the exams
VI	2	Receive and discuss	The brain - its divisions - neurophysiology - types of nerves	The lecture	daily exams
Seventh	2	Receive and discuss	Nerve Motivation, Chemo messengers, Diseases of the Nervous System	The lecture	Oral and written tests
VIII	2	Receive and discuss	Epilepsy, first aid, treatment	The lecture	Oral and written exams
The ninth	2	Receive and discuss	The relationship of epilepsy to learning	The lecture	Exams
The tenth	2	Receive and discuss	Physiological foundations of motivation - hypothalamus - and its relationship to hunger and thirst	The lecture	the exams
eleventh	2	Assessment	Exam	The lecture	the exams
twelveth	2	Receive and discuss	Emotions - their relationship to physical diseases	The lecture	Exams

			- their effects on sex - their benefits		
Thirteenth	2	Receive and discuss	Sleep, types, sleep and learning	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	Sleep disorders, sleep deprivation	The lecture	Oral and written tests
Fifteenth	2	Final Assessment	A review of the curriculum theoretically and practically	The lecture	Exams

Check the file before

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**Authentication of the Dean**

<b>Program vision .1</b>
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme

<b>Program message .2</b>
Working to prepare and graduate leading scientific and leadership competencies in the field of psychology and to develop the balance of knowledge in the field of scientific research in the field of psychology to serve the local, regional and international community, as well as training and refining the minds of students scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

<b>Program objectives .3</b>
a. The student should know the principles of mental health. B. The student will be able to know the factors affecting mental health. C. The student will be able to identify psychological disorders and diseases. D. That the student will be able to apply the principles of mental health he has learned.

<b>Programmatic accreditation .4</b>
Nothing

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

<b>Program structure .6</b>				
<b>* comments</b>	<b>percentage</b>	<b>Study unit</b>	<b>Number of courses</b>	<b>Program structure</b>
Basic course		45	45	<b>Enterprise requirements</b>
			Yes	<b>College requirements</b>

			Yes	Department requirements
			nothing	summer training
				Other

.Notes may include whether the course is core or elective \*

Program description .7				
Credit hours		Name of the course or course	Course or course code	Year/level
30	theoretica I	Mental Health		2023-2024 First grade

Expected learning outcomes of the program .8	
<b>Knowledge</b>	
	<b>Knowledge and understanding -1</b> <b>.To know the concepts of individual differences -2</b> <b>To become familiar with the recent development -3</b> <b>.of differential psychology</b> <b>.Understand how heredity affects -4</b> <b>Understand how the environment affects -5</b>
<b>Skills</b>	
	<b>Performance skills by involving the student in - 1</b> <b>the lesson</b> <b>Social skills by opening a group dialogue among - 2</b> <b>.students</b> <b>.Application of the lesson by students - 3</b> <b>.Student self-assessments - 4</b>
<b>Value</b>	
	Using objective thinking and analysis.

Teaching and learning strategies .9
<ul style="list-style-type: none"> <li>- Method of discussion and interaction.</li> <li>- Feedback method.</li> <li>- Method of giving and receiving</li> <li>- Assigning the student to some group activities and duties.</li> <li>- Allocating a percentage of the grade to daily assignments and tests</li> </ul>

Evaluation methods .10
<ul style="list-style-type: none"> <li>• Active participation in the classroom, a guide to student commitment and responsibility.</li> <li>• Commitment to deadlines for submitting assignments and research.</li> <li>• The quarterly and final exams express commitment and cognitive and skill achievement.</li> </ul>

The teaching staff .11
<b>Faculty members</b>

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
the permanent	personnel			private	general	
the permanent	personnel			General psychology	Psychology	Prfo assistance

<b>Professional development</b>
<b>Orienting new faculty members</b>
<b>Professional development for faculty members</b>

<b>Acceptance criterion .12</b>
<p>The standard used is the student (average)</p> <p>But it is preferable to take into account (the student's desire) to choose, even if this is impossible in choosing the college, but at least that is taken when choosing between departments because it is a very important matter on which the future of the entire student depends.</p>

<b>The most important sources of information about the program .13</b>
<p>Mental Health, Mahmood Aljubory</p> <p>Mental Health, Himed Abdulsalam Zahran</p>

<b>Program development plan .14</b>
<p>Trying to link study topics to the actual work reality by activating the skills of using objective thinking and analysis, and working to increase awareness of the e-learning process and enhance self-confidence, in addition to increasing computer culture and knowledge</p>



Program skills chart															
Learning outcomes required from the programme												?Basic or optional	Course Name	Course Code	Year/level
Value				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Mental Health		2023-2024
															Fourth grade/ first semester

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

### Course description form

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
the first	2	Receptivity and understanding	Introduction to mental health	The lecture	Oral and written tests
The second	2	Receive and discuss	Mental health between the past and the present	The lecture	Oral and written tests
the third	2	Receive and discuss	Healthy behaviour	The lecture	Exams
the fourth	2	Receive and discuss	Definitions of mental health and its approaches	The lecture	Real-time tests
Fifth	2	Receive and discuss	The concept of mental health from multiple perspectives	The lecture	the exams
VI	2	Receive and discuss	Mental health and adjustment	The lecture	daily exams
Seventh	2	Receive and discuss	Physical and personal health	The lecture	Oral and written tests
VIII	2	Receive and discuss	Mental health and diagnosis	The lecture	Oral and written exams
The ninth	2	Receive and discuss	The dynamic foundations of mental health disorders	The lecture	Exams
The tenth	2	Receive and discuss	Neurosis	The lecture	the exams
eleventh	2	Receive and discuss	Types of neurotic disorders	The lecture	the exams
twelveth	2	Receive and discuss	Psychosis	The lecture	Exams
Thirteenth	2	Receive and discuss	Types of psychotic disorders	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	Developmental disorders and problems	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	Mental health, family and school	The lecture	Exams