



**Ministry of Higher Education and Scientific Research Maysan University / College of Basic Education Scientific Supervision and Evaluation Authority Quality Assurance and Academic Accreditation Department**

*Academic Program Description Form for Colleges and Institutes*

University: University of Maysan

College/Institute: College of Basic Education

Section: History

Date the file was filled out : 6/20/202 4

Signature: Signature:

Name of department head: **Dr. Hossam Ahmed Ali**

Name of scientific assistant: **A. M.D. Ammar Jabbar Hussein**

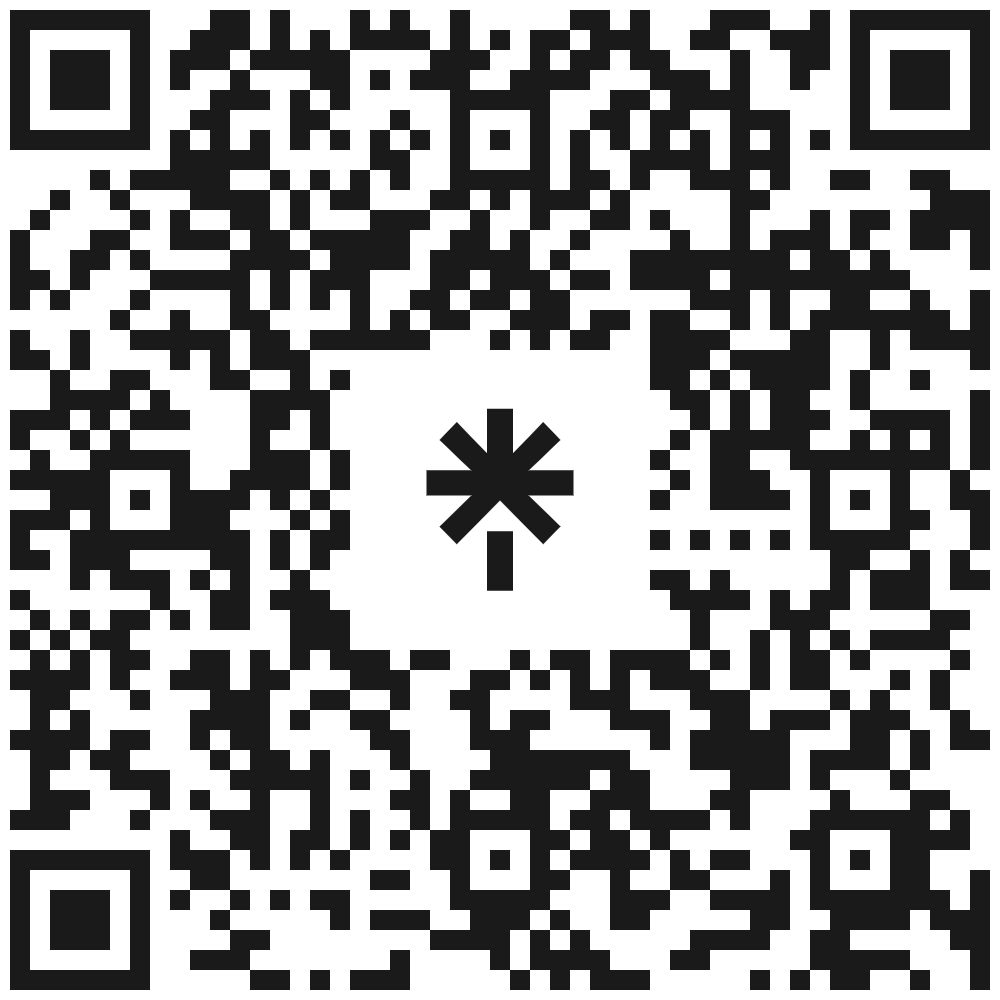
Date : 6/20/202 4 Date : 6/20/202 4

Check the file before

M. Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance Division **: Dr. Hussam Ahmed Ali**

Date : 6/20/202 4

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the signature :

**Authentication of the Dean**

**Introduction**

The educational program is a coordinated and organized set of courses that includes procedures and experiences organized as academic subjects, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, explaining the skills that are being imparted to the students based on the objectives of the academic program. The importance of this description lies in the fact that it represents the cornerstone in obtaining program accreditation, and the teaching staff, under the supervision of the scientific committees in the academic departments, participate in writing it.

This guide, in its second edition, includes a description of the academic program after updating the items and paragraphs of the previous guide in light of the developments and advancements of the educational system in Iraq, which included a description of the academic program in its traditional (annual, semester) system, as well as the adoption of the description of the academic program circulated by the Directorate of Studies letter No. T M3/2906 on 3/5/2023 with regard to the programs that adopt the Bologna process as the basis for their work.

**Description of the academic program**

|  |  |
| --- | --- |
| **This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available opportunities , and is accompanied by a description of each course within the program .** | |
| Educational institution | University of Misan |
| Scientific department/center | Faculty of Basic Education |
| Name of the academic or professional program | Department of History |
| Name of the final certificate | Bachelor's degree in History |
| School system:Annual/courses/others | Course system |
| Accredited accreditation program | Union of Arab Universities |
| Other external influences | **Ministry of Education - Ministry of Planning** |
| Date the description was prepared | 10/20/202 3 |
| Objectives of the academic program | |
| Introducing the student to the historical stages through which the method passed.Providing students with a range of historical information and concepts in particularProviding students with a scientific background on the method’s objectives, characteristics and principles.Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in preparing and presenting scientific material for personal development in social interaction and administrative leadership. | |

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| 1. Required program outcomes and teaching, learning and evaluation methods |
| 1. Cognitive goals  * **Materials Specialization history (Arabs before Islam, the history of ancient Iraq, the era of the European Renaissance, the Ottoman Empire, the Abbasid Empire, the Islamic Maghreb, the history of Iran, the philosophy of history, the United States of America, the Palestinian issue, Islamic civilization, social Iraq, and scientific research methods, 90 units and 54 percent %)** * **Enabling students to acquire historical sciences .** * **Education and psychology (principles of education, basic education, mental health, educational guidance, management and supervision, general teaching methods, educational techniques, application , 48 units)** * **General culture (computers, Arabic language, Islamic education, human rights, democracy, health education, 28 units)** * **Developing literary style.** * **Ability for scientific research** |
| B - The program’s skill objectives   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| Teaching and learning methods |
| 1. Lecture, discussion, questioning, and exploration method. (the theoretical side) 2. How to display historical events. 3. Self-learning method. 4. Preparing historical research. |
| Evaluation methods |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| C- Emotional and value-based goals.   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| Teaching and learning methods |
| * + - 1. How to display historical events.       2. Lecture method. |
| Evaluation methods |
| - Daily exams with questions that require individual intellectual answers.  - Determining grades for the homework assignments assigned to the student.  - Setting grades for competitive questions directed to students that require intellectual and subjective answers.  - Presenting written and oral questions and evaluating students in light of the answers and activities in the classroom.  Direct observation. |

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| Teaching and learning methods | | | | |
| Presenting the material in a scientific and modern manner and presenting the topic for discussion | | | | |
| Evaluation methods | | | | |
| * Oral exam. * test . * Provide an activity about the subject, if any | | | | |
| 1. Program structure | | | | |
| **Educational level** | **Course or course code** | **Name of the course or course** | **Credit hours** | |
| **theoretical** | **practical** |
| The first | **Univ1101** | **Human rights** | **2** | **-** |
| The first | **Univ1102** | **Islamic Education I** | **2** | **-** |
| The first | **Univ1103** | **Arabic I** | **2** | **-** |
| The first | **Univ1104** | **Islamic Education II** | **2** | **-** |
| The first | **Univ1105** | **English I** | **2** | **-** |
| The first | **Univ1106** | **ComputerI** | **1** | **1** |
| The first | **Coll 1201** | **General Psychology** | **3** | **-** |
| The first | **Coll 1202** | **The basis of education** | **2** | **-** |
| The first | **Coll 1203** | **Developmental Psychology** | **3** | **-** |
| The first | **Coll 1204** | **principals of Education** | **3** | **-** |
| The first | **Hist 1301** | **General Geographic** | **2** | **-** |
| The first | **Hist 1302** | **Iraq's ancient history** | **3** | **-** |
| The first | **Hist 1303** | **History of the Arabs before Islam** | **2** | **-** |
| The first | **Hist 1304** | **Cartography** | **2** | **-** |
| The first | **Hist 1305** | **History of the ancient Near East (Egypt and the Levant)** | **2** | **-** |
| The first | **Hist 1306** | **The age of the message** | **2** | **-** |
| The first | **Hist 1307** | **The history of Europe in the Middle Ages** | **2** | **-** |
| The first | **Hist 1308** | **Approach to historical research** | **3** | **-** |
| the second | **Univ2107** | **Arabic II** | **2** | **-** |
| the second | **Univ2108** | **Computer II** | **1** | **1** |
| the second | **Univ2109** | **Health and Environment Education** | **2** | **-** |
| the second | **Univ2110** | **English II** | **2** | **-** |
| the second | **Univ2111** | **Democracy** | **2** | **-** |
| the second | **Coll 2205** | **Educational Psychology** | **3** | **-** |
| the second | **Coll 2206** | **Mental Health** | **2** | **-** |
| the second | **Coll 2207** | **Educational guidance** | **2** | **-** |
| the second | **Coll 2208** | **Educational Statistics** | **3** | **-** |
| the second | **Hist2309** | **Historical continents (the ancient world)** | **2** | **-** |
| the second | **Hist2310** | **Modern history of the Arab Gulf** | **2** | **-** |
| the second | **Hist 2311** | **The history of the modern Arab world** | **3** | **-** |
| the second | **Hist 2312** | **The history of Europe in the Renaissance** | **2** | **-** |
| the second | **Hist 2313** | **The modern history of the Third World** | **2** | **-** |
| the second | **Hist 2314** | **Rashidi era** | **2** | **-** |
| the second | **Hist 2315** | **Morocco Islamic history** | **2** | **-** |
| the second | **Hist 2316** | **Historical continents (New World)** | **2** | **-** |
| the second | **Hist 2317** | **The history of modern Iraq** | **2** | **-** |
| the second | **Hist 2318** | **Century history of Europe (19)** | **2** | **-** |
| the second | **Hist 2319** | **The history of the Umayyad dynasty** | **2** | **-** |
| the second | **Hist 2320** | **The contemporary history of the Third World** | **2** | **-** |
| Third | **Univ3112** | **Arabic III** | **2** | **-** |
| Third | **Univ3113** | **Computer III** | **1** | **1** |
| Third | **Coll 3209** | **Research Methods** | **3** | **-** |
| Third | **Coll 3210** | **TMS** | **2** | **-** |
| Third | **Coll 3211** | **Measurement and Evaluation** | **2** | **-** |
| Third | **Coll 3212** | **General methods of teaching** | **2** | **-** |
| Third | **Coll 3213** | **Viewing** | **-** | **4** |
| Third | **Hist3321** | **Arab World Geographic** | **2** | **-** |
| Third | **Hist3322** | **The history of Andalusia** | **2** | **-** |
| Third | **Hist3323** | **The history of the Abbasid state (132-334 AH)** | **2** | **-** |
| Third | **Hist3324** | **The contemporary history of the Arab world** | **2** | **-** |
| Third | **Hist3325** | **Philosophy of History** | **2** | **-** |
| Third | **Hist3326** | **The contemporary history of Iran** | **2** | **-** |
| Third | **Hist3327** | **Century history of Europe (20)** | **2** | **-** |
| Third | **Hist3328** | **European history** | **2** | **-** |
| Third | **Hist3329** | **Iraq Geographic** | **2** | **-** |
| Third | **Hist3330** | **The history of the Abbasid state (334-656 AH)** | **2** | **-** |
| Third | **Hist3331** | **The modern history of Iraq** | **2** | **-** |
| Third | **Hist3332** | **The history of modern Turkey** | **2** | **-** |
| Third | **Hist3333** | **Contemporary World History** | **2** | **-** |
| Third | **Hist3334** | **Islamic history Petty (Islamic Orient)** | **2** | **-** |
| Fourth | **Univ4114** | **Computer III** | **1** | **1** |
| Fourth | **Univ4115** | **Arabic IIII** | **2** | **-** |
| Fourth | **Coll 4214** | **Curricula and textbooks** | **2** | **-** |
| Fourth | **Coll 4215** | **Educational administration and direction** | **2** | **-** |
| Fourth | **Coll 4216** | **Application** | **12** | **-** |
| Fourth | **Hist4335** | **Geo-political** | **2** | **-** |
| Fourth | **Hist 4336** | **Islamic civilization and systems** | **3** | **-** |
| Fourth | **Hist 4337** | **Contemporary Arab problems** | **2** | **-** |
| Fourth | **Hist 4338** | **History of the United States of America** | **2** | **-** |
| Fourth | **Hist 4339** | **Iraq's history of social** | **2** | **-** |
| Fourth | **Hist 4340** | **Research Project Graduation** | **3** | **-** |

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| 1. Planning for personal development |
| - Review previous lines and their outputs.  - Check out the latest developments in books.  - Annual update of the lesson plan.  - Keeping up with modern technological developments in his field of specialization and keeping up to date with what is up to date.  - Keeping up with all the new scientific theories and facts that are discovered in his field of specialization.  - Keeping up with everything new in how to deliver the material to learners, including modern teaching methods and techniques. |
| 1. Admission standard (establishing regulations related to admission to the college or institute) |
| Central admission, according to the central admission flow, which depends on the student’s general average and specialty grade for admission to the college and specialty. |
| 1. The most important sources of information about the program   1- Lectures and methodological books, if any.  2- The Internet.  3- Field visits.  4- Scientific trips.  5- Libraries.  6- Meetings with some professional bodies. |

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| **Curriculum skills chart** | | | | | | | | | | | | | | | | | | | |
| **Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation** | | | | | | | | | | | | | | | | | | | |
| **Learning outcomes required from the programme** | | | | | | | | | | | | | | | | | | | |
| **Year/ level** | **Course Code** | **Course Name** | **Basic**  **Or optional** | **Cognitive objectives** | | | | **Skills objectives of the programme** | | | | **Emotional and value goals** | | | | **General and qualifying transferable skills (other skills related to employability and personal development)** | | | |
| **A1** | **A2** | **A3** | **A4** | **B 1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** | **D4** |
| The first  The first | **Univ1101** | **Human rights** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| **Univ1102** | **Islamic Education I** | **√** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first  The first | **Univ1103** | **Arabic I** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| **Univ1104** | **Islamic Education II** |  | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first  The first | **Univ1105** | **English I** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| **Univ1106** | **ComputerI** | **√** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first  The first | **Coll 1201** | **General Psychology** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| **Coll 1202** | **The basis of education** | **√** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first | **Coll 1203** | **Developmental Psychology** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first | **Coll 1204** | **principals of Education** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first | **Hist 1301** | **General Geographic** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first | **Hist 1302** | **Iraq's ancient history** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first | **Hist 1303** | **History of the Arabs before Islam** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first | **Hist 1304** | **Cartography** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first | **Hist 1305** | **History of the ancient Near East (Egypt and the Levant)** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first | **Hist 1306** | **The age of the message** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first | **Hist 1307** | **The history of Europe in the Middle Ages** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| The first | **Hist 1308** | **Approach to historical research** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Univ2107** | **Arabic II** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Univ2108** | **Computer II** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Univ2109** | **Health and Environment Education** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Univ2110** | **English II** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Univ2111** | **Democracy** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Coll 2205** | **Educational Psychology** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Coll 2206** | **Mental Health** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Coll 2207** | **Educational guidance** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Coll 2208** | **Educational Statistics** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist2309** | **Historical continents (the ancient world)** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist2310** | **Modern history of the Arab Gulf** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist 2311** | **The history of the modern Arab world** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist 2312** | **The history of Europe in the Renaissance** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist 2313** | **The modern history of the Third World** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist 2314** | **Rashidi era** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist 2315** | **Morocco Islamic history** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist 2316** | **Historical continents (New World)** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist 2317** | **The history of modern Iraq** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist 2318** | **Century history of Europe (19)** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist 2319** | **The history of the Umayyad dynasty** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| the second | **Hist 2320** | **The contemporary history of the Third World** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Univ3112** | **Arabic III** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Univ3113** | **Computer III** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Coll 3209** | **Research Methods** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Coll 3210** | **TMS** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Coll 3211** | **Measurement and Evaluation** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Coll 3212** | **General methods of teaching** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Coll 3213** | **Viewing** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3321** | **Arab World Geographic** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3322** | **The history of Andalusia** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3323** | **The history of the Abbasid state (132-334 AH)** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3324** | **The contemporary history of the Arab world** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3325** | **Philosophy of History** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3326** | **The contemporary history of Iran** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3327** | **Century history of Europe (20)** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3328** | **European history** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3329** | **Iraq Geographic** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3330** | **The history of the Abbasid state (334-656 AH)** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3331** | **The modern history of Iraq** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3332** | **The history of modern Turkey** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3333** | **Contemporary World History** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Third | **Hist3334** | **Islamic history Petty (Islamic Orient)** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Fourth | **Univ4114** | **Computer III** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Fourth | **Univ4115** | **Arabic IIII** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Fourth | **Coll 4214** | **Curricula and textbooks** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Fourth | **Coll 4215** | **Educational administration and direction** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Fourth | **Coll 4216** | **Application** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Fourth | **Hist4335** | **Geo-political** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Fourth | **Hist 4336** | **Islamic civilization and systems** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Fourth | **Hist 4337** | **Contemporary Arab problems** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Fourth | **Hist 4338** | **History of the United States of America** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Fourth | **Hist 4339** | **Iraq's history of social** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Fourth | **Hist 4340** | **Research Project Graduation** | **Basic** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
|  |  |  | **Basic** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**The first stage/first semester**

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Arabs before Islam |
| Available attendance forms | Is mandatory |
| Semester/year | The first stage / The first course |
| Number of study hours (total) | 45 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the request to the historical stages that pre- Islamic history passed through. * Providing students in particular with a set of historical information and concepts that the Arabs witnessed before Islam. * Providing students with a scientific background on the most important historical events that occurred before Islam and their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| 1. Lecture, discussion, questioning, and exploration method. (the theoretical side) 2. How to display historical events. 3. Self-learning method. 4. Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - 1. How to display historical events.       2. Lecture method. |
| **Teaching and learning methods** |
| Presenting the material in a scientific and modern manner and presenting the topic for discussion .  Study of a specific historical event.  Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| Headquarters structure t | | | | | |
| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 3 | Introducing the student to the most important ideas related to each word included | Some cultural aspects | lecture | Tests and collection |
| The third - and the fourth | 3 | Introducing the student to: | Geographical characteristics of Arab regions before Islam | lecture | Tests and collection |
| Fifth and sixth | 3 | Introducing the student to: | South Arabia: Kingdoms: Yemeni, ancient civilization...etc | lecture | Tests and collection |
| Seventh-eighth | 3 | Introducing the student to: | Kingdoms of the Levant | lecture | Tests and collection |
| Ninth - tenth | 3 | Introducing the student to: | Kingdoms of Iraq | lecture | Tests and collection |
| Eleventh - twelfth | 3 | Introducing the student to: | General conditions of Arabs | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 3 | Introducing the student to: | The general kingdoms of the ancient Arabs | lecture | Tests and collection |
| Infrastructure | | | | | |
| 1. Required prescribed books | | | Methodical books | | |
| 1. Main references (sources) | | | General books about the history of Arabs before Islam | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| 1. Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and they must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Basics of psychology |
| Available attendance forms | Is mandatory |
| Semester/year | The first stage / First course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |

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| * **Course objectives:**   **1.** Enabling students to know the most important topics and understand them accurately.  2. Enabling students to understand scientific terminology in general psychology.  3. Introducing students to the most important sources and references approved in teaching.  4. Enabling students to understand the theories explaining general psychology.  5. Enable students to compare theories of general psychology. |

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| **Headquarters structure t** | | | | | |
| the week | hours | Required learning outcomes | Name of the unit/topic | Teaching method | Evaluation method |
| the first | 3 | Enabling students to know and understand general psychology terminology | Definition of psychology | standard | Class participation in preparation |
| the second | 3 | Enabling students to recognize growth according to age levels | the behavior | standard | Class participation in preparation |
| the third | 3 | Empowering students to learn about the principles of general psychology | Motives | standard | Class participation in preparation |
| the fourth | 3 | Theories that have studied general psychology | perception | standard | Class participation in preparation |
| Fifth | 3 | Language and its functions | How to acquire a language | standard | Class participation in preparation |
| VI | 3 | Learning | Learning The stage of perception of sounds, the one-word stage | standard | Class participation in preparation |
| Seventh | 3 | Explanatory theories of language acquisition | Personal | standard | Class participation in preparation |
| Infrastructure | | | | | |
| 1. Required prescribed books | | | General Psychology (Developmental Psychology) | | |
| 1. Main references (sources) | | | Origins of psychology, general psychology, developmental psychology | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Developmental Psychology by Dr. Hamid Abdel Salam Zahran  Writing research and reports on topics covered within the prescribed curriculum. | | |
| 1. Electronic references, Internet sites | | | Psychology by Dr. Hamid Abdel Salam Zahran | | |
| Curriculum development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary specified according to the sector. | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of ancient Iraq |
| Available attendance forms | Is mandatory |
| Semester/year | The first stage / The first course |
| Number of study hours (total) | 45 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * ancient Iraq went through . * Providing students in particular with a set of historical information and concepts witnessed in the ancient history of Iraq . * Providing students with a scientific background on the most important historical events that occurred in ancient Iraq , their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| 1. Lecture, discussion, questioning, and exploration method. (the theoretical side) 2. How to display historical events. 3. Self-learning method. 4. Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - 1. How to display historical events.       2. Lecture method. |
| **Teaching and learning methods** |
| Presenting the material in a scientific and modern manner and presenting the topic for discussion .  Study of a specific historical event.  Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of conveying information. |

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| Headquarters structure t | | | | | |
| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 3 | Introducing the student to the most important ideas related to each word included | Geographical background and sources of ancient Iraqi history | lecture | Tests and collection |
| The third - and the fourth | 3 | Introducing the student to: | Prehistoric times | lecture | Tests and collection |
| Fifth and sixth | 3 | Introducing the student to: | The political history of ancient Iraq | lecture | Tests and collection |
| Seventh-eighth | 3 | Introducing the student to: | The First Babylonian State | lecture | Tests and collection |
| Ninth - tenth | 3 | Introducing the student to: | Assyrian state | lecture | Tests and collection |
| Eleventh - twelfth | 3 | Introducing the student to: | Neo-Babylonian state | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 3 | Introducing the student to: | Cultural aspects | lecture | Tests and collection |
| Infrastructure | | | | | |
| 1. Required prescribed books | | | Methodical books | | |
| 1. Main references (sources) | | | General books about the history of ancient Iraq | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| 1. Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. |

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| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | human rights |
| Available attendance forms | Is mandatory |
| Semester/year | The first stage / First course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * + - * The course aims to define human rights       * Learn Islam's position on human rights       * Learn the classification of human rights       * Learn collective human rights       * Learning human rights in times of external and internal conflicts.       * Learn about corruption and its impact on human rights | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**  **1. Knowledge and understanding**  **2. Enabling the student to obtain understanding, knowledge, and knowledge of Islam’s position on human rights.**  **3. Enables the student to obtain knowledge and understanding of** the classifications of human rights.  4. **Enables the student to obtain knowledge and understanding of** collective human rights.  5. Enables students to obtain education and knowledge.  6. **Enables the student to obtain knowledge and understanding of** human rights in times of external and internal conflicts.  7. **Enables the student to obtain knowledge and understanding of administrative corruption in human rights.** |
| **B- Objectives Marathi For the course** .   * + - 1. Skills in the text of universal human rights articles       2. Skills related to the lesson topic |
| **Teaching and learning methods**   1. **Clarification and explanation of the article** 2. **How to make a model** 3. **Lecture method** 4. **Self-learning method** |
| **Evaluation methods**  1. Daily tests in a specific manner  2. Assigning grades for homework and class participation  3. Assigning students to complete research and reports on the academic subject  4. Monthly tests with objective and essay questions. |
| C- Emotional and value-based goals  1 . To realize the importance of studying the subject and its life applications.  2. Realizes the importance of the impact of the doctrine of monotheism on life. |
| Teaching and learning methods  1. Explanation and clarification.  2. Model view.  3. Self-learning method. |
| Evaluation methods  1. Theory tests  2. Reports and studies |
| Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).  1) Skills in collecting data on topics and analyzing them.  2) Skills in using references and terminology.  3) Theorem interpretation skills.  4) Skills in making comparisons .  5) Skills of preparing special concepts about the subject. |

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| Headquarters structure t | | | | | |
| the week | hours | Required learning outcomes | Name of the unit/topic | Teaching method | Evaluation method |
| 1 | 2 | Definition of human rights | Definition of human rights | lecture | Formative calendar |
| 2 | 2 | List the characteristics of human rights | List the characteristics of human rights | lecture | Formative calendar |
| 3 | 2 | Learn Islam's position on human rights | Learn Islam's position on human rights | lecture | Formative calendar |
| 4 | 2 | Learn Islam's position on human rights | Learn Islam's position on human rights | lecture | Formative calendar |
| 5 | 2 | Learn the classification of human rights | Learn the classification of human rights | lecture | Formative calendar |
| 6 | 2 | Learn the classification of human rights | Learn the classification of human rights | lecture | Formative calendar |
| 7 | 2 | The first month exam includes various tests and solving problems related to the topic |  | lecture | Formative calendar |
| 8 | 2 | Learn collective human rights | Learn collective human rights | lecture | Formative calendar |
| 9 | 2 | Learn collective human rights |  | lecture | Formative calendar |
| 10 | 2 | Learn human rights in international and internal wars and conflicts | Learn human rights in international and internal wars and conflicts | lecture | Formative calendar |
| 11 | 2 | Learn about administrative corruption and its impact on human rights | Learn about administrative corruption and its impact on human rights | lecture | Formative calendar |
| 12 | 2 | Learn about administrative corruption and its impact on human rights | Learn about administrative corruption and its impact on human rights | lecture | Formative calendar |
| 13 | 2 | Learn about administrative corruption and its impact on human rights | Learn about administrative corruption and its impact on human rights | lecture | Formative calendar |
| 14 | 2 | The second month exam includes objective tests and problem solving | | lecture | Formative calendar |
| **Infrastructure** | | | | | |
| 1. Required prescribed books | | | Human Rights Sources/Faculty of Law website, Benha University/Egypt, issued on 1/2/2010.  Shifa International - Global Corruption Report 2007  The Lebanese Society for Promoting Transparency/No Corruption - The Book of Corruption - 1st Edition - 2005 - Tcorp Press Lebanon. | | |
| 1. Main references (sources) | | |  | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Human Rights Law Sources/Al-Wasat Website/Issue No. 378/Friday/September 19, 2003.  Ahmed Helmy/Article/Individual Behavior and Human Rights/Arab Human Rights Arab Magazine/Issue Ten/2007/Dubai/International Human Rights Organization website.  Dr.. Suleiman Abdel Moneim - The phenomenon of corruption/a study into the extent of compatibility of Arab legislation with the provisions of the United Nations Convention against Corruption. p. 17. | | |
| 1. Electronic references, Internet sites | | | Fares Al-Shehabi - Administrative reform can only be achieved by radically changing thought, goals, and laws/the public sector from the perspective of economic liberalism - an article available on the website [www.mafhoum.com](http://www.mafhoum.com) | | |
| Course development plan  Commitment to the sector. | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Historical geography |
| Available attendance forms | Is mandatory |
| Semester/year | The first stage / The first course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Defining the application of historical stages that include historical geography. * Providing students in particular with a set of historical information and concepts witnessed in historical geography . * Providing students with a scientific background on the importance of Historical geography that occurred in the ancient world, its characteristics and principles.  Introducing students to modern trends in teaching historical geography at the micro-unit level .Providing students with professional skills in teaching in general and teaching geography and history in particularDeveloping the national spirit and moral values towards professional preparation for teaching historical geography.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching historical geography in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of geographical and historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| 1. Lecture, discussion, questioning, and exploration method. (the theoretical side) 2. How to display historical geographic events. 3. Self-learning method. 4. Preparing historical geographical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - 1. How to display historical events.       2. Lecture method. |
| **Teaching and learning methods** |
| Presenting the material in a scientific and modern manner and presenting the topic for discussion .  Study of a specific historical event.  Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| Headquarters structure t | | | | | |
| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | Historical geography | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: | Geography of the ancient world | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: | Types of geographical location | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: | Geographical location and its impact on the emergence of ancient civilizations | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: | Geographic knowledge of peoples | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: | Branches of historical geography | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: | The impact of ancient civilizations and their emergence | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books on historical geography | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**The first stage/second semester**

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of the Ancient Near East |
| Available attendance forms | Is mandatory |
| Semester/year | The first stage / The second course |
| Number of study hours (total) | 45 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the request to the historical stages that the ancient Near East went through . * Providing students in particular with a set of historical information and concepts that occurred in the ancient Near East . * Providing students with a scientific background on the most important historical events that occurred in the ancient Near East, their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 3 | Introducing the student to the most important ideas related to each word included | Geography of ancient Egypt | lecture | Tests and collection |
| The third - and the fourth | 3 | Introducing the student to: | Historical eras and civilization of Egypt | lecture | Tests and collection |
| Fifth and sixth | 3 | Introducing the student to: | The geography of the ancient Levant and the beginning of human settlement | lecture | Tests and collection |
| Seventh-eighth | 3 | Introducing the student to: | The Levant from the Amorites until the conquest | lecture | Tests and collection |
| Ninth - tenth | 3 | Introducing the student to: | History of ancient Persia | lecture | Tests and collection |
| Eleventh - twelfth | 3 | Introducing the student to: | The history of ancient Anatolia | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 3 | Introducing the student to: | The history of ancient Anatolia | lecture | Tests and collection |
| Infrastructure | | | | | |
| 1. Required prescribed books | | | Methodical books | | |
| 1. Main references (sources) | | | General books about history | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| 1. Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of Europe in the Middle Ages |
| Available attendance forms | Is mandatory |
| Semester/year | The first stage / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the request to the historical stages that the history of Europe went through in the Middle Ages. * Providing students in particular with a set of historical information and concepts that Europe witnessed in the Middle Ages . * Providing students with a scientific background on the most important historical events that occurred in Europe in the Middle Ages and their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| Headquarters structure t | | | | | |
| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 3 | Introducing the student to the most important ideas related to each word included | European Renaissance | lecture | Tests and collection |
| The third - and the fourth | 3 | Introducing the student to: | Geographical explorations | lecture | Tests and collection |
| Fifth and sixth | 3 | Introducing the student to: | Religious Reform movement | lecture | Tests and collection |
| Seventh-eighth | 3 | Introducing the student to: | Spain in the sixteenth century | lecture | Tests and collection |
| Ninth - tenth | 3 | Introducing the student to: | England in the sixteenth and seventeenth centuries | lecture | Tests and collection |
| Eleventh - twelfth | 3 | Introducing the student to: | France during the reign of the House of Bourbon | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 3 | Introducing the student to: | The Thirty Years Movement ( 1618-1648 ) | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of the era of the Message and the Rightly Guided Caliphate |
| Available attendance forms | Is mandatory |
| Semester/year | The first stage / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the request to the historical stages that the history of the era of the Message and the Rightly Guided Caliphate passed through . * Providing students in particular with a set of historical information and concepts that witnessed the era of the Message and the Rightly Guided Caliphate . * Providing students with a scientific background on the most important historical events that occurred in the era of the Message and the Rightly Guided Caliphate and its characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| Headquarters structure t | | | | | |
| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 3 | Introducing the student to the most important ideas related to each word included | Conditions of the Arabian Peninsula before Islam | lecture | Tests and collection |
| The third - and the fourth | 3 | Introducing the student to: | The Rashidun era | lecture | Tests and collection |
| Fifth and sixth | 3 | Introducing the student to: | The movement of those who prohibit zakat and those who claim prophethood | lecture | Tests and collection |
| Seventh-eighth | 3 | Introducing the student to: | The spread of Islam | lecture | Tests and collection |
| Ninth - tenth | 3 | Introducing the student to: | Building state institutions | lecture | Tests and collection |
| Eleventh - twelfth | 3 | Introducing the student to: | Conditions of the Arabian Peninsula before Islam | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 3 | Introducing the student to: | The Rashidun era | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. |

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| Educational institution | University of Maysan / College of Basic Education |
| * Scientific department/center | Department of History |
| * Course name/code | Arabic |
| * Available attendance forms | Is mandatory |
| * Semester/year | The first stage / The second course |
| * Number of study hours (total) | 30 hours |
| * Date this description was prepared | 10/20/20 23 |
| * **Course objectives:**   The course aims to develop the student’s linguistic skill, improve the method of scientific research, develop the student’s literary style, empower the student in the cognitive, scientific and educational aspects, and develop the student’s personality by focusing on building the student’s personality through lessons and educational and cultural materials. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**  **1. Enabling the student with basic language skills.**  **2. Develop conversation skills through discussion.**  **3. Developing writing through activities inside or outside the classroom.**  **4. Developing the ability to literary expression.**  **5. Developing the scientific research method.** |
| **B- Objectives Marathi For the course** .  1. Improving the student’s language skills.  2. Developing the scientific research method.  3. Improve ability in expression.  4. Developing writing skill. |
| **Teaching and learning methods**  **How to present the material in a modern scientific manner and use the discussion method to present the material.** |
| **Evaluation methods**  1. Oral exams.  2. Written tests.  3. Activities and research. |
| C- Emotional and value-based goals   1. Focus on educational goals. 2. Consolidating scientific goals. 3. Developing cognitive goals. 4. Consolidating general humanitarian goals. |
| Teaching and learning methods  How to present the educational material in a modern manner using modern technologies while giving an opportunity for discussion. |
| Evaluation methods  1. Oral questions.  2. Written questions. |
| Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).  1) Develop basic language skills  2) Developing speaking and writing skills.  3) Developing the student’s personality.  4) Developing the scientific research method. |

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| Headquarters structure t | | | | | |
| the week | hours | Required learning outcomes | Name of the unit/topic | Teaching method | Evaluation method |
| the first second | 3 | Types of sentences | Arabic | Presentation and discussion | Oral written test |
| The third - and the fourth | 3 | The subject and the predicate | Arabic | Presentation and discussion | Oral written test |
| Fifth and sixth | 3 | Al-Muthanna and his Bedouin | Arabic | Presentation and discussion | Oral written test |
| Seventh-eighth | 3 | The sound masculine plural has its terms and parsing | Arabic | Presentation and discussion | Oral written test |
| Ninth - tenth | 3 | The five names of literature are required by Zuhair Ibn Salma | Arabic | Presentation and discussion | Oral written test |
| Eleventh - twelfth | 3 | Exam Verses from the Holy Qur’an , the Holy Prophet’s sermon | Arabic | Presentation and discussion | Oral written test |
| The thirteenth - fourteenth - fifteenth | 3 | Ahmed Shawqi's poem | Arabic | Presentation and discussion | Oral written test |
| **Infrastructure** | | | | | |
| Required prescribed books | | | Arabic grammar | | |
| Main references (sources) | | |  | | |
| Recommended books and references (scientific journals, reports, etc.) | | | The Holy Qur’an and Ibn Manzur’s Dictionary of Modern Arabic Poetry | | |
| Electronic references, Internet sites | | | Internet sites | | |
| **Course development plan**  Accessing periodicals, websites, workshops, training the teaching staff, and participating in specialized seminars with all other institutions. | | | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he has achieved the maximum extent of the available learning opportunities, and they must be linked to the program description. |

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| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Islamic education |
| Available attendance forms | Is mandatory |
| Semester/year | The first stage / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**  The course aims to develop the student’s linguistic skill, improve the method of scientific research, develop the student’s literary style, empower the student in the cognitive, scientific and educational aspects, and develop the student’s personality by focusing on building the student’s personality through lessons and educational and cultural materials. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**  **1. Enabling the student with basic language skills.**  **2. Develop conversation skills through discussion.**  **3. Developing writing through activities inside or outside the classroom.**  **4. Developing the ability to literary expression.**  **5. Developing the scientific research method.** |
| **B- Objectives Marathi For the course** .  1. Improving the student’s language skills.  2. Developing the scientific research method.  3. Improve ability in expression.  4. Developing writing skill. |
| **Teaching and learning methods**  **How to present the material in a modern scientific manner and use the discussion method to present the material.** |
| **Evaluation methods**  1. Oral exams.  2. Written tests.  3. Activities and research. |
| C- Emotional and value-based goals   1. Focus on educational goals. 2. Consolidating scientific goals. 3. Developing cognitive goals. 4. Consolidating general humanitarian goals. |
| Teaching and learning methods  How to present the educational material in a modern manner using modern technologies while giving an opportunity for discussion. |
| Evaluation methods  1. Oral questions.  2. Written questions. |
| Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).  1) Develop basic language skills  2) Developing speaking and writing skills.  3) Developing the student’s personality.  4) Developing the scientific research method. |

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| **Infrastructure** | |
| Required prescribed books | The Islamic Education Curriculum by Muhammad Qutb |
| Main references (sources) | Fundamentals of Islamic Education Dr. Muhammad Al-Fatlawti |
| Recommended books and references (scientific journals, reports, etc.) | The Holy Quran |
| Electronic references, Internet sites | Internet sites |
| **Course development plan**  Accessing periodicals, websites, workshops , training the teaching staff , and participating in relevant seminars with all other institutions. | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. |

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| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Fundamentals of basic education |
| Available attendance forms | Is mandatory |
| Semester/year | The first stage / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| * **Course objectives:**  1. Enabling students to know the most important topics and understand them accurately. 2. Enabling students to understand scientific terminology in basic education. 3. Introducing students to the most important sources and references approved in teaching. 4. Enabling students to understand the theories explaining leadership behavior. 5. Enabling students to compare basic education theories. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**  **1. Enabling the student to obtain understanding and knowledge by understanding the principles of education, administration, and educational supervision.**  **3. The student is able to obtain knowledge and understanding of the theories that concern the science of management principles** .  4. **The student is able to obtain knowledge and understanding of the most prominent figures interested in the science of management** .  5. Enables students to obtain knowledge, knowledge, and understanding to analyze and interpret theories of leadership behavior.  6. **Enables the student to obtain knowledge and understanding of the most important sources and references and study the principles of education** .  7. **Enables the student to obtain knowledge, understanding, and comparison between theories of leadership behavior.** |
| **B- Objectives Marathi For the course** .  1. Analyze some course terminology  2. Explains the theories that studied management science, behavior, and types of educational principles.  3. Knowledge of the functions of educational principles (decision making, planning, administrative communication, organization and coordination, evaluation) |
| **Teaching and learning methods**  **1. Providing students with the basics and topics related to the science of principles**  **2. Clarification and explanation of the study material by the subject professor.**  **3. Asking students to visit the library and view sources for studying basic education.** |
| **Evaluation methods**  1. Daily tests in a specific manner  2. Assigning grades for homework and class participation  3. Assigning students to complete research and reports on the academic subject  4. Monthly tests with objective and essay questions. |
| C- Emotional and value-based goals  1. The program’s skill objectives  2. Analysis of some scientific terms in management science.  3. Explains the theories that studied leadership behavior and types of educational supervision  4. Compares these theories with their different aspects according to the age stage. |
| Teaching and learning methods  1. Method of solving problems  2. Brainstorming  3. Simulation method |
| Evaluation methods  Written exams measure the student’s ability to think, analyze and conclude.  Writing research on some management science topics.  Daily exams ask intellectual and deductive questions. |
| Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).  1) Uses contemporary sources and references.  2) Forming a group of students to study other psychology (educational, social, etc.)  3) Benefiting from state institutions related to developmental psychology to increase and diversify students’ knowledge.  4) Benefit from scientific centers that include documents and libraries related to management science and basic education. |

**Course description**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. |

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| * Educational institution | University of Maysan / College of Basic Education |
| * Scientific department/center | Department of History |
| * Course name/code | General English |
| * Available attendance forms | Is mandatory |
| * Semester/year | The first stage / The second course |
| * Number of study hours (total) | 2 hour |
| * Date this description was prepared | 10/20/202 3 |
| * **Course objectives:**   The course aims to develop the student’s linguistic skill, improve the method of scientific research, develop the student’s literary style, empower the student in the cognitive, scientific and educational aspects, and develop the student’s personality by focusing on building the student’s personality through lessons and educational and cultural materials. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   1. **Enabling the student with basic language skills.** 2. **Develop conversational skill through discussion.**   **Developing writing through activities inside or outside the classroom.**  **Developing the ability to literary expression.**  **Developing scientific research method.** |
| **B- Objectives Marathi For the course** .   * Improving the student's language skills. * Developing scientific research method. * Improve ability in expression. * Develop writing skill. |
| **Teaching and learning methods**  **How to present the material in a modern scientific manner and use the discussion method to present the material.** |
| **Evaluation methods**   1. Oral exams. 2. Written tests. 3. Activities and research. |
| C- Emotional and value-based goals   1. Focus on educational goals. 2. Consolidating scientific goals. 3. Developing cognitive goals. 4. Consolidating general humanitarian goals . |
| Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).  1) Develop basic language skills  2) Developing speaking and writing skills.  3) Developing the student’s personality.  4) Developing the scientific research method. |

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| **Headquarters structure t** | | | | | |
| **the week** | **hours** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Adjectives, kinds of adjectives | General English | Presentation and discussion | Oral written test |
| The third - and the fourth | 2 | Adverbs, kinds of adverbs | General English | Presentation and discussion | Oral written test |
| Fifth and sixth | 2 | ExaminationThe facts | General English | Presentation and discussion | Oral written test |
| Seventh-eighth | 2 | Crazy comprehension | General English | Presentation and discussion | Oral written test |
| Ninth - tenth | 2 | Double life of Alfred blogs | General English | Presentation and discussion | Oral written test |
| Eleventh - twelfth | 2 | Examination, consonants | General English | Presentation and discussion | Oral written test |
| The thirteenth - fourteenth - fifteenth | 2 | Comprehension and vocabulary | General English | Presentation and discussion | Oral written test |
| **Infrastructure** | | | | | |
| 1. Required prescribed books | | | Rapid review of English grammar by-praninskas | | |
| 1. Main references (sources) | | | Developing skills by – Alexander lg | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Headway | | |
| 1. Electronic references, Internet sites | | |  | | |
| Course development plan   1. Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. |

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| * Educational institution | University of Maysan / College of Basic Education |
| * Scientific department/center | Department of History |
| * Course name/code | Calculators |
| * Available attendance forms | Is mandatory |
| * Semester/year | The first stage / The second course |
| * Number of study hours (total) | 30 hours |
| * Date this description was prepared | 10/20/202 3 |

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| **Evaluation methods**  1. Daily tests in a specific manner  2. Assigning grades for homework and class participation  3. Assigning students to complete research and reports on the academic subject  4. Monthly tests with objective and essay questions. |
| C- Emotional and value-based goals  1. The program’s skill objectives  2. Analysis of some scientific terms in management science.  3. Explains the theories that studied leadership behavior and types of educational supervision  4. Compares these theories with their different aspects according to the age stage. |
| Teaching and learning methods  1. Method of solving problems  2. Brainstorming  3. Simulation method |
| Evaluation methods  Written exams measure the student’s ability to think, analyze and conclude.  Writing research on some computer science topics.  Daily exams ask intellectual and deductive questions. |
| Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).  1) Uses contemporary sources and references.  2) Forming a group of students to study other psychology (educational, social, etc.)  3) Benefiting from state institutions related to developmental psychology to increase and diversify students’ knowledge.  4) Benefit from scientific centers that contain documents and libraries related to computer science. |

**The second stage/first semester**

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | European Renaissance |
| Available attendance forms | Is mandatory |
| Semester/year | second phase / First course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * the European Renaissance went through . * Providing students in particular with a set of historical information and concepts that witnessed the European Renaissance . * Providing students with a scientific background on the most important historical events that took place in the European Renaissance and their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| Headquarters structure t | | | | | |
| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | European Renaissance | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: | Geographical explorations | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: | Religious Reform movement | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: | Spain in the sixteenth century | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: | England in the sixteenth and seventeenth centuries | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: | France during the reign of the Bourbon dynasty | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: | Thirty Years' War | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books on European history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of the Ottoman Empire |
| Available attendance forms | Is mandatory |
| Semester/year | second phase / First course |
| Number of study hours (total) | 45 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the student to the historical stages that the Ottoman Empire went through. * Providing students in particular with a set of historical information and concepts that witnessed the Ottoman Empire . * Providing students with a scientific background on the most important historical events that took place in the Ottoman Empire, their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - The skills objectives of the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| Headquarters structure t | | | | | |
| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 3 | Introducing the student to the most important ideas related to each word included | Introduction to the Ottomans | lecture | Tests and collection |
| The third - and the fourth | 3 | Introducing the student to: | The establishment of the Ottoman Empire | lecture | Tests and collection |
| Fifth and sixth | 3 | Introducing the student to: | The emergence of Mehmed the Conqueror and the shift towards empire | lecture | Tests and collection |
| Seventh-eighth | 3 | Introducing the student to: | The Ottoman Empire during the reigns of Selim I and Suleiman the Magnificent | lecture | Tests and collection |
| Ninth - tenth | 3 | Introducing the student to: | The weakness of the Ottoman Empire and the emergence of the Eastern Question | lecture | Tests and collection |
| Eleventh - twelfth | 3 | Introducing the student to: | Ottoman reforms and regulations | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 3 | Introducing the student to: | The Ottoman Empire in 1876 - 1923 | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | **Calculators** |
| Available attendance forms | Is mandatory |
| Semester/year | **second** phase / The first chorus |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course outcomes and teaching, learning and evaluation methods** | |
| **A- Cognitive objectives**   1. Enabling students to obtain knowledge and understanding through understanding computer vocabulary. 2. Enabling students to obtain knowledge and understanding of the theories that concern computer science. 3. Enabling students to obtain knowledge and understanding of the most prominent figures interested in computers. 4. Enabling students to obtain knowledge and understanding to analyze and interpret Internet theories. 5. Enabling students to obtain knowledge and understanding of the most important sources and references for studying the Internet. 6. Enabling students to obtain knowledge and understanding to compare computer science theories. | |
| **B- Objectives Marathi For the course** .   1. Analysis of some scientific terms in computer science. 2. It explains the theories that have studied computer science from cognitive, ethical, social, and psychological aspects. 3. He compares these theories from their different aspects according to the age stage | |
| **Teaching and learning method**   1. Providing students with the basics and topics related to computer science. 2. Clarification and explanation of the study material by the subject professor. 3. Asking students to visit the library and view resources for studying computer science. | |
| **C- Emotional and value-based goals**   1. The program's skill objectives. 2. Analysis of some scientific terms in computer science. 3. It explains the theories that have studied computer science from the cognitive, ethical, social, and psychological aspects. 4. Compares different theories according to age stage. 5. Compares theories from their different aspects according to age stage. | |
| **Teaching and learning methods**   1. **Brainstorming method.** 2. **Method of solving problems.** 3. **Simulation method.** | |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).**   1. Uses contemporary sources and references. 2. Forming a group of students to study other computer sciences (educational, social, etc.) 3. Benefiting from state institutions related to computer science to increase and diversify students’ knowledge. 4. Benefit from scientific centers that include documents and libraries related to computers. 5. Enabling students to know the most important topics and understand them accurately. 6. Introducing the student to understanding scientific terminology in computer science. 7. Introducing the student to the most important sources and references approved in teaching. 8. Enabling students to compare computer theories. | |
| **Evaluation methods**  1) Written tests to measure the student’s ability to think, analyze and conclude.  2) Writing research on some computer science topics.  3) Daily exams by asking intellectual and deductive questions. | |

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| **Course structure** | | | | | | |
| the week | hours​ | Required learning outcomes | | Unit name  Or the topic | Teaching method | Evaluation method |
| the first | 1,5 | Does | | Calculators | Practical and applied | Class participation in preparation |
| the second | 1,5 | Time data tree label | | Calculators | Practical and applied | Class participation in preparation |
| the third | 1,5 | The computer and his programmes | | Calculators | Practical and applied | Class participation in preparation |
| the fourth | 1,5 | Task bar | | Calculators | Practical and applied | Class participation in preparation |
| Fifth | 1,5 | Examination | | Calculators | Practical and applied | Class participation in preparation |
| VI | 1,5 | Short cut | | Calculators | Practical and applied | Class participation in preparation |
| Seventh | 1,5 | Control panel | | Calculators | Practical and applied | Class participation in preparation |
| Infrastructure | | | | | | |
| 1. Required prescribed books | | | Models of Computer by Hohn Savage | | | |
| 1. Main references (sources) | | | IC3 textbook | | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Models of Computer by Hohn Savage | | | |
| 1. Electronic references, Internet sites | | | Internet sites | | | |
| **Course development plan**  Course development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary specified according to the sector. | | | | | | |

**Course description**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. |

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| * Educational institution | University of Maysan / College of Basic Education |
| * Scientific department/center | Department of History |
| * Course name/code | General English |
| * Available attendance forms | Is mandatory |
| * Semester/year | second stage / first course |
| * Number of study hours (total) | 2 hour |
| * Date this description was prepared | 10/20/202 3 |
| * **Course objectives:**   The course aims to develop the student’s linguistic skill, improve the method of scientific research, develop the student’s literary style, empower the student in the cognitive, scientific and educational aspects, and develop the student’s personality by focusing on building the student’s personality through lessons and educational and cultural materials. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   1. **Enabling the student with basic language skills.** 2. **Develop conversational skill through discussion.**   **Developing writing through activities inside or outside the classroom.**  **Developing the ability to literary expression.**  **Developing scientific research method.** |
| **B- Objectives Marathi For the course** .   * Improving the student's language skills. * Developing scientific research method. * Improve ability in expression. * Develop writing skill. |
| **Teaching and learning methods**  **How to present the material in a modern scientific manner and use the discussion method to present the material.** |
| **Evaluation methods**   1. Oral exams. 2. Written tests. 3. Activities and research. |
| C- Emotional and value-based goals   1. Focus on educational goals. 2. Consolidating scientific goals. 3. Developing cognitive goals. 4. Consolidating general humanitarian goals . |
| Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).  1) Develop basic language skills  2) Developing speaking and writing skills.  3) Developing the student’s personality.  4) Developing the scientific research method. |

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| **Headquarters structure t** | | | | | |
| **the week** | **hours** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Adjectives, kinds of adjectives | General English | Presentation and discussion | Oral written test |
| The third - and the fourth | 2 | Adverbs, kinds of adverbs | General English | Presentation and discussion | Oral written test |
| Fifth and sixth | 2 | ExaminationThe facts | General English | Presentation and discussion | Oral written test |
| Seventh-eighth | 2 | Crazy comprehension | General English | Presentation and discussion | Oral written test |
| Ninth - tenth | 2 | Double life of Alfred blogs | General English | Presentation and discussion | Oral written test |
| Eleventh - twelfth | 2 | Examination, consonants | General English | Presentation and discussion | Oral written test |
| The thirteenth - fourteenth - fifteenth | 2 | Comprehension and vocabulary | General English | Presentation and discussion | Oral written test |
| **Infrastructure** | | | | | |
| 1. Required prescribed books | | | Rapid review of English grammar by-praninskas | | |
| 1. Main references (sources) | | | Developing skills by – Alexander lg | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | |  | | |
| 1. Electronic references, Internet sites | | |  | | |
| Course development plan   1. Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**The second stage/second semester**

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of Europe in the 19th century |
| Available attendance forms | Is mandatory |
| Semester/year | second phase / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * European history went through in the 19th century. * Providing students in particular with a set of historical information and concepts that Europe witnessed in the century . * Providing students with a scientific background on the most important historical events that took place in Europe in the century and their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| Headquarters structure t | | | | | |
| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | European Renaissance | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: | Geographical explorations | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: | Religious Reform movement | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: | Spain in the sixteenth century | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: | England in the sixteenth and seventeenth centuries | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: | France during the reign of the Bourbon dynasty | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: | Thirty Years' War | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of the Umayyad state |
| Available attendance forms | Is mandatory |
| Semester/year | second phase / The second course |
| Number of study hours (total) | 45 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the request to the historical stages that the history of the Umayyad state passed through . * Providing students in particular with a set of historical information and concepts witnessed in the history of the Umayyad state . * Providing students with a scientific background on the most important historical events that occurred in the Umayyad state Its characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 3 | Introducing the student to the most important ideas related to each word included | The emergence of the Umayyad state | lecture | Tests and collection |
| The third - and the fourth | 3 | Introducing the student to: | Opposition to the Umayyad authority | lecture | Tests and collection |
| Fifth and sixth | 3 | Introducing the student to: | The expansion of the Arab Islamic state in the Umayyad era | lecture | Tests and collection |
| Seventh-eighth | 3 | Introducing the student to: | The administrative and financial system in the Umayyad era | lecture | Tests and collection |
| Ninth - tenth | 3 | Introducing the student to: | Factors of the collapse of the Umayyad state | lecture | Tests and collection |
| Eleventh - twelfth | 3 | Introducing the student to: | The emergence of the Umayyad state | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 3 | Introducing the student to: | Opposition to the Umayyad authority | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Modern history of Iraq |
| Available attendance forms | Is mandatory |
| Semester/year | second phase / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the request to the historical stages that Iraq’s modern history has passed through. * Providing students in particular with a set of historical information and concepts that modern Iraq witnessed . * Providing students with a scientific background on the most important historical events that occurred in modern Iraq, their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | General conditions in Iraq | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: | Iraq during the sixteenth and seventeenth centuries | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: | The Ottoman administration in Iraq during the era of Ottoman rule until World War I | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: | Social and economic conditions in Iraq during the Ottoman period | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: | Colonial powers and their strategic goals in Iraq during the nineteenth century | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: | Ottoman reforms and organizations and their impact on Iraq | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: | Iraq under the federal government | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Geography of the New World |
| Available attendance forms | Is mandatory |
| Semester/year | second phase / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the student to the historical stages related to the geography of the New World. * Providing students in particular with a set of historical and geographical information and concepts about the geography of the New World. * Providing students with a scientific background on the importance of Historical geography that occurred in the geography of the ancient New World , its characteristics and principles.  Introducing students to modern trends in teaching historical geography at the micro-unit level .Providing students with professional skills in teaching in general and teaching geography and history in particularDeveloping the national spirit and moral values towards professional preparation for teaching historical geography.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching historical geography in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of geographical and historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| 1. Lecture, discussion, questioning, and exploration method. (the theoretical side) 2. How to display historical geographic events. 3. Self-learning method. 4. Preparing historical geographical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| Presenting the material in a scientific and modern manner and presenting the topic for discussion .  Study of a specific historical event.  Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | Historical geography | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: | Geography of the ancient world | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: | Types of geographical location | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: | Geographical location and its impact on the emergence of ancient civilizations | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: | Geographic knowledge of peoples | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: | Branches of historical geography | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: | The impact of ancient civilizations and their emergence | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books on historical geography | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | **Educational guidance** |
| Available attendance forms | Is mandatory |
| Semester/year | **second** phase / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course outcomes and teaching, learning and evaluation methods** | |
| **A - Course objectives:** At the end of the semester, the student will be able to:   1. Understanding and assimilating the philosophy and goals of educational guidance . 2. Knowledge of the theoretical framework of counseling. 3. Make the student familiar with the ethics of counseling work. 4. Knowing the role of the mentor teacher and the school psychological counselor. 5. Identify the professional counseling relationship. 6. Recognizing the importance of basic information for the guidance process. 7. The student’s knowledge of methods and types of guidance. 8. Identify some of the problems faced by counselors in primary schools. | |
| **Learning outcomes, teaching, learning and assessment methods** | |
| **C- Knowledge and understanding**   1. Knowledge and understanding 2. Enabling students to obtain knowledge and understanding of the theoretical framework of educational guidance. 3. Enabling students to obtain knowledge and understanding of the general foundations of psychological counselling. 4. Enabling students to obtain knowledge and understanding of the ethics of counseling work. 5. Enabling students to obtain knowledge and understanding of the professional counseling relationship. 6. Enabling students to obtain knowledge and understanding of some counseling theories. 7. Enabling students to obtain knowledge and understanding of methods and types of guidance. 8. Enabling students to obtain knowledge and understanding of the problems faced by counselors in primary schools. | |
| **Subject-specific skills**   1. Compares direct guidance and indirect guidance . 2. Analyzes the causes of some educational problems and confronts them. 3. Applies to writing a paper or research on any educational guidance topic. 4. Collects information about educational phenomena and problems. | |
| Teaching and learning methods  Providing students with the basics and topics related to educational guidance.  Clarification and explanation of the study material by a teacher of the educational guidance course. .  Asking students to visit the library and view guidance resources.  Improving students’ skills by visiting websites to obtain additional knowledge of guidance and guidance.  Using methods of presentation, lecture, interrogation and discussion in some topics that require a discussion method. | |
| **Evaluation methods**   1. Daily tests with specific questions. 2. Assigning grades for homework and class participation. 3. Assigning students to complete research and reports on extension problems and ways to address them. 4. Monthly tests with objective and essay questions. | |
| **C- Thinking skills**   1. To explain and analyze phenomena and problems. 2. Differentiates between personal problems and collective problems. 3. Holds some extension activities. 4. Compares methods and methods of counseling. | |
| **Evaluation methods**   1. The analytical exam measures the student’s ability to think and analyzeAnd the conclusion **.** 2. **Requesting comparisons between counseling theories.** 3. **Writing research on phenomena and problems.** 4. **Daily exams asking intellectual and deductive questions.** | |
| **D- General and transferable skills (other skills related to employability and personal development).**   1. **It uses contemporary sources, references, terminology, and educational connotations.** 2. **Forming groups of students to study students’ problems.** 3. **Benefiting from local community institutions related to education.** | |

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| **Course structure** | | | | | | |
| the week | hours​ | Required learning outcomes | | Unit name  Or the topic | Teaching method | Evaluation method |
| the first | 2 | Learn about the concept, goals, and guidance programs | | Educational guidance | Discussion and questioning | Formative calendar |
| the second | 2 | Understanding the general foundations of counseling | | Educational guidance | Discussion and questioning | Formative calendar |
| the third | 2 | Learn about the ethics of counseling work | | Educational guidance | Discussion and questioning | Formative calendar |
| the fourth | 2 | Getting to know the teacher/counselor and school psychologist | | Educational guidance | Discussion and questioning | Formative calendar |
| Fifth | 2 | Identifying the need for a psychological counselor in our schools, his professional competencies, and his general roles | | Educational guidance | Discussion and questioning | Formative calendar |
| VI | 2 | Identifying the relationship between the advisor and the student, and the relationship between the advisor and the administration | | Educational guidance | Discussion and questioning | Formative calendar |
| Seventh | 2 | Understanding the counselor’s relationship with institutions and individuals outside the school | | Educational guidance | Discussion and questioning | Formative calendar |
| VIII | 2 | Recognizing the importance of information and its sources | | Educational guidance | Discussion and questioning | Formative calendar |
| Ninth | 2 | Identify the characteristics and conditions of information | | Educational guidance | Discussion and questioning | Formative calendar |
| The tenth | 2 | Learn about the interview and its types, and understand the case study | | Educational guidance | Discussion and questioning | Formative calendar |
| eleventh | 2 | Understanding self, traits, factors and selection | | Educational guidance | Discussion and questioning | Formative calendar |
| twelveth | 2 | Understanding indirect guidance and discretionary guidance | | Educational guidance | Discussion and questioning | Formative calendar |
| Thirteenth | 2 | Learn about group and individual counseling | | Educational guidance | Discussion and questioning | Formative calendar |
| fourteenth | 2 | Identifying low academic achievement | | Educational guidance | Discussion and questioning | Formative calendar |
| Fifteenth | 2 | Identifying the problem of cheating, jealousy and aggression | | Educational guidance | Discussion and questioning | Formative calendar |
| Infrastructure | | | | | | |
| Required readings:  **.** Basic texts  **.** Course books  .others | | | 1. The book on psychological counseling in education, written by Prof. Dr. Laith Karim Hamad, 2013 2. Psychological counseling programs written by Dr. Nabil Mohammed Al-Fahal 2009 3. Counseling and psychological guidance, Hamed Abdel Salam Zahran, 2005 | | | |
| Special requirements (including, for example, workshops, periodicals, software, and websites) | | | Quality lectures, hosting, and websites specialized in guidance | | | |
| Social services (including, for example, guest lectures, vocational training, and field studies | | | Lectures for educational counselors in the service | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | **Educational statistics** |
| Available attendance forms | Is mandatory |
| Semester/year | **second** phase / The second course |
| Number of study hours (total) | 45 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course outcomes and teaching, learning and evaluation methods** | |
| **A - Course objectives:** At the end of the semester, the student will be able to:   1. Knowledge of the theoretical framework of statistics. 2. Make the student familiar with the ethics of statistical work. 3. Identify the statistical professional relationship. 4. Recognizing the importance of basic information for the statistical process. 5. The student’s knowledge of methods and types of statistics. | |
| 1. **Learning outcomes, teaching, learning and assessment methods** | |
| **C- Knowledge and understanding**   1. Knowledge and understanding 2. Enabling students to obtain knowledge and understanding of the theoretical framework of statistics. 3. Enabling students to obtain knowledge and understanding of the general foundations of educational statistics. 4. Enabling students to obtain knowledge and understanding of the ethics of statistical work. 5. Enabling students to obtain knowledge and understanding of the statistical professional relationship. 6. Enabling students to obtain knowledge and understanding of some theories of statistics. 7. Enabling students to obtain knowledge and understanding of methods and types of statistics. | |
| **Subject-specific skills**  Apply to write a paper or research on any topic of educational statistics.  Collects information about educational phenomena and problems. | |
| Teaching and learning methods  Providing students with the basics and topics related to educational statistics.  Clarification and explanation of the study material by a teacher of educational statistics. .  3 Asking students to visit the library and review statistics sources.  Improving students’ skills by visiting websites to obtain additional knowledge of statistics.  Using methods of presentation, lecture, interrogation and discussion in some topics that require a discussion method. | |
| **Evaluation methods**   1. Daily tests with specific questions. 2. Assigning grades for homework and class participation. 3. Assigning students to complete research and reports on extension problems and ways to address them. 4. Monthly tests with objective and essay questions. | |
| **C- Thinking skills**   1. To explain and analyze phenomena and problems. 2. Differentiates between personal problems and collective problems. 3. Holds some extension activities. 4. Compares methods and methods of counseling. | |
| **Evaluation methods**   1. The analytical exam measures the student’s ability to think and analyzeAnd the conclusion **.** 2. **Requesting comparisons between counseling theories.** 3. **Writing research on phenomena and problems.** 4. **Daily exams asking intellectual and deductive questions.** | |
| **D- General and transferable skills (other skills related to employability and personal development).**   1. **It uses contemporary sources, references, terminology, and educational connotations.** 2. **Forming groups of students to study students’ problems.** 3. **Benefiting from local community institutions related to education.** | |

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| **Course structure** | | | | | |
| the week | hours | Required learning outcomes | Unit name  Or the topic | Teaching method | Evaluation method |
| the first | 3 |  | Educational statistics | lecture | Formative calendar |
| the second | 3 |  | Educational statistics | lecture | Formative calendar |
| the third | 3 |  | Educational statistics | lecture | Formative calendar |
| the fourth | 3 |  | Educational statistics | lecture | Formative calendar |
| Fifth | 3 |  | Educational statistics | lecture | Formative calendar |
| VI | 3 |  | Educational statistics | lecture | Formative calendar |
| Seventh | 3 |  | Educational statistics | lecture | Formative calendar |
| VIII | 3 |  | Educational statistics | lecture | Formative calendar |
| Ninth | 3 |  | Educational statistics | lecture | Formative calendar |
| The tenth | 3 |  | Educational statistics | lecture | Formative calendar |
| eleventh | 3 |  | Educational statistics | lecture | Formative calendar |
| twelveth | 3 |  | Educational statistics | lecture | Formative calendar |
| Thirteenth | 3 |  | Educational statistics | lecture | Formative calendar |
| fourteenth | 3 |  | Educational statistics | lecture | Formative calendar |
| Fifteenth | 3 |  | Educational statistics |  |  |
| Infrastructure | | | | | |
| Required readings:  **.** Basic texts  **.** Course books  .others | | |  | | |
| Special requirements (including, for example, workshops, periodicals, software, and websites) | | | Quality lectures, hosting, and specialized statistics websites | | |
| Social services (including, for example, guest lectures, vocational training, and field studies | | | Lectures by statisticians | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | **Environmental and health education** |
| Available attendance forms | Is mandatory |
| Semester/year | **second** phase / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course outcomes and teaching, learning and evaluation methods** | |
| **A - Course objectives:** At the end of the semester, the student will be able to: | |
| 1. Extracting pleasure, joy, and pleasure from sources of satisfying his needs, such as food, rest, and work. 2. Exploiting the individual’s mental capabilities with the aim of enabling him to plan in a creative way. 3. Establishing a harmonious balance between personal and group standards. 4. It seeks to adapt the individual within the work group in order to perform his functions in the desired and optimal manner. The importance of mental health for the individual. 5. Enabling the individual to engage in mature human relationships without indulging in experiences of an immature nature. 6. Enabling the individual to face some situations of failure, frustration, and deprivation without anxiety and tension. | |
| 1. **Learning outcomes, teaching, learning and assessment methods** | |
| **C- Knowledge and understanding**   1. Knowledge and understanding 2. Enabling students to obtain knowledge and understanding of mental health, its characteristics and importance. 3. Enabling students to obtain knowledge and understanding of the foundations of mental health. 4. Enabling students to obtain knowledge and understanding of the elements of mental health. 5. Enabling students to obtain knowledge and understanding of mental illness. 6. Enabling students to obtain knowledge and understanding in the field of mental health assessment. 7. Enabling students to obtain knowledge and understanding to develop the mental health subject. 8. Enabling students to obtain knowledge and understanding of the Holy Book. | |
| **Subject-specific skills**   1. Compares the old concept with the old conceptTalk about mental health. 2. Explains the foundations of mental health. 3. Analyzes the subject of mental health into its components. 4. Collects information about mental health. 5. Explains the causes of mental illness. 6. Shows the development of the health subject. 7. Writes a research paper on mental health. | |
| Teaching and learning methods  Providing students with the basics and topics related to mental health.  Clarification and explanation of the study material.  Asking students to visit the library and view mental health resources.  Improving students’ skills by visiting websites to obtain additional knowledge of mental health and using methods of presentation, lecture, interrogation and discussion on some topics that require a discussion method. | |
| **Evaluation methods**   * Daily tests with specific questions. * Assigning grades for homework and class participation. * Assigning students to complete research and reports on mental health. * Monthly tests with objective and essay questions. | |
| * **C- Thinking skills** * To explain and analyze the elements of the mental health course and its development. * Differentiate between a paper textbook and an electronic book. * It evaluates some elements of the mental health subject. * Compares some vocabulary of the mental health subject. | |
| * **Evaluation methods** * The analytical exam measures the student’s ability to think and analyzeAnd the conclusion **.** * **Requesting comparisons between mental illnesses.** * **Writing research on some psychological diseases.** * **Daily exams asking intellectual and deductive questions.** | |
| * **D- General and transferable skills (other skills related to employability and personal development).** * **It uses contemporary sources, references, terminology, and educational connotations.** * **Forming groups of students to study the elements of mental health.** * **Benefiting from local community institutions related to education.** | |

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| **Course structure** | | | | | |
| the week | a | Required learning outcomes | Unit name  Or the topic | Teaching method | Evaluation method |
| the first | 2 | Identify the concept of mental health, its characteristics and importance | Environmental and health education | Discussion and questioning | Formative calendar |
| the second | 2 | Recognizing aspects of health | Environmental and health education | Discussion and questioning | Formative calendar |
| the third | 2 | Learn about health curricula | Environmental and health education | Discussion and questioning | Formative calendar |
| the fourth | 2 | Learn about the importance of health | Environmental and health education | Discussion and questioning | Formative calendar |
| Fifth | 2 | Understands standards of behavior | Environmental and health education | Discussion and questioning | Formative calendar |
| VI | 2 | Learn about the concept of adaptation | Environmental and health education | Discussion and questioning | Formative calendar |
| Seventh | 2 | Learn about the concept of compatibility | Environmental and health education | Discussion and questioning | Formative calendar |
| VIII | 2 | Identify psychological and mental illnesses | Environmental and health education | Discussion and questioning | Formative calendar |
| Ninth | 2 | Learn about the concept of mental health team, its goal, standards, methods and steps | Environmental and health education | Discussion and questioning | Formative calendar |
| Infrastructure | | | | | |
| Required prescribed books | | | Mental Health: Hanan Abdel Hamid Al-Anani, Dar Al-Fikr, Amman. | | |
| Main references (sources) | | | Mental Health and Psychological Counseling, Aladdin Kafafi, International Publishing House: Riyadh 2003. | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Quality lectures, hosting and websites specialized in curricula and textbooks. | | |
| Electronic references, Internet sites | | | Internet sites | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. |

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| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Democracy |
| Available attendance forms | Is mandatory |
| Semester/year | second phase / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * + - * The course aims to define human rights and democracy       * Learn Islam's position on human rights and democracy       * Learn the classification of human rights and democracy       * Learn collective human rights       * Learning human rights in times of external and internal conflicts.       * Learn about corruption and its impact on human rights | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**  **1. Knowledge and understanding**  **2. Enabling the student to obtain understanding, knowledge, and knowledge of Islam’s position on human rights.**  **3. Enables the student to obtain knowledge and understanding of** the classifications of human rights.  4. **Enables the student to obtain knowledge and understanding of** collective human rights.  5. Enables students to obtain education and knowledge.  6. **Enables the student to obtain knowledge and understanding of** human rights in times of external and internal conflicts.  7. **Enables the student to obtain knowledge and understanding of administrative corruption in human rights.** |
| **B- Objectives Marathi For the course** .   * + - 1. Skills in the text of universal human rights articles       2. Skills related to the lesson topic |
| **Teaching and learning methods**   1. **Clarification and explanation of the article** 2. **How to make a model** 3. **Lecture method** 4. **Self-learning method** |
| **Evaluation methods**  1. Daily tests in a specific manner  2. Assigning grades for homework and class participation  3. Assigning students to complete research and reports on the academic subject  4. Monthly tests with objective and essay questions. |
| C- Emotional and value-based goals  1 . To realize the importance of studying the subject and its life applications.  2. Realizes the importance of the impact of the doctrine of monotheism on life. |
| Teaching and learning methods  1. Explanation and clarification.  2. Model view.  3. Self-learning method. |
| Evaluation methods  1. Theory tests  2. Reports and studies |
| Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).  1) Skills in collecting data on topics and analyzing them.  2) Skills in using references and terminology.  3) Theorem interpretation skills.  4) Skills in making comparisons .  5) Skills of preparing special concepts about the subject. |

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| Headquarters structure t | | | | | |
| the week | hours | Required learning outcomes | Name of the unit/topic | Teaching method | Evaluation method |
| 1 | 2 | Definition of human rights | Democracy and basic freedoms | lecture | Formative calendar |
| 2 | 2 | List the characteristics of human rights | Enumerate the characteristics of human rights and democracy | lecture | Formative calendar |
| 3 | 2 | Learn Islam's position on human rights | Learn Islam's position on human rights and democracy | lecture | Formative calendar |
| 4 | 2 | Learn Islam's position on human rights | Learn Islam's position on human rights | lecture | Formative calendar |
| 5 | 2 | Learn the classification of human rights | Learn the classification of human rights and democracy | lecture | Formative calendar |
| 6 | 2 | Human rights classification science | Learn the classification of human rights and democracy | lecture | Formative calendar |
| 7 | 2 | The first month exam includes various tests and solving problems related to the topic | Learn human rights in international and internal wars and conflicts | lecture | Formative calendar |
| 8 | 2 | Learn collective human rights | Learn collective human rights and democracy | lecture | Formative calendar |
| 9 | 2 | Learn collective human rights | Learn human rights in international and internal wars and conflicts | lecture | Formative calendar |
| 10 | 2 | Learn human rights in international and internal wars and conflicts | Learn human rights in international and internal wars and conflicts | lecture | Formative calendar |
| 11 | 2 | Learn about administrative corruption and its impact on human rights | Learn about administrative corruption and its impact on human rights | lecture | Formative calendar |
| 12 | 2 | Learn about administrative corruption and its impact on human rights | Learn about administrative corruption and its impact on human rights | lecture | Formative calendar |
| 13 | 2 | Learn about administrative corruption and its impact on human rights | Learn about administrative corruption and its impact on human rights | lecture | Formative calendar |
| 14 | 2 | The second month exam includes objective tests and problem solving | | lecture | Formative calendar |
| **Infrastructure** | | | | | |
| 1. Required prescribed books | | | Human Rights and Democracy Resources/Faculty of Law website, Benha University/Egypt, issued on 2/1/2010.  Shifa International - Global Corruption Report 2007  The Lebanese Society for Promoting Transparency/No Corruption - The Book of Corruption - 1st Edition - 2005 - Tcorp Press Lebanon. | | |
| 1. Main references (sources) | | | Methodical books | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Sources of Human Rights Law/Democracy, Al-Wasat website, Issue No. 378, Friday, September 19, 2003.  Ahmed Helmy/Article/Individual Behavior and Human Rights/Arab Human Rights Arab Magazine/Issue Ten/2007/Dubai/International Human Rights Organization website.  Dr.. Suleiman Abdel Moneim - The phenomenon of corruption/a study into the extent of compatibility of Arab legislation with the provisions of the United Nations Convention against Corruption. p. 17. | | |
| 1. Electronic references, Internet sites | | | Fares Al-Shehabi - Administrative reform can only be achieved by radically changing thought, goals, and laws/the public sector from the perspective of economic liberalism - an article available on the website [www.mafhoum.com](http://www.mafhoum.com) | | |
| Course development plan  Commitment to the sector. | | | | | |

**Course description**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. |

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| * Educational institution | University of Maysan / College of Basic Education |
| * Scientific department/center | Department of History |
| * Course name/code | General English |
| * Available attendance forms | Is mandatory |
| * Semester/year | second phase / The second course |
| * Number of study hours (total) | 2 hour |
| * Date this description was prepared | 10/20/202 3 |
| * **Course objectives:**   The course aims to develop the student’s linguistic skill, improve the method of scientific research, develop the student’s literary style, empower the student in the cognitive, scientific and educational aspects, and develop the student’s personality by focusing on building the student’s personality through lessons and educational and cultural materials. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   1. **Enabling the student with basic language skills.** 2. **Develop conversational skill through discussion.**   **Developing writing through activities inside or outside the classroom.**  **Developing the ability to literary expression.**  **Developing scientific research method.** |
| **B- Objectives Marathi For the course** .   * Improving the student's language skills. * Developing scientific research method. * Improve ability in expression. * Develop writing skill. |
| **Teaching and learning methods**  **How to present the material in a modern scientific manner and use the discussion method to present the material.** |
| **Evaluation methods**   1. Oral exams. 2. Written tests. 3. Activities and research. |
| C- Emotional and value-based goals   1. Focus on educational goals. 2. Consolidating scientific goals. 3. Developing cognitive goals. 4. Consolidating general humanitarian goals . |
| Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).  1) Develop basic language skills  2) Developing speaking and writing skills.  3) Developing the student’s personality.  4) Developing the scientific research method. |

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| **Headquarters structure t** | | | | | |
| **the week** | **hours** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Historical texts in English | General English | Presentation and discussion | Oral written test |
| The third - and the fourth | 2 | Adverbs, kinds of adverbs | General English | Presentation and discussion | Oral written test |
| Fifth and sixth | 2 | ExaminationThe facts | General English | Presentation and discussion | Oral written test |
| Seventh-eighth | 2 | Crazy comprehension | General English | Presentation and discussion | Oral written test |
| Ninth - tenth | 2 | Double life of Alfred blogs | General English | Presentation and discussion | Oral written test |
| Eleventh - twelfth | 2 | Examination, consonants | General English | Presentation and discussion | Oral written test |
| The thirteenth - fourteenth - fifteenth | 2 | Comprehension and vocabulary | General English | Presentation and discussion | Oral written test |
| **Infrastructure** | | | | | |
| 1. Required prescribed books | | | Rapid review of English grammar by-praninskas | | |
| 1. Main references (sources) | | | Developing skills by – Alexander lg | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Headway | | |
| 1. Electronic references, Internet sites | | |  | | |
| Course development plan   1. Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**The third stage/first semester**

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Islamic Morocco |
| Available attendance forms | Is mandatory |
| Semester/year | third level / First course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the request to the historical stages that the Islamic Maghreb went through . * Providing students in particular with a set of historical information and concepts that the Islamic Maghreb witnessed . * Providing students with a scientific background on the most important historical events that occurred in the Islamic Maghreb and their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| Headquarters structure t | | | | | |
| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | Geography of the Maghreb | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: | The history of the Maghreb in ancient times before Islam | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: | The entry and spread of Islam in the Arab Maghreb (the era of the governors) | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: | Independent states in the Arab Maghreb | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: | Manifestations of Arab civilization | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: | Andalusia during the era of conquest | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: | The era of the emirate and the era of the caliphate...etc | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of the Abbasid state |
| Available attendance forms | Is mandatory |
| Semester/year | third level / First course |
| Number of study hours (total) | 45 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the student to the historical stages that the Abbasid state went through. * Providing students in particular with a set of historical information and concepts that witnessed the Abbasid Empire . * Providing students with a scientific background on the most important historical events that occurred in the Abbasid Empire , their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| Headquarters structure t | | | | | |
| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 3 | Introducing the student to the most important ideas related to each word included | The origin of the Abbasid call | lecture | Tests and collection |
| The third - and the fourth | 3 | Introducing the student to: | The most important events between the years (132 - 334) | lecture | Tests and collection |
| Fifth and sixth | 3 | Introducing the student to: | Foreign affairs | lecture | Tests and collection |
| Seventh-eighth | 3 | Introducing the student to: | Turkish tyranny | lecture | Tests and collection |
| Ninth - tenth | 3 | Introducing the student to: | Buyid rule in Iraq | lecture | Tests and collection |
| Eleventh - twelfth | 3 | Introducing the student to: | The most prominent events during the Buyid rule | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 3 | Introducing the student to: | Seljuk rule in Iraq | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of Iran |
| Available attendance forms | Is mandatory |
| Semester/year | third level / First course |
| Number of study hours (total) | 45 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the request to the historical stages that Iranian history has passed through. * Providing students in particular with a set of historical information and concepts witnessed in the history of Iran . * Providing students with a scientific background on the most important historical events that took place in Iran , their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 3 | Introducing the student to the most important ideas related to each word included | A glimpse into the conditions of Iran before the emergence of Islam | lecture | Tests and collection |
| The third - and the fourth | 3 | Introducing the student to: | The emergence of Reza Khan and his accession to the Iranian throne | lecture | Tests and collection |
| Fifth and sixth | 3 | Introducing the student to: | Abolition of the Qajar state | lecture | Tests and collection |
| Seventh-eighth | 3 | Introducing the student to: | Politics of Reza Shah | lecture | Tests and collection |
| Ninth - tenth | 3 | Introducing the student to: | Iran's relations with neighboring countries | lecture | Tests and collection |
| Eleventh - twelfth | 3 | Introducing the student to: | Iran's foreign relations | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 3 | Introducing the student to: | Iran in the early years of World War II | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Historical philosophy |
| Available attendance forms | Is mandatory |
| Semester/year | third level / First course |
| Number of study hours (total) | 45 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the request to the historical stages that historical philosophy passed through. * Providing students in particular with a set of historical information and concepts witnessed in historical philosophy . * Providing students with a scientific background on the most important historical events that occurred in historical philosophy , their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| Headquarters structure t | | | | | |
| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 3 | Introducing the student to the most important ideas related to each word included | Philosophy of history | lecture | Tests and collection |
| The third - and the fourth | 3 | Introducing the student to: | The motives and goals of the philosophy of history | lecture | Tests and collection |
| Fifth and sixth | 3 | Introducing the student to: | The legendary history of ancient nations | lecture | Tests and collection |
| Seventh-eighth | 3 | Introducing the student to: | The first theories in history | lecture | Tests and collection |
| Ninth - tenth | 3 | Introducing the student to: | Interpretation of the major heavenly religions of history | lecture | Tests and collection |
| Eleventh - twelfth | 3 | Introducing the student to: | Interpretation of history | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 3 | Introducing the student to: | Theories of the philosophy of history | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | **Educational research method** |
| Available attendance forms | Is mandatory |
| Semester/year | third level / The first chorus |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives**   1. **Enabling students to understand scientific terminology in curricula and textbooks.** 2. **Enabling students to understand scientific terminology in curricula and textbooks.** | |
| **Course outcomes and teaching, learning and evaluation methods** | |
| **A- Cognitive objectives**   1. Enabling students to obtain knowledge and understanding through understanding the vocabulary of curricula and educational research. 2. Enabling students to obtain knowledge and understanding in the types of curricula. 3. Enabling students to obtain knowledge and understanding of the most prominent figures who were interested in preparing curricula. 4. Enabling students to obtain the knowledge and understanding to analyze and interpret the foundations of the curriculum. 5. Enabling students to obtain knowledge and understanding of the most important sources and references for studying curricula. 6. Enabling students to obtain knowledge and understanding to compare the foundations of the curricula. | |
| **B- Objectives Marathi For the course** .   1. Analysis of some scientific terms in curriculum and educational research. 2. Explains the concept of evolution and the reasons and justifications for evolution. 3. Compares the types of curricula and the foundations of the curricula. | |
| **Teaching and learning method**   1. Providing students with the basics and topics related to the curriculum subject. 2. Clarification and explanation of the study material by the subject professor. 3. Asking students to visit the library and review the sources for studying the curriculum material. | |
| **C- Emotional and value-based goals**   1. The program's skill objectives. 2. Analysis of some scientific terms in curriculum material. 3. Explains the types and components of scientific educational curricula and elements. 4. Compares the types of educational curricula and their foundations. | |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).**   1. Uses contemporary sources and references. 2. Forming a group of students to study curricula and textbooks. 3. Benefiting from state institutions related to school curricula to increase students’ knowledge and diversity. 4. Benefiting from scientific centers that include documents and libraries related to curricula and textbooks. 5. Introducing students to approved sources and references in teaching. 6. Enabling students to understand the types of research methods. 7. Enabling students to compare the old, traditional curriculum and the broad modern curriculum. | |
| **Evaluation methods**   1. Method of solving problems. 2. Brainstorming. 3. Simulation method **.** 4. Written tests measure the student’s ability to think, analyze and conclude. 5. Writing research on some curricula and textbook topics. 6. Daily exams by asking intellectual and deductive questions. | |

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| **Course structure** | | | | | | |
| the week | hours | Required learning outcomes | | Unit name  Or the topic | Teaching method | Evaluation method |
| the first | 2 | Scientific research method | | Educational research method | standard | Class participation in preparation |
| the second | 2 | Educational research concept | | Educational research method | standard | Class participation in preparation |
| the third | 2 | Research classification exam | | Educational research method | standard | Class participation in preparation |
| the fourth | 2 | Descriptive research types | | Educational research method | standard | Class participation in preparation |
| Fifth | 2 | Experimental research sets experimental designs | | Educational research method | standard | Class participation in preparation |
| VI | 2 | Research problem, importance of research | | Educational research method | standard | Class participation in preparation |
| Seventh | 2 | Research limitations, research hypotheses | | Educational research method | standard | Class participation in preparation |
| Infrastructure | | | | | | |
| 1. Required prescribed books | | | Curricula and textbooks | | | |
| 1. Main references (sources) | | | Contemporary research methods, Dr. Al-Demerdashi Abdel Majeed Sarhan, Ain Al-Shams, Al-Falah Library.  Developing educational curricula, Dr. Ahmed Hussein Al-Laqani.  Education and Curriculum, Dr. Frenchman Abdel Nour, Dar Al-Nahda.  Curricula (construction - implementation - evaluation - development) using models, Dr. Ibrahim Mahdi Al-Shalabi, Jordan. | | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Writing research and reports on topics covered within the prescribed curriculum. | | | |
| 1. Electronic references, Internet sites | | | Internet sites | | | |
| **Course development plan**  Course development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary specified according to the sector. | | | | | | |

**The third stage - the second semester**

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | **Calculators** |
| Available attendance forms | Is mandatory |
| Semester/year | third level / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course outcomes and teaching, learning and evaluation methods** | |
| **A- Cognitive objectives**   1. Enabling students to obtain knowledge and understanding through understanding computer vocabulary. 2. Enabling students to obtain knowledge and understanding of the theories that concern computer science. 3. Enabling students to obtain knowledge and understanding of the most prominent figures interested in computers. 4. Enabling students to obtain knowledge and understanding to analyze and interpret Internet theories. 5. Enabling students to obtain knowledge and understanding of the most important sources and references for studying the Internet. 6. Enabling students to obtain knowledge and understanding to compare computer science theories. | |
| **B- Objectives Marathi For the course** .   1. Analysis of some scientific terms in computer science. 2. It explains the theories that have studied computer science from cognitive, ethical, social, and psychological aspects. 3. He compares these theories from their different aspects according to the age stage | |
| **Teaching and learning method**   1. Providing students with the basics and topics related to computer science. 2. Clarification and explanation of the study material by the subject professor. 3. Asking students to visit the library and view resources for studying computer science. | |
| **C- Emotional and value-based goals**   1. The program's skill objectives. 2. Analysis of some scientific terms in computer science. 3. It explains the theories that have studied computer science from the cognitive, ethical, social, and psychological aspects. 4. Compares different theories according to age stage. 5. Compares theories from their different aspects according to age stage. | |
| **Teaching and learning methods**   1. **Brainstorming method.** 2. **Method of solving problems.** 3. **Simulation method.** | |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).**   1. Uses contemporary sources and references. 2. Forming a group of students to study other computer sciences (educational, social, etc.) 3. Benefiting from state institutions related to computer science to increase and diversify students’ knowledge. 4. Benefit from scientific centers that include documents and libraries related to computers. 5. Enabling students to know the most important topics and understand them accurately. 6. Introducing the student to understanding scientific terminology in computer science. 7. Introducing the student to the most important sources and references approved in teaching. 8. Enabling students to compare computer theories. | |
| **Evaluation methods**  1) Written tests to measure the student’s ability to think, analyze and conclude.  2) Writing research on some computer science topics.  3) Daily exams by asking intellectual and deductive questions. | |

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| **Course structure** | | | | | | |
| the week | hours​ | Required learning outcomes | | Unit name  Or the topic | Teaching method | Evaluation method |
| the first | 1,5 | Run the Excel program. Open menu commands | | Calculators | Practical and applied | Class participation in preparation |
| the second | 1,5 | How to create a table in Excel | | Calculators | Practical and applied | Class participation in preparation |
| the third | 1,5 | Display orders Listing orders | | Calculators | Practical and applied | Class participation in preparation |
| the fourth | 1,5 | Formatting commands include case | | Calculators | Practical and applied | Class participation in preparation |
| Fifth | 1,5 | Create charts | | Calculators | Practical and applied | Class participation in preparation |
| VI | 1,5 | Photoshop setting up the workspace | | Calculators | Practical and applied | Class participation in preparation |
| Seventh | 1,5 | Explanation of selection tools | | Calculators | Practical and applied | Class participation in preparation |
| Infrastructure | | | | | | |
| 1. Required prescribed books | | | IC3 Computer Science and | | | |
| 1. Main references (sources) | | | Models of Computer by Hohn Savage | | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Models of Computer by Hohn Savage | | | |
| 1. Electronic references, Internet sites | | | Internet sites | | | |
| **Course development plan**  Course development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary specified according to the sector. | | | | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | General teaching methods |
| Available attendance forms | Is mandatory |
| Semester/year | third level / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| * **Course objectives:** | |
| **Course outcomes and teaching, learning and evaluation methods** | |
| **A- Cognitive objectives**  1 | |
| **B- Objectives Marathi For the course** .  1. Improving the student’s language skills.  2. Developing the scientific research method.  3. Improve ability in expression.  4. Developing writing skill. | |
| **C- Emotional and value-based goals**  1) Focus on educational goals.  2) Consolidating scientific goals.  3) Developing cognitive goals.  4) Consolidating general humanitarian goals | |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).**  basic language skills .  2) Developing speaking and writing skills.  3) Developing the student’s personality.  4) Developing the scientific research method. | |
| **Teaching and learning methods**  **How to present the material in a modern scientific manner and use the discussion method to present the material.** | |
| **Evaluation methods**  1) Oral exams.  2) Written tests.  3) Activities and research | |

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| **Course structure** | | | | | |
| the week | hours | Required learning outcomes | Name of the unit/topic | Teaching method | Evaluation method |
| the first  And the second | 2 |  | Teaching methods | lecture | Formative calendar |
| the third  And the fourth | 2 |  | Teaching methods | lecture | Formative calendar |
| Fifth  And the sixth | 2 |  | Teaching methods | lecture | Formative calendar |
| Seventh  And the eighth | 2 |  | Teaching methods | lecture | Formative calendar |
| Ninth  And the tenth | 2 |  | Teaching methods | lecture | Formative calendar |
| eleventh  And the twelfth | 2 |  | Teaching methods | lecture | Formative calendar |
| Thirteenth  And the fourteenth  And the fifteenth | 2 |  | Teaching methods | lecture | Formative calendar |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Measurement and evaluation |
| Available attendance forms | Is mandatory |
| Semester/year | third level / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| * **Course objectives:** | |
| **Course outcomes and teaching, learning and evaluation methods** | |
| **A- Cognitive objectives** | |
| **B- Objectives Marathi For the course** .  1. Improving the student’s language skills.  2. Developing the scientific research method.  3. Improve ability in expression.  4. Developing writing skill. | |
| **C- Emotional and value-based goals**  1) Focus on educational goals.  2) Consolidating scientific goals.  3) Developing cognitive goals.  4) Consolidating general humanitarian goals | |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).**  basic language skills .  2) Developing speaking and writing skills.  3) Developing the student’s personality.  4) Developing the scientific research method. | |
| **Teaching and learning methods**  **How to present the material in a modern scientific manner and use the discussion method to present the material.** | |
| **Evaluation methods**  1) Oral exams.  2) Written tests.  3) Activities and research | |

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| **Course structure** | | | | | | |
| the week | hours | Required learning outcomes | | Name of the unit/topic | Teaching method | Evaluation method |
| the first  And the second | 2 |  | | Calendar measurement | lecture | Tests and collection |
| the third  And the fourth | 2 |  | | Calendar measurement | lecture | Tests and collection |
| Fifth  And the sixth | 2 |  | | Calendar measurement | lecture | Tests and collection |
| Seventh  And the eighth | 2 |  | | Calendar measurement | lecture | Tests and collection |
| Ninth  And the tenth | 2 |  | | Calendar measurement | lecture | Tests and collection |
| eleventh  And the twelfth | 2 |  | | Calendar measurement | lecture | Tests and collection |
| Thirteenth  And the fourteenth  And the fifteenth | 2 |  | | Calendar measurement | lecture | Tests and collection |
| Infrastructure | | | | | | |
| 1. Required prescribed books | | |  | | | |
| 1. Main references (sources) | | |  | | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | |  | | | |
| 1. Electronic references, Internet sites | | | Internet sites | | | |
| **Course development plan**  Access to periodicals, websites, workshops, training of teaching staff, and modern methods | | | | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | **Arabic** |
| Available attendance forms | Is mandatory |
| Semester/year | third level / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| * **Course objectives:**   The course aims to develop the student’s linguistic skill, improve the method of scientific research, develop the student’s literary style, empower the student in the cognitive, scientific and educational aspects, and develop the student’s personality by focusing on building the student’s personality through lessons and educational and cultural materials. | |
| **Course outcomes and teaching, learning and evaluation methods** | |
| **A- Cognitive objectives**  1. Enabling the student with basic language skills.  2. Develop conversation skills through discussion.  3. Developing writing through activities inside or outside the classroom.  4. Developing the ability to literary expression.  5. Developing the scientific research method. | |
| **B- Objectives Marathi For the course** .  1. Improving the student’s language skills.  2. Developing the scientific research method.  3. Improve ability in expression.  4. Developing writing skill. | |
| **C- Emotional and value-based goals**  1) Focus on educational goals.  2) Consolidating scientific goals.  3) Developing cognitive goals.  4) Consolidating general humanitarian goals | |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).**  basic language skills .  2) Developing speaking and writing skills.  3) Developing the student’s personality.  4) Developing the scientific research method. | |
| **Teaching and learning methods**  **How to present the material in a modern scientific manner and use the discussion method to present the material.** | |
| **Evaluation methods**  1) Oral exams.  2) Written tests.  3) Activities and research | |

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| **Course structure** | | | | | | |
| the week | hours​ | Required learning outcomes | | Unit name  Or the topic | Teaching method | Evaluation method |
| the first | 2 | Nominatives | | Arabic | standard | Class participation in preparation |
| the second | 2 | The subject and the predicate | | Arabic | standard | Class participation in preparation |
| the third | 2 | literature | | Arabic | standard | Class participation in preparation |
| the fourth | 2 | Dictation | | Arabic | standard | Class participation in preparation |
| Fifth | 2 | Deputy actor | | Arabic | standard | Class participation in preparation |
| VI | 2 | was and her sisters | | Arabic | standard | Class participation in preparation |
| Seventh | 2 | Monthly exam | | Arabic | standard | Class participation in preparation |
| Infrastructure | | | | | | |
| 1. Required prescribed books | | | Curricula and textbooks | | | |
| 1. Main references (sources) | | | Contemporary research methods, Dr. Al-Demerdashi Abdel Majeed Sarhan, Ain Al-Shams, Al-Falah Library.  Developing educational curricula, Dr. Ahmed Hussein Al-Laqani.  Education and Curriculum, Dr. Frenchman Abdel Nour, Dar Al-Nahda.  Curricula (construction - implementation - evaluation - development) using models, Dr. Ibrahim Mahdi Al-Shalabi, Jordan. | | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Writing research and reports on topics covered within the prescribed curriculum. | | | |
| 1. Electronic references, Internet sites | | | Internet sites | | | |
| **Course development plan**  Course development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary specified according to the sector. | | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Contemporary history of Iraq |
| Available attendance forms | Is mandatory |
| Semester/year | third level / The second course |
| Number of study hours (total) | 45 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the student to the historical stages that contemporary Iraq has gone through. * Providing students in particular with a set of historical information and concepts witnessed in contemporary Iraq . * Providing students with a scientific background on the most important historical events that occurred in contemporary Iraq , their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 3 | Introducing the student to the most important ideas related to each word included | General conditions in Iraq in 1920 | lecture | Tests and collection |
| The third - and the fourth | 3 | Introducing the student to: | Political, economic and social conditions | lecture | Tests and collection |
| Fifth and sixth | 3 | Introducing the student to: | Iraq in the years of World War II | lecture | Tests and collection |
| Seventh-eighth | 3 | Introducing the student to: | Political and economic reforms in Iraq 1945-1958 | lecture | Tests and collection |
| Ninth - tenth | 3 | Introducing the student to: | Iraq's foreign policy in light of regional changes 1955-1958 | lecture | Tests and collection |
| Eleventh - twelfth | 3 | Introducing the student to: | Internal political transformations and their economic impacts in Iraq during the first two Republican eras | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 3 | Introducing the student to: | Internal political transformations and their economic impacts in Iraq during the second Republican era | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of Andalusia |
| Available attendance forms | Is mandatory |
| Semester/year | third level / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Andalusia went through . * Providing students in particular with a set of historical information and concepts that Andalusia witnessed . * Providing students with a scientific background on the most important historical events that took place in Andalusia , their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | Geography of Andalusia | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: | Kingdom of Granada | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: | The era of the caliphate | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: | The era of sects | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: | The era of the Almoravids | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: | Andalusia during the era of conquest | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: | Almohads | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of Africa |
| Available attendance forms | Is mandatory |
| Semester/year | third level / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the request to the historical stages that Africa has gone through. * Providing students in particular with a set of historical information and concepts that Africa witnessed . * Providing students with a scientific background on the most important historical events that occurred in Africa, their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | A historical geographical introduction to the continent of Africa | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: | Geographical discovery and the beginning of European colonization of the African continent | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: | The penetration of European powers after the Special Berlin Conference of 1884-1885 | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: | West African countries | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: | Senegal The importance of geographical location | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: | South African countries | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: | East African countries | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of Andalusia |
| Available attendance forms | Is mandatory |
| Semester/year | third level / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Andalusia went through . * Providing students in particular with a set of historical information and concepts that Andalusia witnessed . * Providing students with a scientific background on the most important historical events that took place in Andalusia , their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | Conditions of the Abbasid Caliphate | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: | A brief overview of the history of the Islamic East | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: | Islamic states | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: | The Zaidi emirate | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: | The Saffarid Emirate | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: | The Fatimid Emirate | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 Laddat | Introducing the student to: | The Hamdanid Emirate | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Geography of Iraq |
| Available attendance forms | Is mandatory |
| Semester/year | third level / The second course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Introducing the request to the historical stages that the geography of Iraq has passed through. * Providing students in particular with a set of historical information and concepts witnessed in Iraqi geography . * Providing students with a scientific background on the importance of Historical geography that occurred in the geography of Iraq, its characteristics and principles.  Introducing students to modern trends in teaching historical geography at the micro-unit level .Providing students with professional skills in teaching in general and teaching geography and history in particularDeveloping the national spirit and moral values towards professional preparation for teaching historical geography.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching historical geography in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of geographical and historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| 1. Lecture, discussion, questioning, and exploration method. (the theoretical side) 2. How to display historical geographic events. 3. Self-learning method. 4. Preparing historical geographical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - 1. How to display historical events.       2. Lecture method. |
| **Teaching and learning methods** |
| Presenting the material in a scientific and modern manner and presenting the topic for discussion .  Study of a specific historical event.  Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | Introduction to the geography of Iraq | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about the geography of Iraq | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Fourth stage/first semester**

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Specialized teaching methods |
| Available attendance forms | Is mandatory |
| Semester/year | fourth stage / first course |
| Number of study hours (total) | 45 hours |
| Date this description was prepared | 10/20/202 3 |
| * **Course objectives:** | |
| **Course outcomes and teaching, learning and evaluation methods** | |
| **A- Cognitive objectives**  1 | |
| **B- Objectives Marathi For the course** .  1. Improving the student’s language skills.  2. Developing the scientific research method.  3. Improve ability in expression.  4. Developing writing skill. | |
| **C- Emotional and value-based goals**  1) Focus on educational goals.  2) Consolidating scientific goals.  3) Developing cognitive goals.  4) Consolidating general humanitarian goals | |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).**  basic language skills .  2) Developing speaking and writing skills.  3) Developing the student’s personality.  4) Developing the scientific research method. | |
| **Teaching and learning methods**  **How to present the material in a modern scientific manner and use the discussion method to present the material.** | |
| **Evaluation methods**  1) Oral exams.  2) Written tests.  3) Activities and research | |

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| **Course structure** | | | | | | |
| the week | hours | Required learning outcomes | | Name of the unit/topic | Teaching method | Evaluation method |
| the first  And the second | 3 |  | | Specialized teaching methods | Practical and applied | Class participation in preparation |
| the third  And the fourth | 3 |  | | Specialized teaching methods | Practical and applied | Class participation in preparation |
| Fifth  And the sixth | 3 |  | | Specialized teaching methods | Practical and applied | Class participation in preparation |
| Seventh  And the eighth | 3 |  | | Specialized teaching methods | Practical and applied | Class participation in preparation |
| Ninth  And the tenth | 3 |  | | Specialized teaching methods | Practical and applied | Class participation in preparation |
| eleventh  And the twelfth | 3 |  | | Specialized teaching methods | Practical and applied | Class participation in preparation |
| Thirteenth  And the fourteenth  And the fifteenth | 3 |  | | Specialized teaching methods | Practical and applied | Class participation in preparation |
| Infrastructure | | | | | | |
| 1. Required prescribed books | | |  | | | |
| 1. Main references (sources) | | |  | | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | |  | | | |
| 1. Electronic references, Internet sites | | | Internet sites | | | |
| **Course development plan**  Access to periodicals, websites, workshops, training of teaching staff, and modern methods | | | | | | |

**Course description form**

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| This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description. | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | **Calculators** |
| Available attendance forms | Is mandatory |
| Semester/year | fourth stage / First course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**  1. Enabling students to know the most prominent topics and understand them accurately.  2. Enabling students to understand scientific terminology in computer science.  3. Introducing students to the most important sources and references approved in teaching.  4. Enabling students to understand the theories explaining computer science.  5. Enable students to compare computer theories. | |
| **Course outcomes and teaching, learning and evaluation methods** | |
| **A- Cognitive objectives**  1. Enabling students to obtain knowledge and understanding by understanding computer vocabulary.  2. Enabling students to obtain knowledge and understand the theories that concern computer science.  3. Enabling students to obtain knowledge and understanding of the most prominent figures interested in computer science.  4. Enabling students to obtain knowledge and understanding to analyze and interpret Internet theories.  5. Enable students to obtain knowledge and understand the comparison between theories of developmental psychology.  **6.** Enabling students to obtain knowledge and understanding of the most important sources and references for studying the Internet **.** | |
| **B- Objectives Marathi For the course** .  1. Analysis of some scientific terms in computer science.  2. Explains the theories that have studied computer science from the cognitive, ethical, and social psychological aspects.  3. Compares these theories from their different aspects according to the age stage. | |
| **C- Emotional and value-based goals**   1. 1 **The program’s skill objectives.** 2. **Analysis of some scientific terms in computer science.** 3. **It explains the theories that have studied computer science from the cognitive, ethical, and social psychological aspects.**   **He compares these theories from their different aspects according to the age stage.** | |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development).**  basic language skills .  2) Developing speaking and writing skills.  3) Developing the student’s personality.  4) Developing the scientific research method. | |
| **Teaching and learning methods**  **How to present the material in a modern scientific manner and use the discussion method to present the material.** | |
| **Evaluation methods**  1. Method of solving problems.  2. Brainstorming.  3.Simulation method. | |

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| **Course structure** | | | | | | |
| the week | hours | Required learning outcomes | | Name of the unit/topic | Teaching method | Evaluation method |
| the first  And the second | 3 | Run the Excel program  File menu commands | | Calculators | Practical and applied | Class participation in preparation |
| the third  And the fourth | 3 | How to create a table in Excel | | Calculators | Practical and applied | Class participation in preparation |
| Fifth  And the sixth | 3 | Display orders  Listing orders | | Calculators | Practical and applied | Class participation in preparation |
| Seventh  And the eighth | 3 | Coordination orders  Insert case | | Calculators | Practical and applied | Class participation in preparation |
| Ninth  And the tenth | 3 | Create charts | | Calculators | Practical and applied | Class participation in preparation |
| eleventh  And the twelfth | 3 | Photoshop  Prepare the workspace | | Calculators | Practical and applied | Class participation in preparation |
| Thirteenth  And the fourteenth  And the fifteenth | 3 | Explanation of selection tools | | Calculators | Practical and applied | Class participation in preparation |
| Infrastructure | | | | | | |
| 1. Required prescribed books | | | Computer Science and LC3 | | | |
| 1. Main references (sources) | | | Models of computer by Hohn Savage | | | |
| 1. Recommended books and references (scientific journals, reports, etc.) | | | Models of computer by Hohn Savage | | | |
| 1. Electronic references, Internet sites | | | Internet sites | | | |
| **Course development plan**  Curriculum development plan : Adopting a book prepared by specialists instead of the binding, which often varies from one department to another, as it is a common material for all departments that includes all the vocabulary specified according to the sector. | | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | Islamic civilization |
| Available attendance forms | Is mandatory |
| Semester/year | fourth stage / First course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * Islamic civilization passed through . * Providing students in particular with a set of historical information and concepts witnessed in Islamic civilization . * Providing students with a scientific background on the most important historical events that occurred in Islamic civilization, their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | The concept of civilization | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: | Social life | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: | The impact of Arab civilization on civilizations | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: | The political system | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: | Administrative system | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: | Financial and economic systems | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: | military systems,  Libraries in the Levant  Religious sciences, humanities, mental sciences | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of the United States of America |
| Available attendance forms | Is mandatory |
| Semester/year | fourth stage / first course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * the United States of America went through . * Providing students in particular with a set of historical information and concepts witnessed in the United States of America . * Providing students with a scientific background on the most important historical events that occurred in the United States of America, their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | Discovery of the new world | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: | United States of America | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: | War of independence | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: | French colonies in Canada's far north, | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: | Geography of the United States of America | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: | Franco-British rivalry | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: | Franco-British rivalry | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |

**Course description form**

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| This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description . | |
| Educational institution | University of Maysan / College of Basic Education |
| Scientific department/center | Department of History |
| Course name/code | History of the United States of America |
| Available attendance forms | Is mandatory |
| Semester/year | fourth stage / First course |
| Number of study hours (total) | 30 hours |
| Date this description was prepared | 10/20/202 3 |
| **Course objectives:**   * the Palestinian issue has gone through . * Providing students in particular with a set of historical information and concepts witnessed in the Palestinian issue . * Providing students with a scientific background on the most important historical events that occurred in Palestine , their characteristics and principles.  Introducing students to modern trends in the practice of teaching history at the micro-unit level.Providing students with professional skills in teaching in general and teaching history in particularDeveloping the national spirit and moral values towards professional preparation for teaching history.Students acquire the skill of teaching, research, and scientific participation in general, and the skill of teaching history in particular. | |

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| **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**   * Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. * The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner. * Achieving the goals of the profession in scientific awareness of historical events. * Understanding students as future leaders in managing the educational process. * Linking historical events to existing experiences and benefiting from these experiences. * Increasing the individual's ability and effectiveness in performing his teaching duties. |
| **B - Skills objectives for the course**   * Enabling students to teach. * Introducing students to the importance of history. * Expanding students’ understanding of historical civilization in the ancient crisis. |
| **Teaching and learning methods** |
| * Lecture, discussion, questioning, and exploration method. (the theoretical side) * How to display historical events. * Self-learning method. * Preparing historical research. |
| **Evaluation methods** |
| 1) 40% semester exams  2) 60% end-of-semester test. |
| **C- Emotional and value-based goals.**   * Work within the group effectively and actively. * Manage time effectively and set priorities with the ability to work organized by appointments. * The ability to guide and motivate others. |
| **Teaching and learning methods** |
| * + - * How to display historical events.       * Lecture method. |
| **Teaching and learning methods** |
| * Presenting the material in a scientific and modern manner and presenting the topic for discussion . * Study of a specific historical event. * Use of Internet means. |
| **Evaluation methods** |
| * Oral exam. * test . * Provide an activity about the subject, if any |
| **Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)**  1. Application (which is the process of teaching a group of students and providing them with historical information)  2. Acquiring compatibility and cognitive performance capabilities.  3. The skill of influencing others.  4. The skill of transferring information. |

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| **the week** | **hours​** | **Required learning outcomes** | **Name of the unit/topic** | **Teaching method** | **Evaluation method** |
| the first second | 2 | Introducing the student to the most important ideas related to each word included | The Palestinian cause | lecture | Tests and collection |
| The third - and the fourth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| Fifth and sixth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| Seventh-eighth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| Ninth - tenth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| Eleventh - twelfth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| The thirteenth - fourteenth - fifteenth | 2 | Introducing the student to: |  | lecture | Tests and collection |
| Infrastructure | | | | | |
| Required prescribed books | | | Methodical books | | |
| Main references (sources) | | | General books about history | | |
| Recommended books and references (scientific journals, reports, etc.) | | | Other sources | | |
| Electronic references, Internet sites | | | Internet sites | | |
| Course development plan  Access to periodicals, websites, workshops, and training of teaching staff | | | | | |