

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: MISAN

Faculty/Institute: COLLEGE OF BASIC EDUCATION

Scientific Department: DEPARTMENT OF HISTORY

Academic or Professional Program Name: BACHELOR PROGRAM IN
HISTORY

Final Certificate Name: Bachlor of Arts in History

Academic System: Semesters system

Description Preparation Date: 2025

File Completion Date: 2025

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:



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



Academic Program Description Form for Colleges and Institutes

University :Maysan University
College/Institute :College of Basic Education
Section :History
Academic Program Name: Bachelor of History
Degree Title: Bachelor of History
Academic system: Semester system
File preparation date

:Signature :

Name of the Head of Department:

Dr. Hossam Ahmed Ali

Date:2026 \ \



Signature

Scientific Assistant Name:

Dr. Ammar muhmmad Hatab

Date:2026 \ \

The file was reviewed by:

Eng. Quality Assurance and University Performance Division

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

Date:2026 \ \

Signature:



Dean's Approval Authentication

الاستاذ الدكتور. هسان كاظم جابر
عميد الكلية

Approval of the Dean

1. Program Vision

Preparing qualified graduates who possess scientific, educational, and specialized knowledge and skills, and are capable of keeping pace with scientific and technological developments and serving society.

2. Program Mission

Preparing scientifically and professionally qualified educational cadres, developing their specialized skills, and enabling them to meet the requirements of the labor market and serve society.

3. Program Objectives

- Providing students with specialized scientific and educational knowledge.
- Developing students' skills in historical research, analysis, and critical thinking.
- Enhancing students' ability to use modern technologies in teaching and learning.
- Preparing qualified teachers capable of teaching history effectively

4. Program Accreditation

The program does not currently have program accreditation.

5. Other external influences

No there is no external for the program.

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	13	32		
College Requirements	12	37		
Department Requirements	30	64		
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes 1	Demonstrate comprehensive knowledge of major historical events, periods, civilizations, and developments.
Skills	
Learning Outcomes 2	Analyze and interpret historical sources using appropriate historical methods
Learning Outcomes 3	Conduct historical research and present findings clearly using academic and digital tools
Ethics	
Learning Outcomes 4	Demonstrate academic integrity, objectivity, and respect for historical evidence.
Learning Outcomes 5	Apply professional and ethical standards in teaching, research, and academic practice.

9. Teaching and Learning Strategies
the program adopts a variety of teaching and learning strategies, including lectures, discussions, active learning, group work, presentations, historical

document analysis, research projects, field activities, and the use of digital and educational technology .

10. Evaluation methods

Evaluation method are implemented at all stages of academic program.

11. Faculty

Faculty Members

Professional Development

Mentoring new faculty members

New faculty members are supported and guided by experienced faculty members through academic and administrative orientation at the college and department levels .

Professional development of faculty members

Faculty members participate in academic and professional development activities, including workshops, training courses, seminars, conferences, and activities related to teaching and learning strategies and assessment of learning outcomes .

12. Acceptance Criterion

Admission to the program is carried out according to the admission regulations of the Ministry of Higher Education and Scientific Research and the approved central admission system .

13. The most important sources of information about the program

The University of Maysan website, the College of Basic Education website, the Department of History, the academic program guide, the course descriptions, and the university and college official documents .

14. Program Development Plan

the program is developed and continuously improved according to the requirements of the Ministry of Higher Education and Scientific Research and the University of Maysan. The development plan includes updating the academic curriculum, improving teaching and learning methods, enhancing assessment methods, developing faculty members, integrating modern technologies, and responding to the needs of the educational and labor market,

Faculty preparation		Special requirements/skills (if any)		Specialization		academic rank
lecturer	angel			private	general	
	٢			History of the Arab World + History of Iran and Turkey	Modern and contemporary history	assistant professor
	١			History of ancient religions	Ancient history	teacher
	٤			History of Islamic Thought + History of Abbasid the State + History of the Abbasid State + History of the Fatimid State	Islamic history	teacher
	٥			History of the Arab World + The Middle Ages History of + Europe + Methods of	Modern and contemporary history	teacher

				Teaching Physical Education		
	◦			Rashidun Caliphate History + History of Civilization History of + the Abbasid Caliphate + The Age of the Prophet + History of the Umayyad Caliphate	Islamic history	Assistant teacher
	ξ			History of the Arab World + of History the Middle Ages + History of Europe + History of the United States of America + General Teaching Methods	Modern and contemporary history	Assistant teacher
Professional Development						
Orienting new faculty members						

The gentlemen of the teaching staff were urged to participate in development programs to learn about the Civil Service Law, to focus their knowledge on basic information related to public administration, to learn about relevant legislation, sibilities of a university professor are, and to acquire the necessary what the respon .skills to enable them to carry out their tasks

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

Curriculum Skills Plan							
outcomes from the program that are being .assessed Please check the boxes corresponding to the individual learning							
Learning outcomes required from the program							
General and transferable skills (other skills related to employability and personal development)	Affective -and value based objectives	-Program specific skills objectives	Cognitive objectives	essen tial My choic e	Course Name	Course code	Year / Leve l

D ε	D ϣ	D ϣ	D ι	Q ε	P a r t ϣ	P a r t ϣ	P a r t ι	B ε	B ϣ	B ϣ	B ι	A ε	A ϣ	A ϣ	A ι				
✓		✓		✓	✓	✓		✓		✓		✓	✓		✓	essen tial	Democracy and Human Rights	HIB06HD117	First
✓	✓	✓		✓		✓					✓	✓	✓		✓	√	Arabic I	HIB06AL1210	First
✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	essen tial	English I	HIB06EL128	First
✓		✓		✓		✓		✓	✓		✓		✓		✓		Computer Science	HIB06MO118	First
✓	✓		✓		✓		✓	✓		✓		✓	✓	✓	✓	essen tial	Islamic Education / Civilization	HIB06IE129	First
✓	✓		✓		✓		✓			✓	✓		✓		✓	√	Developmental Psychology	HIB06DP126	First
✓		✓		✓	✓		✓		✓	✓		✓			✓	essen tial	Principles of education	HIB06PEN127	First

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Geography of Iraq		First
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Ancient History of Iraq.	HIB06AHI111	First
✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Ancient Arab History.	HIB06AB112	First
✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	History of the Ancient Near East	HIB06HAN121	First
✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	essen tial	History of the Prophetic Era and the Rashidun Caliphate	HIB06MR122	First
✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	essen tial	History of Europe in the Middle Ages..	HIB06HEM123	First
✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	essen tial	Arabic II	HIB06AL219	Seco nd
✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	English II	HIB06EL128	Seco nd

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen	Computer Science	HIB06MO2111	Seco
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen	Crimes of the Ba'ath Regime in Iraq	HIB06JB230	Seco
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen	Curricula and Textbooks	HIB06C418	Seco
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen	Educational Psychology	HIB06EP216	Seco
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen	Psychology of Classroom Thinking Education	HIB06PSCL231	Seco
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen	History of Umayyad State	HIB06HU222	Seco
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen	History of the Islamic Maghreb	HIB06HAIM22 5	Seco
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen	The history of Europe in the Renaissance	HIB06HEM213	Seco

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Historical Research Methodology	HIB06HRM124	Seco nd
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	History of the Abbasid State(132-334)	HIB06HAS312	Seco nd
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	States of the Islamic East	HIB06ISIL325	Seco nd
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	History of Al- Andalus	HIB06HA311	Seco nd
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Philosophy of History	HIB06P314	Seco nd
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Sustainable Development	HIB06SUD334	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	General methods of teaching	Coll 3212	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Curricula and Textbooks	HIB06C418	Thir d

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Educational research methodology	HIB06HRM124	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Measurement and Evaluation	HIB06ME327	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	History of the Abbasid State(132-334)	HIB06HAS312	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Philosophy of History	HIB06P314	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Contemporary World History (۱۹۱۴- ۱۹۹۰ AD)	HIB06EWC321	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	History of the Islamic Maghreb	HIB06HAIM22	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Contemporary History of Iran (۱۹۲۵- ۱۹۷۹AD)	HIB06HI315	Thir d

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	The history of the Abbasid state (334-656 AH)	HIB06HAS322	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	History of Al- Andalus	HIB06HA311	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	History of Africa	Hist	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	States of the Islamic East	HIB06ISIL325	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Contemporary History of Iraq	Hist	Thir d
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Islamic Education / Civilization	HIB06IE129	Four th
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	professional ethics	HIB06PRE410	Four th
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Health and Environment	Univ	Four th

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Educational administration and direction	HIB06EMS424	Four th
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Application	HIB06TP421	Four th
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Viewing	HIB06PE328	Four th
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Geo-political	HIB06GP415	Four th
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Iraq's history of social	Hist 4339	Four th
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Islamic civilization and systems	Hist 4336	Four th
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	The history of modern Turkey	HIB06CHT324	Four th
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	History of the United States of America	HIB06SHU317	Four th

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	essen tial	Research Project Graduation	HIB06GR417	Four th
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First Stage/First Semester

Course description

Course Name	
Ancient Iraqi history	
code Course	
HIBO6AH111	
Semester/Year	
Chapter One	
Date this description was prepared	
٥/١٠/٢٠٢٥	
Available forms of attendance	
mandatory	
Number of study hours (total) / Number of units (total)	
٤٥	
(please mention it ,Name of the course coordinator (if there is more than one	
:Email .A -Name: Dr. Rana Kadhim Maan Al rana.maan.ed@gmail.com	
objectives Course	
▪ Allowing the accumulation of scientific knowledge through .reading and preparing research based on the historical method ▪ instructor practices his work according to a theoretical The framework that guides his work with his students in a .scientific manner ▪ Achieving the profession's goals in raising scientific awareness .of historical events ▪ uture leaders in Students understood that they are the f .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	Course objective
strategies Teaching and learning	
Teaching and learning methods	strategy
The lecture method, discussion, questioning, and exploration. (Theoretical aspect)	

A method for presenting historical events .learning method-Self .Preparing historical research					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture	Geographical background and sources of ancient Iraqi history	Introducing the student to the main ideas related to each word used	۳	Second –First
Tests and achievement	Lecture	Prehistoric times	Introducing the :student to	۳	Third and fourth
Tests and achievement	Lecture	Political history of ancient Iraq	Introducing the :student to	۳	Fifth and sixth
Tests and achievement	Lecture	First Babylonian State	Introducing the :student to	۳	–Seventh Eighth
Tests and achievement	Lecture	Assyrian state	Introducing the :student to	۳	Tenth –Ninth
Tests and achievement	Lecture	Babylonian -Neo State	Introducing the :student to	۳	–Eleventh Twelfth
Tests and achievement	Lecture	Cultural aspects	Introducing the :student to	۳	–Thirteenth –Fourteenth Fifteenth
Course evaluation					
,is distributed according to the tasks assigned to the student ١٠٠The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					
Textbooks			Required textbooks (methodology, if applicable		

General books about the history of ancient Iraq	Main references (sources)
Other sources	Recommended supporting books and references (scientific journals, (...reports
Internet sites	Electronic references, websites

Course Description

Course Name	
Ancient Arab History	
Course code	
HIB06AB112	
Semester/Year	
Chapter One	
this description was prepared Date	
٥/١٠/٢٠٢٥	
Available forms of attendance	
mandatory	
Number of study hours (total) / Number of units (total)	
٤٥	
.Name of the course coordinator (if there is more than one, please mention it)	
A'amil - Name: M.M. Wasan Kadhim Mohammed Al	
objectives Course	
Allowing the accumulation of scientific knowledge through reading the history of the Arabs before Islam or preparing research based on the historical .method practices his work according to a The instructor theoretical framework that guides his work with his .students in a scientific manner Achieving the profession's goals in raising scientific .awareness of historical events ers Students understood that they are the future lead .in managing the educational process Linking historical events to existing experiences .and benefiting from these experiences	Course objectives

Increasing the individual's ability and effectiveness in .performing his teaching duties					
Teaching and learning strategies					
				strategy	
The lecture method, discussion, questioning, and exploration. (Theoretical aspect) .A method for presenting historical events .learning method-Self .Preparing historical research					
Course structure					
Evaluation Method	Learning method	topic Unit or name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture	Geography of the Arabian Peninsula.	Introducing the student to the main ideas related to each .word used	٣	١
Tests and achievement	Lecture	Sources for the study of ancient racial history.	Introducing the student to the main ideas related to each .used word	٣	٢
Tests and achievement	Lecture	Political life in the Arabian Peninsula in its ancient history.	Introducing the student to the main ideas related to each .word used	٣	٣
Tests and achievement	Lecture	Ancient Yemeni civilizations: The Ma'in Kingdom.	Introducing the student to the main ideas related to each .word used	٣	٤
Tests and achievement	Lecture	The Qatabanian state.	Introducing the student to the main ideas related to each .word used	٣	٥

Tests and achievement	Lecture	The State of Hadhramaut.	Introducing the student to the main ideas related to each .word used	٣	٦
Tests and achievement	Lecture	captive state.	Introducing the student to the main ideas related to each .word used	٣	٧
Tests and achievement	Lecture	The Himyarite Kingdom.	Introducing the student to the main ideas related to each .word used	٣	٨
Tests and achievement	Lecture	Ancient Arab states in Iraq and the Levant: The Nabataean Kingdom	Student definition		٩
Tests and achievement	Lecture	The state of Palmyra.	Student definition		١٠
Tests and achievement	Lecture	The Ghassanid state, the Kingdom of Kinda.	Student definition		١١
and Tests achievement	Lecture	The Lakhmid Kingdom.	Student definition		١٢
Tests and achievement	Lecture	The cities of the Hejaz are Mecca, Yathrib, and Taif.	Student definition		١٣
Tests and achievement	Lecture	Social and religious life among the Arabs in their ancient history.	Student definition		١٤
evaluation Course					
is distributed according to the tasks assigned to the student, ١٠٠The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					

Learning and teaching resources	
Textbooks	if ,Required textbooks (methodology (applicable
General books about the history of the Arabs before Islam	Main references (sources)
Other sources	Recommended supporting books and references (scientific journals, reports...)
Internet sites	Electronic references, websites

Course description

Course Name	
Developmental psychology	
Course code	
HIB06DP126	
Semester/Year	
First stage, first semester	
Date this description was prepared	
٥/١٠/٢٠٢٥	
Available forms of attendance	
mandatory	
of units (total) Number of study hours (total) / Number	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
Note: The last line appears to be a separate,) . A -Name: M. Mustafa Ismail Yassin A / 1 (,unrelated entry and is not translated	
objectives Course	
To enable students to know and understand the most .١ .important topics accurately To enable students to understand the scientific .٢ .terminology in general psychology Introducing students to the most important sources and .٣ .in teaching references used To enable students to understand the theories that explain .٤ .general psychology To enable students to compare theories of general .٥ .psychology	objectives Course
Teaching and learning strategies	

Teaching and learning methods					strategy	
discussion, questioning, and exploration. ,The lecture method (Theoretical aspect) .A method for presenting historical events .learning method-Self .Preparing historical research						
Course structure						
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week	
Classroom participation in preparation	Standard	Definition of psychology	Enabling students to know and understand the terminology of general psychology	۳	–First Second	
Classroom participation in preparation	Standard	behavior	Enabling students to recognize growth to according age stages	۳	Third and fourth	
Classroom participation in preparation	Standard	Motives	Enabling students to learn about the principles of general psychology	۳	Fifth and sixth	
Classroom participation in preparation	Standard	perception	Theories that studied have general psychology	۳	–Seventh Eighth	
Classroom participation in preparation	Standard	How to acquire a language	Language and its functions	۳	–Ninth Tenth	

Classroom participation in preparation	Standard	Learning is the stage of sound perception, the word -single .stage	Learning	٣	–Eleventh Twelfth
Classroom participation in preparation	Standard	Personality	Theories explaining language acquisition	٣	–Thirteenth Fourteenth Fifteenth –
Course evaluation					
is distributed according to the tasks assigned to the student, ١٠٠The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					
General psychology (developmental (psychology			if ,Required textbooks (methodology (applicable		
Principles of Psychology, General Psychology, Developmental Psychology			Main references (sources)		
Psychology by Dr. Developmental Hamed Abdel Salam Zahran Writing research papers and reports on the topics covered within the prescribed .curriculum			Recommended supporting books and references (scientific journals, (...reports		
Psychology by Dr. Hamed Abdel Salam Zahran			Electronic references, websites		

Course Description

Course description

Course Name
of Iraq Geography
Course code
Semester/Year
Chapter Two
Date this description was prepared
٢٠٢٥/١٠/١٧
Available forms of attendance

Mandatory attendance					
Number of study hours (total) / Number of units (total)					
٣.					
.Name of the course coordinator (if there is more than one, please mention it)					
A'amil - Name: M.M. Mazhar Al					
objectives Course					
▪ To provide students in particular with a set of historical information and concepts that Iraqi .has witnessed geography ▪ To provide students with a scientific background on the importance of historical geography as it occurred in the geography of .Iraq, its characteristics and principles ▪ Introducing students to modern trends in unit -the micro teaching historical geography at .level ▪ To equip students with professional skills in teaching in general, and in teaching geography .and history in particular ▪ Developing national spirit and moral values towards professional preparation for teaching .historical geography tudents acquire the skills of teaching, research, S and scientific participation in general, and the skills of teaching historical geography in .particular					Course objectives
Teaching and learning strategies					
					strategy
▪ discussion, questioning, and ,The lecture method exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self .Preparing historical research					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Tests and achievement	Lecture and discussion	Iraq's location, its astronomical and geographical position, Iraq's area, Iraq's harsh borders	Introducing the student to the main ideas related to each word .used	٢	–First Second
Tests and achievement	Lecture and discussion	The historical dimension of Iraq: A historical overview of Iraq through the harsh ages	Introducing the student :to	٢	Third and fourth
Tests and achievement	Lecture and discussion	The geological ,structure of Iraq the geological composition of Iraq, the geological eras and morphological structure of Iraq, the harsh geological formations of .Iraq	Introducing the student :to	٢	Fifth and sixth
Tests and achievement	Lecture and discussion	The surface of main Iraq: The topographical divisions of Iraq mountains,) valleys, plateaus, (plains	Introducing the student :to	٢	–Seventh Eighth
Tests and achievement	Lecture and discussion	First month exam: Vocabulary covered from the first week until	Introducing the student :to	٢	–Ninth Tenth

		the day of the exam			
Tests and achievement	Lecture and discussion	Iraq's climate: Climate elements (temperature, rainfall, humidity) and factors affecting Iraq's climate	Introducing the student :to	٢	–Eleventh Twelfth
Tests and achievement	Lecture and discussion	Climatic regions, their geographical distribution, harsh classroom participation in preparation	Introducing the student :to	٢	Thirteenth – Fourteenth – Fifteenth

Course evaluation

is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc

Learning and teaching resources

Textbooks	Required textbooks (methodology, if applicable)
General books on geography	Main references (sources)
Other sources	Recommended supporting books and references (scientific journals, (...reports
Internet sites	Electronic references, websites

Course Name
democracy and Human rights
Course code
HIB06HD117
Semester/Year
Chapter One
Date this description was prepared

٥/١٠/٢٠٢٥					
Available forms of attendance					
mandatory					
Number of study hours (total) / Number of units (total)					
٣٠					
.Name of the course coordinator (if there is more than one, please mention it)					
.A.Y Name: M. M. Heba Ahmed Jamil Al					
objectives Course					
▪ .The course aims to define human rights ▪ Learn about Islam's stance on human rights ▪ classification of human rights Learn about the ▪ Learn about collective human rights ▪ Learn about human rights in times of external .and internal conflicts ▪ Identifying the causes of corruption and its . impact on human rights				Course objectives	
Teaching and learning strategies					
Teaching and learning methods				strategy	
Explanation and explanation of the material (١) How to create a model (٢) Lecture Method (٣) . learning method-Self (٤)					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Formative assessment	Lecture	Introduction to Human Rights	Introducing the student to the main ideas related to each .word used	٢	١
Formative assessment	Lecture	Human Rights Concept,) Characteristics, Types (	Introducing the :student to	٢	٢
Formative assessment	Lecture	Human rights in divine laws and religions	Introducing the :student to	٢	٣

Formative assessment	Lecture	Human rights content	Introducing the :student to	٢	٤
Formative assessment	Lecture	Fields and freedoms in Iraqi ٢٠٠٥the Constitution	Introducing the :student to	٢	٥
Formative assessment	Lecture	The emergence of democracy	Introducing the :student to	٢	٦
Formative assessment	Lecture	The concept of democracy	Introducing the :student to	٢	٧
Formative assessment	Lecture	Forms of democracy	Introducing the student to the main ideas related to each .word used	٢	٨
Formative assessment	Lecture	Components of democracy	Introducing the :student to	٢	٩
Formative assessment	Lecture	Elements of democracy	Introducing the :student to	٢	١٠
Formative assessment	Lecture	Democracy and Islam	Introducing the :student to	٢	١١
Formative assessment	Lecture	What are electoral ?systems	Introducing the :student to	٢	١٢
Formative assessment	Lecture	Types of electoral systems	Introducing the :student to	٢	١٣
Formative assessment		Evaluation of the democratic system	Introducing the :student to	٢	١٤
Formative assessment		Implementing the democratic system in Iraq			١٥
Course evaluation					
is distributed according to the tasks assigned to the student, ١٠٠The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					
Human Rights Sources / Faculty of Law, Benha .٢٠١٠/٢/١University / Egypt, issued on Global -Shifa International Organization -Al ٢٠٠٧Corruption Report			Required textbooks (Methodology, if any)		

The Lebanese Association for Promoting The Corruption –Transparency/No Corruption Tekorpress Lebanon – ٢٠٠٥ – st Edition –Book Printing Press	
Friday / / ٢٧٨ Wasat Website / Issue -Rights Law / Al .٢٠٠٣September / ١٩ Ahmed Helmy / Article / Individual Behavior and Human Rights / Arab Human Rights Magazine / Issue ai / Website of the World Human Dub / ٢٠٠٧ / ١٠ .Rights Organization The Phenomenon of –Dr. Suleiman Abdel Moneim Corruption/A Study of the Extent of Arab Legislation's Compliance with the Provisions of the United Nations .١٧Convention against Corruption. p.	Main references (sources)
Administrative reform can only be -Fares Shehabi achieved through a radical change in thinking, goals, and laws / The public sector from an economic liberal icle available on the websitean art –perspective www.mafhoum.com	Recommended supporting books and references (scientific (...journals, reports
Internet sites	Electronic references, websites

First Stage/Second Semester Course Description

Course Name
History of the Ancient Near East
Course code
HIB06HAN121
Semester/Year
Chapter Two
Date this description was prepared
٦/٢/٢٠٢٦
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)
٣٠
.Name of the course coordinator (if there is more than one, please mention it)

:Email .A -Name: Dr. Rana Kadhim Maan Alrana.maan.ed@gmail.com

objectives Course

Allowing the accumulation of scientific knowledge including ,through reading the history of the Near East the history of ancient Egypt and the Levant, and .preparing research based on the historical method The instructor practices his work according to a theoretical framework that guides his work with his .students in a scientific manner the profession's goals in raising scientific Achieving .awareness of historical events Students understood that they are the 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

Course objectives

Teaching and learning strategies

Teaching and learning methods

strategy

- The material was presented in a scientific and modern .and the topic was opened for discussion ,style
- .Studying a specific historical event
- ...Using internet tools

Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture	Geography of Ancient Egypt	Introducing to the student the main ideas related to each word .used	٣	–First Second
Tests and achievement	Lecture	Historical eras and civilization of Egypt	Introducing :the student to	٣	Third and fourth
Tests and achievement	Lecture	The geography of ancient	Introducing :student to the	٣	Fifth and sixth

		Levant and the beginning of human settlement			
Tests and achievement	Lecture	The Levant from the Amorites until the conquest	Introducing :the student to	٣	–Seventh Eighth
Tests and achievement	Lecture	Ancient Persian History	Introducing :the student to	٣	–Ninth Tenth
Tests and achievement	Lecture	Ancient Anatolian History	Introducing :the student to	٣	–Eleventh Twelfth
Tests and achievement	Lecture	Ancient Anatolian History	Introducing :the student to	٣	–Thirteenth Fourteenth Fifteenth –

Course evaluation

is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc

teaching resources Learning and

Textbooks	Required textbooks (methodology, if applicable)
Introduction to the History of Taha Baqir / Ancient Civilizations. Studies in the History of the Ancient Ahmad-Near East / Sami Saeed Al. History of the Ancient Near East / Janabi-Qais Hatem Hani Al.	Main references (sources)
Other sources	Recommended supporting books and references (scientific journals, (...reports
Internet sites	Electronic references, websites

Course Description

Course Name	
Europe in the Middle Ages History of	
Course code	
HIB06HEM123	
Semester/Year	
Chapter Two	
Date this description was prepared	
٣/٢/٢٠٢٦	
Available forms of attendance	
mandatory	
Number of study hours (total) / Number of units (total)	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
: A.Yamil Name: M.D. Fatima Abdul Sada Shanshul Al	
objectives Course	
▪ Allowing the accumulation of scientific knowledge research based on the through reading and preparing .historical method ▪ The instructor practices his work according to a theoretical framework that guides his work with his .students in a scientific manner ▪ Achieving the profession's goals in raising scientific .entsawareness of historical ev ▪ Students understood that they are the 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 ir teaching dutiesperforming the	Course objective
Teaching and learning strategies	
Teaching and learning methods	strategy
The lecture method, discussion, questioning, and exploration. (Theoretical aspect) .A method for presenting historical events .learning method-Self .historical research Preparing	
Course structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture	European Renaissance	Introducing the student to the main ideas related to each .word used	٣	–First Second
Tests and achievement	Lecture	Geographical Explorations	Introducing :the student to	٣	Third and fourth
Tests and achievement	Lecture	Religious Reformation	Introducing :the student to	٣	Fifth and sixth
Tests and achievement	Lecture	Spain in the th century ١٦	Introducing :student to the	٣	–Seventh Eighth
Tests and achievement	Lecture	England in the th ١٧th and ١٨ centuries	Introducing :the student to	٣	–Ninth Tenth
Tests and achievement	Lecture	Bourbon dynasty	Introducing :the student to	٣	–Eleventh Twelfth
Tests and achievement	Lecture	The Thirty Years' Movement (١٦٤٨-١٦١٨)	Introducing :the student to	٣	–Thirteenth Fourteenth Fifteenth –
Course evaluation					
is distributed according to the tasks assigned to the ١٠٠ The grade out of student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc					
Learning and teaching resources					
Textbooks			Required textbooks (methodology, if (applicable		
History of Europe in the Middle Ages / Abdel Fattah Saeed Ashour History of Europe in the Middle Ages / Abdul Amir Muhammad Amin and Muhammad Tawfiq Hussein History of Medieval Europe / Maurice Bishop			Main references (sources)		

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

Course description

Course Name	
History of the era of the Prophet and the Rightly Guided Caliphate	
Course code	
HIB06MR122	
Semester/Year	
Chapter Two	
Date this description was prepared	
٥/٢/٢٠٢٦	
Available forms of attendance	
mandatory	
Number of study hours (total) / Number of units (total)	
units ٣/٤٥	
.Name of the course coordinator (if there is more than one, please mention it)	
:Email .A -Name: M.M. Hassan Raad Abdul Razzaq Al	
objectives Course	
▪ To learn about the history of the era of the Islamic message .and the Rightly Guided Caliphate ▪ The instructor practices his work according to a theoretical framework that guides his work with his students in a .manner scientific ▪ Achieving the profession's goals in raising scientific .awareness of historical events ▪ Students should understand that they are the future leaders in managing the educational process and benefiting from ided the example of the Prophet and the Rightly Gu .Caliphs ▪ Linking historical events to existing experiences and .benefiting from these experiences ▪ Increasing the individual's ability and effectiveness in .performing their teaching duties	Course objectives

Teaching and learning strategies					
learning methods Teaching and				strategy	
The lecture method, discussion, questioning, and exploration. (Theoretical aspect) .A method for presenting historical events .learning method-Self .Preparing historical research					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture and discussion	The life of the Prophet from birth until his mission	Introducing the student to the main ideas related to each .word used	٣	١
Tests and achievement	Lecture and discussion	The secrecy of the Islamic call, the public nature of the Islamic call, and the factors that led to the polytheists' .resistance to it	Introducing :to the student	٣	٢
Tests and achievement	Lecture and discussion	An attempt to spread message in the Islamic Taif and present the Islamic message to the Arab tribes	Introducing :the student to	٣	٣
Tests and achievement	Lecture and discussion	The First Pledge of Aqaba, the Second Pledge of Aqaba , and the Migration to Medina	Introducing :the student to	٣	٤
Tests and achievement	Lecture and discussion	City state	Introducing :the student to	٣	٥
Tests and achievement	Lecture and discussion	The authority and organization of the Prophet in Medina	Introducing :the student to	٣	٦

Tests and achievement	Lecture and discussion	State and -The City Jihad in the Cause of God (raids, expeditions, battles, and the Treaty of Hudaibiyyah)	Introducing :the student to	٣	٧
Tests and achievement	Lecture and discussion	The Farewell Pilgrimage: The End of phetic Era the Pro	Introducing :the student to	٣	٨
Tests and achievement	Lecture and discussion	The Rightly Guided Caliphate during the reign of Abu Bakr ibn Abi Quhafah	Introducing :the student to	٣	٩
Tests and achievement	Lecture and discussion	Guided The Rightly Caliphate during the -reign of Umar ibn al Khattab	Introducing :the student to	٣	١٠
Tests and achievement	Lecture and discussion	The military actions -of Caliph Umar ibn al Khattab, the financial and administrative organizations of the state	Introducing :the student to	٣	١١
Tests and achievement	Lecture and discussion	The Rightly Guided Caliphate during the reign of Uthman ibn Affan	Introducing :the student to	٣	١٢
Tests and achievement	Lecture and discussion	Economic and social transformations and the succession crisis may	Introducing :the student to	٣	١٣
Tests and achievement	Lecture and discussion	The Rightly Guided Caliphate during the reign of Imam Ali ibn Abi Talib (peace be upon him)	Introducing :the student to	٣	١٤
Tests and achievement	Lecture and discussion	The emergence of the Kharijites, their conflict with Caliph Ali (peace	Introducing :the student to	٣	١٥

		be upon him), his martyrdom, and the end of the era of the Rightly .Guided Caliphs			
evaluation Course					
is distributed according to the tasks assigned to the student, '••The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					
Textbooks		if ,Required textbooks (methodology (applicable			
The Mediator in the Prophet's Biography and the Rightly Guided Mallah-Caliphate / Hashim Yahya Al Ancient Arab History and the Era of -the Prophet / Qais Hatem Hani Al -Janabi and Firas Salim Al Hassani		Main references (sources)			
Other sources		Recommended supporting books and references (scientific journals, (...reports			
Internet sites		Electronic references, websites			

Course description

Course Name
Islamic Education
Course code
HIB06IE129
Semester/Year
Chapter Two
Date this description was prepared
٦/٢/٢٠٢٦
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)
٣٠
.Name of the course coordinator (if there is more than one, please mention it)

:Email .A -Name: Dr. Hossam Ahmed Ali Al					
objectives Course					
:Course objectives To enable students to know and understand the most .١ .important topics accurately To enable students to understand Islamic doctrine .٢ .away from deviant currents correctly and to stay Introducing students to the most important sources and .٣ .references used in teaching				Course objective	
Teaching and learning strategies					
Teaching and learning methods				strategy	
. scientific manner, using discussion techniques ,					
structure Course					
Evaluati on Method	Learn ing metho d	Unit or topic name	Required learning outcomes	Hours	Week
Classroom participat ion in preparati on	Standar d	An introductory overview of the subject and its history	Introducing the :student to	٢	the first
Classroom participat ion in preparati on	Standar d	Definition of the science of creed and its importance	Introducing the :student to	٢	the second
Classroom participat ion in preparati on	Standar d	The obligation to know the creed and the evidence for its validity	Introducing the :student to	٢	the third

Classroom participation in preparation	Standard	The most prominent doctrinal differences	Introducing the :student to	۲	Fourth
Classroom participation in preparation	Standard	Discussions on monotheism and evidence for the existence of the Creator	Introducing the :student to	۲	Fifth
Classroom participation in preparation	Standard	Evidence for the existence of one Creator	Introducing the :student to	۲	Sixth
Classroom participation in preparation	Standard	Divine attributes and their categories	Introducing the :student to	۲	Seventh
Classroom participation in preparation	Standard	Examples of divine attributes	Introducing the :student to	۲	Eighth
Classroom participation in preparation	Standard	Prophecy: its ,definition importance, and general conditions	Introducing the :student to	۲	Ninth

participation in preparation	Standard	The miracle and its role in proving prophethood	Introducing the :student to	٢	tenth
Classroom participation in preparation	Standard	Infallibility and its importance	Introducing the :student to	٢	eleventh
Classroom participation in preparation	Standard	The prophecy of the Prophet Muhammad (PBUH)	Introducing the :student to	٢	twelfth
Classroom participation in preparation	Standard	Resurrection and the Last Day	Introducing the :student to	٢	thirteenth
Classroom participation in preparation	Standard	Evidence of the resurrection and its type	Introducing the :student to	٢	fourteenth
Classroom participation in preparation	Standard	Intercession	Introducing the :student to	٢	fifteenth
Course evaluation					
is distributed according to the tasks assigned to theThe grade out of student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc					

and teaching resources Learning	
Textbooks	Required textbooks (methodology, if applicable)
	Main references (sources)
Other sources	Recommended supporting books and references (scientific journals, reports...)
Internet sites	Electronic references, websites

Course description

Course Name	
Principles of Education	
Course code	
HIB06PEN127	
Semester/Year	
Chapter Two	
Date this description was prepared	
٥/٢/٢٠٢٦	
Available forms of attendance	
mandatory	
Number of study hours (total) / Number of units (total)	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
:Email .A -Name: M.M. Muhammad Fakher Radi Al	
objectives Course	
Enabling the student to gain understanding and knowledge by comprehending the principles of education, management, and educational supervision	Course objectives
The student was able to acquire knowledge and understanding of the theories that dealt with the management principle science of ma	
The student was able to gain knowledge and understanding of the most prominent figures who were interested in the science of management	

Students were able to acquire the knowledge, . ^o pret understanding, and insight to analyze and inter .theories of leadership behavior The student was able to acquire knowledge and . ^٦ understanding of the most important sources and .references and to study the principles of education The student was able to gain knowledge, . ^٧ ison between theories of understanding, and compar .leadership behavior	
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Teaching and learning strategies

Teaching and learning methods	strategy
Providing students with the fundamentals and topics related to the science of jurisprudence material by the course Explanation and explanation of the course .instructor Students are required to visit the library and review the resources . for studying basic education	

Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom participation in preparation	Standard	Education : Concept and Importance	Introducing :the student to	٢	the first
Classroom participation in preparation	Standard	The relationship between education and upbringing	Introducing :the student to	٢	the second
Classroom participation in preparation	Standard	Similarities, differences, and the relationship between education, learning, and teaching	Introducing :the student to	٢	the third
Classroom participation	Standard	Education and upbringing in the	Introducing :the student to	٢	Fourth

in preparation		Islamic -Arab heritage			
Classroom participation in preparation	Standard	Principles of Education	Introducing :the student to	٢	Fifth
Classroom participation in preparation	Standard	The teacher's roles in light of modern educational trends	Introducing :the student to	٢	Sixth
Classroom participation in preparation	Standard	Teaching profession licenses (concept (and standards	Introducing :the student to	٢	Seventh
Classroom participation in preparation	Standard	Basic requirements for a teacher's success in his profession	Introducing :the student to	٢	Eighth
Classroom participation in preparation	Standard	Characteristics of a successful teacher	Introducing :the student to	٢	Ninth
Classroom participation in preparation	Standard	The role of the classroom mentor: concept and responsibilities	Introducing :student to the	٢	tenth
Classroom participation in preparation	Standard	Basic education in Iraq: concept and stages	Introducing :the student to	٢	eleventh
Classroom participation in preparation	Standard	Examples of basic education in some countries of the world (Qatar)	Introducing :the student to	٢	twelfth
Classroom participation	Standard	Examples of basic education in some	Introducing :the student to	٢	thirteenth

in preparation		countries of the (Japan) world			
Classroom participation in preparation	Standard	Examples of basic education in some countries of the world (Britain)	Introducing :the student to	٢	fourteenth
		General review		٢	fifteenth
evaluation Course					
is distributed according to the tasks assigned to the student, ' ' 'The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					
Textbooks			if ,Required textbooks (methodology (applicable		
			Main references (sources)		
Other sources			Recommended supporting books and references (scientific journals, (...reports		
Internet sites			Electronic references, websites		

Course description

.Course name
English language texts
.Course code
HIB06EL128
. Chapter/Year and Stage
First / ٢٠٢٠Chapter Two /
.Date this description was prepared
٦/٢/٢٠٢٦
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)
30 ٢/hours
.Name of the course coordinator (if there is more than one, please mention it)
: Email Name: M.M. Narcissusodaanarcissusodaa@uomisan.edu.iq
objectives Course

The aim of this course is to develop students' grammar and reading comprehension skills through the study of adjectives, adverbs, and reading passages, while also enhancing their phonological awareness through phonology them to use exercises. It further aims to enable English accurately in analysis, pronunciation, .and academic application			Course objectives		
Teaching and learning strategies					
interactive The teaching strategy in this subject is based on practical ,through explanation and discussion teaching through grammar and reading comprehension application in speech and oral learning-auditory exercises, and .phonology exercises				strategy	
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Short quiz class + participation	Lecture + Practical Examples	Parts of Speech	should be able to distinguish between the basic parts of speech		first th
Homework + Oral Questions	Interactive explanation + exercises	Adjectives – Position	The student should be able to identify adjectives and determine		the sec

			their position in a .sentence		
Short test	Examples Group + work	Kinds of Adjectives	The student should classify the types of .adjectives		the third
classroom exercise	Written exercises + discussion	Comparison of Adjectives	The student should compare the qualities		Fourth
Short questions	Lecture + Examples	Adverb	The student should define the meaning and function of adverbials .		Fifth
Editorial duty	Group activities + exercises	Kinds of Adverbs	The student should be able to distinguish between h different types of circumsta .nces		Sixth

Class participation	Explanation + Practical Examples	Position of Adverbs	The student should identify the position of adverbials in the sentence.		Seventh
		First test			Eighth
Written exercise	Examples of texts	Comparison of Adverbs + Exception of Adverbs	The student should be familiar with exceptions to the circumstances.		Ninth
Written questions	Group reading + discussion	Comprehension Passages 1	The student should apply reading comprehension skills.		tenth
Text comprehension test	Reading + Vocabulary Explanation	Passage no. 1: The Facts	The student should analyze the text and understand the meaning and		eleventh

			vocabulary		
Editorial duty	Reading Text + Analysis	Passage no. 2: An Unknown Goddess	The student should be able to infer the implicit meanings in the text		the second
oral practical test	Pronunciation + Listening Exercises	Phonetics: Consonants, voiced and voiceless	The student should be able to distinguish between consonant and vowel sounds		the third
Oral assessment + practical exercise	Pronunciation exercises audio + recordings	Phonetics: Diphthongs	The student should be able to identify phonetic pairs		Fourth
		Second test			Fifth
Course evaluation					
is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
resources Learning and teaching					
Rapid Review of English Grammar by Praninskas, J. Developing Skills by Alexander, LG Phonetics and Phonology by Roach, P.			Required textbooks (methodology, if applicable)		

Swan, M. (2005). Practical English Usage. Oxford University Press.	Main references (sources)
Yule, G. (2017). The Study of Language (7th ed.). Cambridge University Press.	
Crystal, D. (2008). A Dictionary of Linguistics and Phonetics. Blackwell.	Supporting books and references that Recommended sources (scientific (...journals, reports
Richards, J. C., & Schmidt, R. (2010). Longman Dictionary of Language Teaching and Applied Linguistics. Pearson.	
British Council Learn English: https://learnenglish.britishcouncil.org	,Electronic references Internet sites
Cambridge Dictionary Online: https://dictionary.cambridge.org	
Oxford Learner's Dictionaries: https://www.oxfordlearnersdictionaries.com	

Phase Two / Chapter One

Course description

Course Name
History of the Umayyad State
Course code
HIB06HU222
Semester/Year
Phase Two, Course Two
description was prepared Date this
٢٠٢٥/١٠/٥
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)
٣٠
.Name of the course coordinator (if there is more than one, please mention it)
:Email A'i -Name: Dr. Fatima Abed Saeed Alfatima.abed@uomisan.edu.iq
objectives Course
Course objectives

- 1 Studying the nature of governance in the Umayyad state and examining the change that occurred in the mechanism of choosing the ruler of the Muslims the nation as in the Rashidun era to the from consultation and consensus of principle of force and seizing the caliphate by force and inheriting it in the .Umayyad house and confining it to it to the exclusion of others
- 2 e Knowing how the Umayyads came to power after they broke the terms of the peace treaty with Imam Hassan bin Ali bin Abi Talib and staged a coup against it, and appointed Yazid bin Muawiya to rule the Muslims after the death of Muawiya without fulfilling the promises that Muawiya had made to the family of Ali bin Abi Talib after his himself to return the caliphate to t .death
- 3 Identifying the successors of the Sufyani branch , as well as identifying the Hakam and -successors of the Marwani branch, began with Marwan ibn al .hsMarwan ibn Muhammad, the last of the Umayyad calip ended with
- 4 Reviewing their management of affairs Political military social .Economically, and identifying its strengths and weaknesses
- 5 View activities Civilization during the era of the state Umayyad

Teaching and learning strategies

	strategy
1 and clarification Explanation - How to display the form -٢ learning method-Self -٣ 4 Lecture Method - -5 Discussion Method	

Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Formative assessment	lecture The and discussion method	History of the state ١٣٢-٤١ Caliphate Umayyad AH Introduction to the Caliphate of Imam Hasan ibn Ali (peace be upon him), his lineage, and the pledge of allegiance . For Imam Hassan		٢	١

Formative assessment	Discussion method	The peace treaty of Imam peace be upon him, ,Hassan the -with Muawiyah mechanism by which Muawiyah bin Abi Sufyan .came to power The martyrdom of Imam Hassan, peace be upon him		٢	٢
Formative assessment	discussion	Muawiyah ibn Abi Sufyan (AH ٦٠-٤١) His works		٢	٣
Formative assessment	discussion	٦٤-٦٠)Yazid ibn Mu'awiya (AH His policies and actions		٢	٤
Formative assessment	discussion	٦٤Muawiyah II ibn Yazid, AH		٢	٥
Formative assessment	discussion	-٦٤Hakam -Marwan ibn al AH ٦٥		٢	٦
Formative assessment	discussion	Malik ibn Marwan -al Abd AH ٨٦-٦٥		٢	٧
	First month exam: Test on the subject	First month exam		٢	٨
Formative assessment	discussion	Malik -Walid ibn Abd al-Al AH ٨٦-٦٥ibn Marwan		٢	٩
Formative assessment	Lecture and discussion	Malik -Sulayman ibn Abd al AH ٩٩-٩٦		٢	١٠
Formative assessment	Lecture	-٩٩)Aziz -Umar ibn Abd al (AH ١٠١)		٢	١١
Formative assessment	Lecture and discussion	١٠١Malik -Yazid ibn Abd al AH ١٠٥ -AH Malik -Hisham ibn Abd al AH ١٢٥-١٠٥		٢	١٢
Formative assessment	Lecture and discussion	-١٢٥ Walid ibn Yazid-Al AH ١٢٦ AH ١٢٦Walid, -Yazid ibn al		٢	١٣

Formative assessment	Lecture and discussion	١١٢٦ Walid -Ibrahim ibn al AH ١٢٧ Marwan ibn Muhammad AH ١٣٧-١٢٧		٢	١٤
	Second month exam: Test on the subject	Second month exam		٢	١٥

Course evaluation

is distributed according to the tasks assigned to the student, ١٠٠ The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc

Learning and teaching resources

Lectures on the History of the Umayyad State	Required textbook methodology,) Required textbooks (if applicable
:Other external sources 1- The History of Prophets and Kings by Tabari-Muhammad ibn Jarir al 2- Athir-Tarikh by Ibn al-Kamil fi al-Al 3- Meadows of Gold and Mines of Gems Mas'udi-by Al 4- Dinuri-The Long News of Al 5- Dhahabi-History of Islam by Al	Main references (sources)
Multiple websites such as Iraqi academic ,journals	Recommended supporting books and references (scientific journals, (...reports
Scientific researcher	ces, websitesElectronic referen

Course description

Course Name
History of Islamic Morocco
Course code
HIB06HAIM225HIB06MO211
For the semester/year
Chapter One Phase Two
description was prepared Date this
٢٠٢٥/١٠/١٧

Available forms of attendance	
My attendance is mandatory	
Number of study hours (total) / Number of units (total)	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
Ayyam - Name: M.M. Arshad Aboud Khalifa Al	
objectives Course	
Course objectives ▪ Defining the demand by the historical stages that Islamic Morocco went through ▪ To provide students in particular with a range of historical information and Islamic Morocco witnessed concepts that ▪ To provide students with a scientific background on the most important historical events that took place in Islamic Morocco , their characteristics and principles ▪ es at the Introducing students to modern trends in history teaching practice unit level-micro ▪ To equip students with professional skills in teaching in general and teaching history in particular ▪ Developing national spirit and moral values towards professional preparation for teaching history ▪ Students acquire the skills of teaching, research, and scientific participation in general, and the skill of teaching history in particular	
Teaching and learning strategies	
▪ discussion, questioning, and ,The lecture method exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research	strategy
Course structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification through discussion	Islamic Morocco: Geographical location (topography, rivers, Motives and -population) objectives behind expanding conquests and wars of liberation in the Maghreb		٢	١
Formative assessment	Discussion method	The reconnaissance and initial liberation attempts included the liberation of Barqa, Tripoli, Zulia, Sira, .or Sabratha and Dan		٢	٢
Formative assessment	Discussion and scientific presentation	The Battle of the fortress of -Aqaba and the liberation of Sbeitla		٢	٣
Formative assessment	discussion	-the re -regular armies liberation of Waddan, the liberation of Germa, Fezzan, -and Khawer And Kawra Liberation of the Mazzana , Safar, Ghadames, Gafsa and Qastiliya regions on of the city The constructi of Kairouan, the works of Muhajim Dinar-Abu al		٢	٤
Formative assessment	discussion	Reasons for the Arab defeat in the Battle of Tahuda The liberation battles in their		٢	٥

		assigning Zuhair : final stage Balawi; results of -bin Qais al the Battle of Mamsh or Mams Martyrdom of Commander Balawi-Zuhair bin Qais Al			
Formative assessment	discussion	Commander Hassan bin Ghassani took -Naaman Al over		٢	٦
Formative assessment	discussion	Reforms of Commander Nu'man, -Hassan ibn al dismissal of Commander Nu'man-Hassan ibn al The appointment of Musa ibn Nusayr, the dismissal of Musa ibn Nusayr		٢	٧
	a test	First month exam		٢	٨
Formative assessment	discussion	The era of governors in the Maghreb Key factors in the emergence of emirates and independent states in Islamic North Africa (AH ٣٧٥-١٧٢)Idrisid State		٢	٩
Formative assessment	Lecture and discussion	٢٩٦-١٨٤(Aghlabid State AH) / The Aghlabids' efforts in conquering Sicily / The hlabidsend of the Ag		٢	١٠
Formative assessment	Lecture	State The Fatimid Caliphate ٣٦٢-٢٩٦)in the Maghreb (AH		٢	١١
Formative assessment	Lecture and discussion	-٤٤٨(The Almoravid state AH), the Almohad state ٥٤١ (AH ٦٦٨-٥٤١)		٢	١٢
Formative assessment	Lecture and discussion	State The Hafsid dynasty in (AH ٦٤١-٦٢٨)the Maghreb		٢	١٣
Formative assessment	Lecture and discussion	-The state of the Banu Abd al Wahhab, Banu Zayyan, in (AH ٩٦٢-٦٣٣)the Maghreb		٢	١٤

		The Marinid dynasty in AH ٨٦٩-٦٦٨ Morocco,			
	a test	Second month exam		٢	١٥
Course evaluation					
semester exams %٤٠ (١)					
.term exam-of-end %٦٠ (٢)					
Learning and teaching resources .١٢					
and Andalusia Lectures on the History of Morocco Khazai-Dr. Reda Hadi Abbas, Dr. Karim Adel Al			Required textbooks (methodology, if applicable)		
:Other external sources 1. The close statement of Ibn 'Idhari 2. The Conquest of Morocco and Andalusia by (AH ٢٥٧Hakam (d. -Ibn Abd al 3. (AH ٨٠٨)Ibar by Ibn Khaldun -Al 4. of Morocco in the Islamic Era by History Abdul Aziz Salem 5. Landmarks in the History of Morocco and Andalusia by Hussein Mounes			Main references (sources)		
Multiple websites such as Iraqi academic journals, fic Scienti Researcher			Recommended supporting books and references (...scientific journals, reports)		
Internet sites			Electronic references, websites		

Course description

Course Name
English texts
Course code
HIB06EL128
Chapter/Year and Stage
Second / ٢٠٢٥First /
Date this description was prepared
٢٠٢٥/١٠/٤
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)

٢/٣.

.Name of the course coordinator (if there is more than one, please mention it)

: Email Name: M.M. Narcissusodaa

Narcissusodaa@uomisan.edu.iq

objectives Course

1. Introducing the student to the eight parts of speech in English and sentence their use within a
- Developing the student's ability to distinguish between types of .٢
.nouns in terms of gender, number, and type
- To equip the student with the skills to correctly form the plural and .feminine forms
- s through diverse Developing reading and comprehension skill .٤
.applied texts
- Introducing the student to phonetics .٥and improving the correct
.pronunciation of English sounds

Teaching and learning strategies

strategy

- Cooperative learning and .٢Lecture and direct explanation. .١
Practical training and solving exercises. .٣discussion. classroom
Pronunciation exercises and .٥Analytical reading of texts. .٤
.phonetic repetition

Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Lecture + Discussion	Class participation	Identifying the parts of speech and their types	Parts of Speech	2	1
Practical training	classroom exercises	Distinguishing between parts of speech in sentences	Parts of Speech Exercises	2	2
Lecture + Examples	Class participation	of names Identifying types	Nouns	2	3
Practical training	Short test	Distinguishing between different types of names	Nouns Exercises	2	4

Lecture + Schedules	classroom exercises	Applying the rules of singular and plural	Singular & Plural	2	5
Lecture + Examples	Class participation	Identifying the gender of the name	Gender	2	6
Practical training	Short test	Forming the feminine form	Gender Exercises	2	7
Review and discussion	midterm exam	Review of previous units	Midterm Review	2	8
Lecture + Examples	Class participation	Identifying types of verbs	Verbs	2	9
Practical training	classroom exercises	Using different verb forms	Verb Exercises	2	10
Read + Discuss	Comprehension questions	Understanding reading texts and answering questions	Thirteen Equals One	2	11
Read + Discuss	Short test	Text analysis and vocabulary extraction	The Double Life of Alfred	2	12
Lecture + Pronunciation Exercise	Speech exercises	Recognizing English sounds	Phonetics	2	13
Lecture + Audio Training	classroom exercises	Distinguishing between vowels types of	Vowels	2	14
Review + Discussion	final exam	Comprehensive course review	Final Review	2	15
Course evaluation					

,is distributed according to the tasks assigned to the student \ . . The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc	
Learning and teaching resources . \	
Developing Skills by Alexander, LG Phonetics and Phonology by Roach, P.	Required textbooks (methodology, (applicable
Swan, M. (2005). Practical English Usage. Oxford University Press. Yule, G. (2017). The Study of Language (7th ed.). Cambridge University Press	references (sources) Main
Crystal, D. (2008). A Dictionary of Linguistics and Phonetics. Blackwell. Richards, J. C., & Schmidt, R. (2010). Longman Dictionary of Language Teaching and Applied Linguistics. Pearson	Recommended supporting books and references It contains (scientific journals, (...reports
British Council Learn English: https://learnenglish.britishcouncil.org Cambridge Dictionary Online: https://dictionary.cambridge.org Oxford Learner's Dictionaries: https://www.oxfordlearnersdictionaries.com	Electronic references, websites

Course description

Course Name
History of Europe during the Renaissance
Course code
HIB06HEM213
Semester/Year
Phase Two First course
prepared Date this description was
٢٠٢٥/١٠/١٧
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)
hours ٣٠

.Name of the course coordinator (if there is more than one, please mention it)					
:Email .A -Name: M.M. Zahraa Abbas Radif Al zahraa.abbas@uomisan.edu.iq					
objectives Course					
specific skills -Course -B objectives • Enabling students to .hteac • Introducing students to the importance of .history • To broaden students' understanding of historical civilization in .ancient times		-A Course Objectives Cognitive objectives ▪ Allowing the accumulation of scientific knowledge through reading and preparing .research based on the historical method ▪ The instructor practices his work according to a theoretical framework that guides his work with his students in a .scientific manner ▪ Achieving the profession's goals in raising .scientific awareness of historical events ▪ Students understood that they are the educational future leaders in managing the .process Linking historical events to existing experiences and utilizing these experiences increases an individual's ability and effectiveness in .performing their teaching duties			
1. Teaching and learning strategies					
▪ discussion, questioning, and ,The lecture method exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research				strategy	
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture and discussion	Factors contributing to the rise of the European Renaissance; Italy, the cradle of the European Renaissance	Introducing the student to the main ideas related to each .word used	٢	1

Tests and achievement	Lecture and discussion	Manifestations of the European Renaissance: The Reformation Movement, its causes and consequences	Introducing the :student to	۲	2
Tests and achievement	Lecture and discussion	European Exploration Movement	Introducing the :student to	۲	3
Tests and achievement	Lecture and discussion	th ۱۷Europe in the century, the era of monarchy	Introducing the :student to	۲	4
Tests and achievement	Lecture and discussion	The Holy Roman Empire and the Thirty -۱۶۱۸)Years' War (AD ۱۶۴۸	Introducing the :student to	۲	5
Tests and achievement	Lecture and discussion	Spain and Portugal deteriorated in the ۱۷vicinity of	Introducing the :student to	۲	6
Tests and achievement	Lecture and discussion	France in the era of Louis XIV	Introducing the :student to	۲	7
Tests and achievement	Lecture and discussion	England under the Stuart dynasty (The Jalila -Revolution) Al (AD ۱۶۸۸)	Introducing the :student to	۲	8
Tests and achievement	Lecture and discussion	Russia under Peter the AD ۱۷۲۵-۱۶۸۹Great	Introducing the :student to	۲	9
Tests and achievement	Lecture and discussion	th ۱۷Sweden in the century	Introducing the :student to	۲	10
Tests and achievement	Lecture and discussion	th ۱۸Europe in the century	Introducing the :student to	۲	11
Tests and achievement	Lecture and discussion	France under Louis XV	Introducing the :student to	۲	12

Tests and achievement	Lecture and discussion	The emergence of Prussia, Russia during the reign of Catherine II	Introducing the :student to	۲	13
Tests and achievement	Lecture and discussion	England under Hanover said (The English Constitution, (Economic Prosperity	Introducing the :student to	۲	14
and Tests achievement	Lecture and discussion	British rivalry -French in the Indian Ocean	Introducing the :student to	۲	15

Course evaluation

is distributed according to the tasks assigned to the student, ۱۰۰ The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc

2. Learning and teaching resources

Textbooks	(methodology, if applicable) Required textb
European History / Muhammad Adhami-Muzaffar Al History of Europe in the Renaissance Din Hatoum-Nour El / History of the European Renaissance Druzel /	Main references (sources)
Other sources	Recommended supporting books and references (scientific journals, reports...)
Internet sites	Electronic references, websites

Course description

Course Name
Historical research methodology
Course code
HIB06HRM124
Chapter/Year and Stage
Chapter One/Second
Date this description was prepared
۲۰۲۰/۱۰/۱
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)

٣٠.					
.Name of the course coordinator (if there is more than one, please mention it)					
:Email .A -Sada Shanshul Al-Name: Dr. Fatima Abdul fatima.abd@uomisan.edu.iq					
objectives Course					
1. Introducing the importance of the subject of historical research methodology. 2. in The student knows the steps involved preparing the research, starting from choosing the topic, preparing the plan, and registering the topic. concept of historical Introducing students to the .٣ research methodology and its importance in the study .of history Documenting events objectively and impartially according to the How to search for and use sources . academic scientific method			Course objectives		
Teaching and learning strategies					
				strategy	
Questioning –Discussion –Lecture					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
		Definition of history linguistically and technically; the importance history; of the science of qualities of a historian		٢	١
		The emergence of the science of history; auxiliary sciences of the science of history		٢	٢
		Is history, linguistically and ?technically, a science		٢	٣
		Historical documentation		٢	٤
		The importance of the document in the study of history		٢	٥
		Historical analysis		٢	٦

		The mythical and legendary interpretation of history	۲	۷
		The difference between a source and a reference in the field of history	۲	۸
		Historical quotation, its types and rules	۲	۹
		Supervisor selection, topic selection, review of previous studies, research plan and its elements	۲	۱۰
		Listing sources and gathering references, scientific material, rules for verifying the authenticity of historical texts, organizing source and reference information into research cards, writing the draft, writing the text, font size in the text and in the margins, paragraphs, using the internet in scientific research	۲	۱۱
		The writing of the research paper involves coherence of its parts, the researcher's honesty and integrity, interpretation of historical events, and documentation of punctuation	۲	۱۲
		Methods of writing footnotes: At the bottom of the page; writing footnotes at the end of the research or chapter	۲	۱۳
		How to write an preface , introduction conclusion, results, and findings; how to prepare a final bibliography; how to prepare and organize appendices; how to prepare a table of contents	۲	۱۴

		Definition of history linguistically and technically; the importance history; of the science of qualities of a historian		٢	١٥
Course evaluation					
,according to the tasks assigned to the student ١٠٠ The grade is distributed out of such as daily preparation, daily, oral, monthly, and written exams, reports, etc. Annual ; ١٠ Daily preparation: ; ١٥ Second month grade: ; ١٥ First month grade: ٦٠ Final exam: ; ٤٠ coursework:					
Learning and teaching resources					
Abdul Wahid Dhunoun Taha, Principles of Historical Research			methodology, if) Required textbooks (applicable		
			Main references (sources)		
			Recommended supporting books and references (scientific journals, (...reports		
			Electronic references, websites		

Course description

Course Name
Curricula and textbooks
Course code
HIB06C418
Semester/Year
First Semester /Phase Two
Date this description was prepared
٢٠٢٥/١٠/١٠
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)
٣٠
.Name of the course coordinator (if there is more than one, please mention it)
:Email .A -Name: M.M. Hind Saddam Zahrawi Alhind.sadam@uomisan.edu.ig
objectives Course

Understanding the concept of the school curriculum -١ historical development, and identifying its types and its .and basic components Analyzing the relationship between the curriculum and -٢ and the role of each in the educational ,the textbook .process Identifying the foundations upon which curricula are -٣ (hilosophical, psychological, social, and cognitivep) built Developing skills in analyzing and evaluating curricula -٤ in terms of content, organization, and textbooks .objectives, and educational tools and offer Acquiring the ability to critique textbooks -٥ gestions for their improvementsug				Course objectives		
Teaching and learning strategies						
					strategy	
:Interactive lectures To present the concepts and theories related to curricula and textbooks .in an organized manner :Classroom discussions curricula and books from multiple To exchange views and analyze .angles :Teamwork .To analyze textbooks or design study units collaboratively Case studies world problems in curriculum -To apply theoretical concepts to real .design or evaluation based learning-Project practical project such as designing a textbook or To implement a developing an educational unit						
Course structure						
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week	
Formative assessment	Explanation and clarification through discussion	The curriculum in its old sense		٢	١	

Formative assessment	Discussion method	The school curriculum in its modern perspective		۲	۲
Formative assessment	discussion	Curriculum elements		۲	۳
Formative assessment	discussion	Levels of educational objectives		۲	۴
Formative assessment	discussion	Daily Plan Steps		۲	۵
Formative assessment	discussion	Foundations and standards for building educational activities		۲	۶
Formative assessment	discussion	The importance of assessment in the curriculum		۲	۷
	First month exam: Test on the subject	First month exam		۲	۸
Formative assessment	discussion	Types of curricula		۲	۹
Formative assessment	and Lecture discussion	Similarity The difference between types of curricula		۲	۱۰
Formative assessment	Lecture	Foundations of curriculum development		۲	۱۱
Formative assessment	Lecture and discussion	Reasons for curriculum development		۲	۱۲
Formative assessment	Lecture and discussion	Theoretical basis of the curriculum		۲	۱۳
Formative assessment	and Lecture discussion	Elements of the curriculum content		۲	۱۴

Formative assessment	Second month exam: Test on the subject	Second month exam		٢	١٥
Course evaluation					
student, is distributed according to the tasks assigned to the ١٠٠ The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					
Dr. Rahim Ali Saleh, Turkish - curriculum and textbook		Required textbooks (methodology, if (applicable			
Mahdi and -Abdul Halim Ahmed Al-others: The Contemporary School Curriculum		Main references (sources)			
Multiple websites such as Iraqi academic ,journals		Recommended supporting books and references (scientific journals, reports...)			
researcher Scientific		Electronic references, websites			

Course description

Course Name	
Arabic	
Course code	
HIB06AL219	
Semester/Year	
Phase Two/First Semester	
Date this description was prepared	
٦/١٠/٢٠٢٥	
Available forms of attendance	
mandatory	
Number of study hours (total) / Number of units (total)	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
Ayyal - Name: M.M. Bashayer Jassim Lazem Al	
objectives Course	
objectives Cognitive To enable the student to acquire basic .١ .language skills	Course objectives

Develop conversation skills through .٢ .discussion					
Developing writing through activities inside .٣ .or outside the classroom					
Developing the ability to express oneself .٤ .literarily					
.Developing the scientific research method .٥					
Teaching and learning strategies					
Teaching and learning methods				strategy	
The method of presenting the material in a modern scientific manner and using the discussion method in .presenting the material					
structure Course					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Asking oral questions during the lecture	Theoretical lecture with application on the board	Arabic	Types of camels	٣	–First Second
Oral questions and student discussion	Theoretical lecture with application on the board	Arabic	Subject and predicate	٣	Third and fourth
Giving homework to students	Theoretical lecture with application on the board	Arabic	The dual form and its declension	٣	Fifth and sixth
Oral questions during the lecture	Theoretical lecture	Arabic	Masculine plural: its conditions and declension	٣	Seventh Eighth –
A short quiz after .the lecture	Theoretical lecture with application on board the	Arabic	The five names of literature are required:	٣	–Ninth Tenth

			Zuhair ibn Salma		
Oral questions during the lecture	Theoretical lecture	Arabic	A test of verses from the Holy Quran, a sermon by the Holy Prophet	٣	Eleventh – Twelfth
Oral questions after the lecture	Theoretical lecture with application on the board	Arabic	Poem by Ahmed Shawqi	٣	Thirteenth –h Fourteen –th Fifteenth
Course evaluation					
is distributed according to the tasks assigned to the The grade out of such as daily preparation, daily, oral, monthly, and written exams, ,student .reports, etc					
Learning and teaching resources					
Arabic grammar rules		Required textbooks (methodology, if (applicable			
		Main references (sources)			
The Holy Quran and Ibn Manzur's Dictionary of Modern Arabic Poetry		Recommended supporting books and references (scientific journals, (...reports			
Internet sites		Electronic references, websites			

Phase Two / Course Two

Course Description

Course Name
History of the Islamic states of the Levant
Course code
HIB06ISIL325

Semester/Year					
Chapter Two / Stage Two					
Date this description was prepared					
٢٠٢٦/٢/١٧					
Available forms of attendance					
Mandatory attendance					
units (total) Number of study hours (total) / Number of					
٣٠					
.Name of the course coordinator (if there is more than one, please mention it)					
A'amil - Name: M.M. Wasan Kadhim Mohammed Al					
objectives Course					
▪ Defining the demand by the historical stages that the history .Islamic Levant states went through of the ▪ To provide students in particular with a set of historical .information and concepts that the Levant witnessed ▪ To provide students with a scientific background on the most e Islamic Levant important historical events that occurred in th .states , their characteristics and principles ▪ Introducing students to modern trends in history teaching .unit level-practices at the micro ▪ To equip students with professional skills in teaching in rgeneral and teaching history in particula ▪ Developing national spirit and moral values towards .professional preparation for teaching history ▪ Students acquire the skills of teaching, research, and scientific participation in general, and the skill of teaching history in .particular					Course objectives Study
learning strategies Teaching and					
▪ The lecture method, discussion, questioning, and exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research					strategy
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Tests and achievement	Lecture and discussion	Eastern borders Islamic history and a brief overview of the Islamic East before the rise of Islamic states	Introducing the student :to	۲	–First Second
Tests and achievement	Lecture and discussion	The Tahirid State: Origins and Political Her Formation relationship with the Abbasid Caliphate	Introducing the student :to	۲	Third and fourth
Tests and achievement	Lecture and discussion	The Tahirid state's suppression of rebellion against the Abbasid its most and Caliphate important economic, cultural, and social .achievements	Introducing the student :to	۲	Fifth and sixth
Tests and achievement	Lecture and discussion	The Saffarid State: Its Emergence, Political and , Formation Relationship with the Abbasid Caliphate	Introducing the student :to	۲	–Seventh Eighth
Tests and achievement	Lecture and discussion	The most important aspects of the ninth civilization of the state	Introducing the student :to	۲	–Ninth Tenth
Tests and achievement	Lecture and discussion	The Samanid State: Its Emergence, Political Formation, and Relationship with the Abbasid Caliphate	Introducing the student :to	۲	–Eleventh Twelfth
Tests and achievement	Lecture and discussion	The most important aspects of the Samanid state's civilization were economic, cultural, and .social The Ghaznavid State: Emergence and Political Formation	Introducing the student :to	۲	Thirteenth – Fourteenth

Tests and achievement	Lecture and discussion	Her relationship with the Abbasid Caliphate and Ghaznavid state's civilization were its economic, cultural, and social aspects	Introducing the student to	٢	fifteenth
Course evaluation					
semester exams %٤٠ (١) term exam-of-end %٦٠ (٢)					
Learning and teaching resources .١٢					
Textbooks			Required textbooks (methodology, if applicable)		
States of the East and West / Muadhidi-Khashaa Al Islamic States in the Abbasid Saeed -Era / Ahmed Al Suleiman			Main references (sources)		
Other sources			Recommended supporting books and references (scientific journals, reports...)		
Internet sites			Electronic references, websites		

Course Description

Course Name
History of Andalusia
Course code
HIB06HA311
Semester/Year
Chapter Two
this description was prepared Date
٢٠٢٦/٢/١٧
Available forms of attendance
Mandatory attendance
Number of study hours (total) / Number of units (total)
units ٣/٤٥
.Name of the course coordinator (if there is more than one, please mention it)
Ayyam - Name: M.M. Arshad Aboud Khalifa Al
objectives Course

▪ Defining the demand by the historical stages that Andalusia .went through ▪ To provide students in particular with a range of historical .Andalusia witnessed information and concepts that ▪ To provide 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 history teaching .unit level-cropractices at the mi ▪ To equip students with professional skills in teaching in general and teaching history in particular ▪ Developing national spirit and moral values towards .professional preparation for teaching history ▪ and scientific ,the skills of teaching, research acquire participation in general, and the skill of teaching history in .particular					Goals Material Study
Teaching and learning strategies					
▪ The lecture method, discussion, questioning, and exploration. (Theoretical aspect) ▪ .events A method for presenting historical ▪ .learning method-Self ▪ .Preparing historical research					strategy
Course structure					
Evaluation n Method	Learning method	Unit or topic name	Required learning outcomes	Ho urs	Week
Tests and achieveme nt	Lecture and discussion	Geography of Andalusia Motives for the conquest of Andalusia	Introducing the student :to	٢	–First Second
Tests and achieveme nt	Lecture and discussion	Islamic conquests Tariq ibn Ziyad's campaign	Introducing the student :to	٢	Third and fourth
Tests and achieveme nt	Lecture and discussion	Musa ibn Nusayr's campaign The era of governors	Introducing the student :to	٢	Fifth and sixth

Tests and achievement	Lecture and discussion	-Rahman al-Abd al Umawi's entry into Andalusia The Umayyad Caliphate era	Introducing the student :to	٢	Seventh Eighth –
Tests and achievement	Lecture and discussion	Weakness of the Caliphate The Amiri State	Introducing the student :to	٢	–Ninth Tenth
Tests and achievement	Lecture and discussion	The era of strife, the era of the Almoravids	Introducing the student :to	٢	Eleventh – Twelfth
Tests and achievement	Lecture and discussion	Kingdom of Granada The fall of Andalusia	Introducing the student :to	٢	thirteenth
Tests and achievement	Lecture and discussion	The era of the sects	Introducing the student :to	٢	Fourteen –th Fifteenth

Course evaluation

semester exams %٤٠ (١)

.term exam-of-end %٦٠ (٢)

Learning and teaching resources

Textbooks	Required textbooks (methodology, if applicable)
The History of the Arabs and Their Civilization in Andalusia / Khalil Samarraï and others-Ibrahim Al History of Andalusia / Ahmed Mohamed Mustafa History of Andalusia / Suhail Zakkar	Main references (sources)
Other sources	Recommended supporting books and references (scientific journals, (...reports
Internet sites	references, websites Electronic

Course description

Course Name
Educational Psychology

Course code					
HIB06EP216					
Semester/Year					
Chapter Two / Stage Two					
Date this description was prepared					
٥/٢/٢٠٢٦					
Available forms of attendance					
mandatory					
of study hours (total) / Number of units (total) Number					
٣٠					
.Name of the course coordinator (if there is more than one, please mention it)					
,Note: The last line appears to be a separate) . A -Name: M. Mustafa Ismail Yassin A (.unrelated entry and is not translated					
objectives Course					
To enable students to know and understand the .١ .most important topics accurately To enable students to understand the scientific .٢ .terminology in general psychology Introducing students to the most important sources .٣ .and references used in teaching To enable students to understand the theories that .٤ .explain general psychology To enable students to compare theories of general .٥ .psychology				Course objectives	
strategies Teaching and learning					
Teaching and learning methods				strategy	
The lecture method, discussion, questioning, and exploration. (Theoretical aspect) .A method for presenting historical events .learning method-Self .Preparing historical research					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Classroom participation in preparation	Standard	Definition of psychology	Enabling students to know and understand the terminology of general psychology	૩	–First Second
Classroom participation in preparation	Standard	behavior	Enabling students to recognize growth according to age stages	૩	Third and fourth
Classroom participation in preparation	Standard	Motives	Enabling students to learn about the principles of general psychology	૩	Fifth and sixth
Classroom participation in preparation	Standard	perception	Theories that have studied general psychology	૩	–Seventh Eighth
Classroom participation in preparation	Standard	How to acquire a language	Language and its functions	૩	–Ninth Tenth
Classroom participation in preparation	Standard	Learning is the stage of sound perception, the word -single .stage	Learning	૩	–Eleventh Twelfth
Classroom participation in preparation	Standard	Personality	Theories explaining language acquisition	૩	Thirteenth – Fourteenth – Fifteenth
Course evaluation					

is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc	
resources Learning and teaching	
General psychology (educational (psychology	Required textbooks (methodology, if (applicable
Principles of Psychology, General Psychology, Developmental Psychology	Main references (sources)
Developmental Psychology by Dr. Hamed Abdel Salam Zahran Writing research papers and reports on the topics covered within the .prescribed curriculum	Recommended supporting books and references (scientific journals, (...reports
Psychology by Dr. Hamed Abdel Salam Zahran	websites ,Electronic references

Course Description

Course Name	
computers	
Course code	
HIB06MO2111	
Semester/Year	
Chapter Two / Stage Two	
Date this description was prepared	
٢٠٢٦/٢/١٧	
Available forms of attendance	
is mandatory My attendance	
Number of study hours (total) / Number of units (total)	
٢٢,٥	
.Name of the course coordinator (if there is more than one, please mention it)	
:Email .A -Name: M.M. Zahraa Saleh Mahdi Al	
objectives Course	
1.students to gain knowledge and understanding by Enabling .comprehending computer vocabulary 2.To enable students to gain knowledge and understanding of the .theories that have been addressed in computer science	Goals Material Study

3.bout the To enable students to gain knowledge and understanding a .most prominent figures who were interested in computers 4.Enabling students to acquire the knowledge and understanding to .analyze and interpret Internet theories 5.Enabling students to gain knowledge and understanding of the most .nd references for studying the Internetimportant sources a 6.To enable students to gain knowledge and understanding to compare .computer science theories					
Teaching and learning strategies					
▪ To provide students with the fundamentals and topics .science related to computer ▪ Explanation and explanation of the course material by the .course instructor ▪ Students are required to visit the library and consult .resources for studying computer science					strategy
Course structure					
Evaluation Method	Learning method	Unit or name topic	Required learning outcomes	Hours	Week
Classroom participation in preparation	practical and applied	Run the program	Introducing the :student to	٢	١
Classroom participation in preparation	practical and applied	Write text, delete text	Introducing the :student to	٢	٢
Classroom participation in preparation	practical and applied	Copy and paste from Lakh's website Trucolin and save	Introducing the :student to	٢	٣
Classroom participation in preparation	practical and applied	-Auto correction	Introducing the :student to	٢	٤

Classroom participation in preparation	practical and applied	Automatic formatting	Introducing the :student to	٢	٥
Classroom participation in preparation	practical and applied	Exit the program	Introducing the :student to	٢	٦
Classroom participation in preparation	practical and applied	Formatting, simple letter formatting , font change	the Introducing :student to	٢	٧
		Text formatting, paragraph formatting, style formatting	Introducing the :student to	٢	٨
		Document organization	Introducing the :student to	٢	٩
		Using a spell checker, using a grammar checker	Introducing the :student to	٢	١٠
		Using automatic one -in-all connection	Introducing the :student to	٢	١١
		Footnotes enter dates) and page (numbers	Introducing the :student to	٢	١٢
		Tables	Introducing the :student to	٢	١٣
		Navigate between tables, Truecaller table formatting	Introducing the :student to	٢	١٤

		Run the program	Introducing the :student to	٢	١٥
Course evaluation					
semester exams %٤٠ (١) .term exam-of-end %٦٠ (٢)					
Learning and teaching resources					
IC3 Computer Science and			Required textbooks (methodology, if (applicable		
Models of Computer by Hohn Savage			Main references (sources)		
Models of Computer by Hohn Savage			Recommended supporting books and references (scientific journals, (...reports		
Internet sites			Electronic references, websites		

Course description

Course Name	
Psychology of teaching classroom thinking	
Course code	
HIB06PSCL231	
Chapter/Year and Stage	
Second stage - ٢٠٢٦ -Second course	
description was prepared Date this	
٢٠٢٦-٢-٢	
Available forms of attendance	
mandatory	
Number of study hours (total) / Number of units (total)	
٣Number of units: ٤Number of hours:	
.Name of the course coordinator (if there is more than one, please mention it)	
:Email .A -Name: M.M. Hind Saddam Zahrawi Alhind.sadam@uomisan.edu.iq	
objectives Course	
The primary goal of teaching classroom thinking in educational psychology to prepare students to understand how other students learn and think within the classroom, enabling them to present historical material in an effective than simply conveying information. Among its pedagogical manner, rather :most important objectives are Understanding learning styles and individual differences among -١ .students	Goals Study material

Developing thinking, analysis and discussion skills within the -٢ .classroom the student to use modern teaching methods in the subject of Helping -٣ .history Developing the ability to manage the classroom and interact positively - .with students Linking historical events to critical thinking and deduction, not just -٥ .memorization ring a history teacher who possesses educational and Prepa -٦ . psychological skills in addition to academic knowledge					
Teaching and learning strategies					
Cooperative learning strategy Dialogue and discussion strategy learning strategy-e					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Formative assessment	the explanation Explanation through discussion	The concept of learning and teaching The concept of classroom learning The classroom as a psychological and cognitive environment		٤	١
Formative assessment	Discussion method	Classroom management and the art of teaching Standards of a good teacher		٤	٢
Formative assessment	discussion	The concept of the classroom as a field of knowledge and understanding Explanation of classroom learning: Bruner's model (exploratory learning)		٤	٣

		Ausubel's model (gradual learning)			
Formative assessment	discussion	Carl's model (learning (for mastery Blended learning concept and) (importance		ξ	ξ
Formative assessment	discussion	Piaget's model (cognitive learning) blended learning		ξ	ο
Formative assessment	discussion	The importance of the online classroom		ξ	٦
		First month exam		ξ	٧
Formative assessment	discussion	Electronic tests and their design methods		ξ	٨
Formative assessment	Lecture and discussion	Learning to think		ξ	٩
Formative assessment	discussion	The importance of thinking		ξ	١٠
Formative assessment	Lecture	Thinking patterns		ξ	١١
Formative assessment	Lecture and discussion	modelmat ξ		ξ	١٢
Formative assessment	discussion	SCAMPER model		ξ	١٣
Formative assessment	Lecture and discussion	Kolb model Practical applications of thinking skills learning models and tests		ξ	١٤
		Second month exam		ξ	١٥
is distributed according to the tasks assigned to the student, ١٠٠ The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					
nothing			Required textbooks (Methodology, if any)		

1- Tamimi, Raed Ramthan Hussein, -Al Othman Saadoun Jassim: Psychology of Teaching Classroom Thinking	References Main (Sources)
2- Samarrai, Tariq Abdul Majeed: -Al Designing the Modern Curriculum	
3- -Majrash, Haider Hatem Falih: E-Al Learning: A Contemporary Vision	
4- Fathi Abdul Rahman: Teaching ,Jarwan .Thinking: Concepts and Applications	
nothing	Supporting books and references that Recommended sources (scientific (...journals, reports
nothing	references , websites The Internet

Course Description

Course Description	
Course Name	
(AH ٣٣٤-١٣٢) History of the Abbasid Caliphate	
Course code	
HIB06HAS312	
Semester/Year	
Chapter Two	
Date this description was prepared	
٢٠٢٦/٢/١٧	
Available forms of attendance	
My attendance is mandatory	
(total) Number of study hours (total) / Number of units	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
:Ayy Email - Sharaa Al-Name: M.M. Karrar Wael Alkalshr48@gmail.com	
objectives Course	
▪ Defining the demand by the historical stages that .Abbasid state went through the ▪ To provide students in particular with a set of historical information and concepts that the .Abbasid state witnessed	Course objectives

▪ To provide students with a scientific background on the most important historical events that Abbasid state , its characteristics occurred in the .and principles ▪ Introducing students to modern trends in history .unit level-teaching practices at the micro ▪ To equip students with professional skills in teaching in general and teaching history in particular ▪ national spirit and moral values Developing towards professional preparation for teaching .history ▪ Students acquire the skills of teaching, research, and scientific participation in general, and the skill .of teaching history in particular					
strategies Teaching and learning					
▪ The lecture method, discussion, questioning, and exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research					strategy
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture and discussion	The Abbasid movement, its organizational phase, and its nature; the establishment of the Abbasid Caliphate	Introducing the student to the main ideas related to each .word used	٣	١
Tests and achievement	Lecture and discussion	The Battle of the Zab , Abbas and his -Abu al mission to eliminate the rising elements	Introducing the :student to	٣	٢
Tests and achievement	Lecture and discussion	,Mansur-Abu Ja'far al the builder of Baghdad	Introducing the :student to	٣	٣

Tests and achievement	Lecture and discussion	The Mahdi and the system for addressing grievances	Introducing the :student to	٣	٤
Tests and achievement	Lecture and discussion	Rashid and the era of prosperity and power	Introducing the :student to	٣	٥
Tests and achievement	Lecture and discussion	Ma'mun and the -Al Scientific and Intellectual Renaissance	Introducing the :student to	٣	٦
Tests and achievement	Lecture and discussion	external Confronting the political conspiracy: Khallal, -Abu Salama al -Abu Muslim al Khurasani, the Barmakids	Introducing the :student to	٣	٧
Tests and achievement	Lecture and discussion	Confronting heretical movements, resisting populism and populists	Introducing the :student to	٣	٨
Tests and achievement	Lecture and discussion	Foreign relations during the period of prosperity were with Byzantium and with the Frankish .state	Introducing the :student to	٣	٩
Tests and achievement	Lecture and discussion	and the use Mu'tasim-Al of Turkish soldiers	Introducing the :student to	٣	١٠
Tests and achievement	Lecture and discussion	Mutawakkil's efforts -Al to eliminate Turkish (AH ٢٤٧-٢٣٢)influence	Introducing the :student to	٣	١١
Tests and achievement	Lecture and discussion	Turkish tyranny and the chaos of governance, AH ٢٤٧	Introducing the :to student	٣	١٢

Tests and achievement	Lecture and discussion	The return of Turkish -influence, Caliph al Muqtadir Billah, and manifestations of general weakness	Introducing the :student to	٣	١٣
Tests and achievement	Lecture and discussion	The emergence of the position of Prince of Princes	Introducing the :student to	٣	١٤
Tests and achievement	Lecture and discussion	The Hamdanids in Mosul during the era of Turkish influence	Introducing the :student to	٣	١٥

Course evaluation

semester exams %٤٠ (١)

.term exam-of-end %٦٠ (٢)

Learning and teaching resources

Textbooks	Required textbooks (methodology, if applicable)
/ Islamic State in the Abbasid Era Samarrai and others-Khalil Ibrahim al Islamic History in the Abbasid Era Tariq / ٢Vol. ,١AH / Vol. ٦٥٦-١٣٢ Fathi Sultan	Main references (sources)
Other sources	Recommended supporting books and references (scientific journals, reports...)
Internet sites	Electronic references, websites

Course description

Course Name
Crimes of the Ba'ath regime
Course code
HIB06JB230
Chapter/Year and Stage
Phase Two
Date this description was prepared
٢٠٢٦/٢/١
Available forms of attendance

mandatory	
Number of units (total) / Number of study hours (total)	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
:Email . A -Name: M.D. Kamel Jassim Dahash Al	
objectives Course	
the Understanding the historical and political background of .١ Ba'ath Party The student should be able to distinguish between the .٢ different stages of the emergence and development of the Ba'ath Party in Iraq, and how this affected the structure of the state and . the law and institutional Understanding the nature of the legal .٤ structure of the Ba'ath regime Identifying the crimes and violations committed during the .٥ Ba'athist regime A study of the impact of the Ba'ath regime on human rights .٦ and the rule of law by enabling the student to ,Developing critical analytical skills .٧ . evaluate the different narratives from that era	Course objectives
Teaching and learning strategies	
1. explaining basic concepts with discussion of – Interactive lectures .practical examples 2. Education based on presenting a criminal incident of the Baath Analyzing real cases and providing solutions to the :regime .situation 3. Preparing reports on the stages of the Ba'ath – Research projects .regime's rule 4. to discuss events and working in groups – Cooperative learning .their impact on society 5. developing critical – Presentations and classroom discussions .thinking and stimulating interaction	strategies
Course structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification through discussion	The concept of crimes and their categories		٢	١
Formative assessment	Discussion method	Crimes of the Ba'ath regime according to the Iraqi Criminal Court Law		٢	٢
Formative assessment	discussion	international Types of crimes		٢	٣
Formative assessment	discussion	Decisions issued by the Supreme Criminal Court		٢	٤
Formative assessment	discussion	Psychological and social crimes and their effects		٢	٥
Formative assessment	discussion	Psychological crimes		٢	٦
Formative assessment	discussion	Mechanisms of psychological crimes		٢	٧
	First month exam: Test on the subject	First month exam		٢	٨
Formative assessment	discussion	Psychological Crimes		٢	٩
Formative assessment	discussion and Lecture	social crimes		٢	١٠
Formative assessment	Lecture	militarization of society		٢	١١
Formative assessment	Lecture and discussion	The Ba'athist regime's stance on religion		٢	١٢

Formative assessment	Lecture and discussion	Violations of Iraqi ,laws		٢	١٣
Formative assessment	discussion and Lecture	Images of human rights abuses , crimes and mass , of power graves		٢	١٤
Formative assessment	Second month exam: Test on the subject	Second month exam		٢	١٥
Course evaluation					
is distributed according to the tasks assigned to the student, ١٠٠The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					
of the Oth regime Crimes		Required textbooks (methodology, if applicable)			
Crimes of the Ba'ath Regime: A course syllabus -١ for public and private universities Baath Papers: The History of the Arab Socialist -٢ Baath Party : Jassim Hassan Rubaie-Mass graves in Iraq: Dr. Fadhil Al -٣		Main references (sources)			
,Multiple websites such as Iraqi academic journals		Recommended supporting books and references scientific journals,) (...reports			
Scientific researcher		Electronic references, websites			

Course Description

Course Name
Philosophy of History
Course code
HIB06P314
Semester/Year
Chapter Two
Date this description was prepared
٢٠٢٦/٢/١٧
Available forms of attendance

My attendance is mandatory					
units (total) Number of study hours (total) / Number of					
.Name of the course coordinator (if there is more than one, please mention it)					
:Email .A -Name: M.M. Riad Ghani Alriadghani@uomisan.edu.iq					
objectives Course					
1. Understanding the nature of the philosophy of history 2. Defining the difference between philosophy and history 3. a historical philosophical text. 4. the outcome of human interaction with the It studies .environment within the framework of time and space 5. View The philosophical conclusion of theories explaining human losses tory andhis					Goals Material Study
Teaching and learning strategies					
▪ The lecture method, discussion, questioning, and exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research					strategy
structure Course					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture and discussion	Philosophy of History	Introducing the student to the main ideas related to each .word used	٣	Second –First
Tests and achievement	Lecture and discussion	Motives and aims of the philosophy of history	Introducing :the student to	٣	Third and fourth
Tests and achievement	Lecture and discussion	Mythical history of ancient nations	Introducing :the student to	٣	Fifth and sixth
Tests and achievement	Lecture and discussion	Early theories in history	Introducing :the student to	٣	–Seventh Eighth

Tests and achievement	Lecture and discussion	Interpretation of history by the major monotheistic religions	Introducing :the student to	٣	Tenth –Ninth
Tests and achievement	Lecture and discussion	Interpreting History	Introducing :the student to	٣	–Eleventh Twelfth
Tests and achievement	Lecture and discussion	Theories of the Philosophy of History	Introducing :the student to	٣	–Thirteenth –Fourteenth Fifteenth
Course evaluation					
semester exams %٤٠ (١)					
.term exam-of-end %٦٠ (٢)					
Learning and teaching resources					
Textbooks			Required textbooks (methodology, if applicable)		
of History / Studies in the Philosophy Mallah-Hashem Yahya Al -Philosophy of History / Abdul Aziz Al Douri Philosophy of History / Qais Hatem Janabi-Hani Al			Main references (sources)		
Other sources			Recommended supporting books and references (scientific journals, (...reports		
Internet sites			Electronic references, websites		

Phase Three / First Course

Course description

Course Name
General teaching methods
Course code
Chapter/Year and Stage
Phase Three / First Course
Date this description was prepared

٢٠٢٥/١٠/١٠					
Available forms of attendance					
mandatory					
Number of study hours (total) / Number of units (total)					
٣٠					
.Name of the course coordinator (if there is more than one, please mention it)					
Note: The last line appears to be a separate) . A- Name: M.M. Ansam Ali Sadiq Al (.entry and is not directly related to the preceding text ansam@uomisan.edu.iq					
objectives Course					
aims to prepare competent teachers capable of managing the It -١ .educational process professionally The course aims to provide students with the knowledge and -٢ .skills necessary to implement modern teaching strategies in effective classroom management , taking into Training -٣ account the individual differences among learners. Job description .for general teaching methods					Course objectives
Teaching and learning strategies					
Teaching and learning methods					strategy
discussion and questioning ,class participation , Lecture					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	Discussion and questioning	Teaching theories: their concept, importance, and .focus		٢	١
	Discussion and questioning	between The relationship teaching theory and examples –learning theory .of teaching theories		٢	٢
	Discussion and questioning	Teaching terminology: * –teaching methods teaching techniques		٢	٣
	Discussion and questioning	–Teaching strategies .teaching models		٢	٤

	Discussion and questioning	Teaching skills: their .concept and elements		٢	٥
	Discussion and questioning	–Effective teaching creative teaching		٢	٦
	Discussion and questioning	Diversification of teaching and its strategies: The diversification concept of its –of teaching its –justifications foundations and principles strategies for diversifying – teaching		٢	٧
	Discussion and questioning	The concept of diversifying its justifications –teaching its foundations and – strategies for – principles .diversifying teaching ٩Week		٢	٨
	Discussion and questioning	Commonly used teaching –methods: lecture .questioning		٢	٩
	Discussion and questioning	Induction and –Discussion .Deduction		٢	١٠
	Discussion and questioning	Teaching methods based on researching and organizing knowledge: solving, -inquiry, problem .and units		٢	١١
	Discussion and questioning	.Appointments –Project		٢	١٢

	Discussion and questioning	Cooperative learning and * individual learning :methods Cooperative learning * .method Individual learning * .method		٢	١٣
	Discussion and questioning	Teaching methods for :mastery and creativity A method of learning for * .mastery .playing technique-Role *		٢	١٤
	Discussion and questioning	method brainstorming		٢	١٥
Course evaluation					
is distributed according to the tasks assigned to the student, ١٠٠ The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
resources Learning and teaching					
	Required textbooks (methodology, if applicable)				
Introduction to General Teaching Methods / Fadel Khalil Ibrahim General teaching methods and their -Hayy Ahmad Al-evaluation: Abdul and Muhammad bin , Subaihi . Qasaymeh-Abdullah Al	Main references (sources)				
	Recommended supporting books and references (scientific journals, reports...)				
	Electronic references, websites				

Course Description

Course Name

(AH ٦٥٦-٣٣٤) History of the Abbasid Caliphate	
Course code	
HIB06HAS312	
Semester/Year	
Chapter One	
Date this description was prepared	
٢٠٢٥/١٠/١٧	
Available forms of attendance	
My attendance is mandatory	
Number of study hours (total) / Number of units (total)	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
:Ayy Email - Sharaa Al-Name: M.M. Karrar Wael Alkalshr48@gmail.com	
objectives Course	
▪ Defining the demand by the historical stages that the .went through Abbasid state ▪ To provide students in particular with a set of historical information and concepts that the Abbasid state .witnessed ▪ To provide students with a scientific background on the most important historical events that occurred in the .its characteristics and principles , Abbasid state ▪ Introducing students to modern trends in history teaching .unit level-practices at the micro ▪ To equip students with professional skills in teaching in general and teaching history in particular ▪ spirit and moral values towards Developing national .professional preparation for teaching history ▪ Students acquire the skills of teaching, research, and scientific participation in general, and the skill of .teaching history in particular	Course objectives
Teaching and learning strategies	
▪ The lecture method, discussion, questioning, and exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research	strategy

Course structure					
Evaluation Method	Learning method	topic name Unit or	Required learning outcomes	Hours	Week
Tests and achievement	Lecture and discussion	Baghdad before the Buyid dynasty.	Introducing the student :to	٣	the first
Tests and achievement	Lecture and discussion	The Buyid family, their origin, their homeland.	Introducing the student :to	٣	the second
Tests and achievement	Lecture and discussion	The role of the Buyid dynasty in serving their princes.	Introducing the student :to	٣	the third
Tests and achievement	Lecture and discussion	Dawla and -Mu'izz al the growing influence of the Buyid dynasty in Persia and Iraq.	Introducing the student :to	٣	Fourth
Tests and achievement	Lecture and discussion	The Abbasid Caliphs and their efforts to counter Buyid tyranny.	Introducing the student :to	٣	Fifth
Tests and achievement	Lecture and discussion	The Seljuks are their origin and homeland	Introducing the student :to	٣	Sixth
Tests and achievement	Lecture and discussion	Their emergence on the political scene and their entry into ٤٤٧-٤٧٩ Baghdad AH.	Introducing the student :to	٣	Seventh
Tests and achievement	Lecture and discussion	The era of the great AH ٤٨٠-٤٤٧ sultans,	Introducing the student :to		Eighth
Tests and achievement	Lecture and discussion	Seljuk Caliphate and ٥٧٥-٤٨٠ Authority AH.	Introducing the student :to		Ninth
Tests and achievement	Lecture and discussion	-Nasir li-Caliph Al Din Allah and the liberation of the	Introducing the student :to		tenth

		٦٢٢-٥٧٥ Caliphate AH.			
Tests and achievement	Lecture and discussion	The Abbasid Caliphate in its final AH ٦٥٦-٦٢٢ period .	Introducing the student :to		eleventh
Tests and achievement	Lecture and discussion	The Mongols: their ,origin homeland, and their emergence on the political stage.	Introducing the student :to		twelfth
Tests and achievement	Lecture and discussion	Factors that weakened the Caliphate during the -reign of Caliph Al Musta'sim Billah.	Introducing the student :to		thirteenth
Tests and achievement	Lecture and discussion	The position of the people of Baghdad regarding Hulagu's campaign and the fall of the Abbasid Caliphate.	Introducing the student :to		fourteenth
Tests and achievement	Lecture and discussion	The Mongol invasion ٦٥٦ of Baghdad in AH.	Introducing the student :to		fifteenth

Course evaluation

semester exams %٤٠ (١)

.term exam-of-end %٦٠ (٢)

Learning and teaching resources

Textbooks	Required textbooks (methodology, if applicable)
History of the Arab Islamic State in -the Abbasid Era / Khalil Ibrahim al Samarrai and others Islamic History in the Abbasid Era Tariq / ٢ Vol. , ١ AH) / Vol. ٦٥٦-١٣٢ (Fathi Sultan	references (sources) Main
Other sources	Recommended supporting books and references (scientific journals, reports...)
Internet sites	Electronic references, websites

Course Description

Course Name	
Educational research methodology	
Course code	
Date ٢٢٠٩	
Semester/Year	
One Chapter	
Date this description was prepared	
٢٠٢٥/١٠/١٧	
Available forms of attendance	
My attendance is mandatory	
Number of study hours (total) / Number of units (total)	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
:Email .A -Name: M.M. Hind Saddam Zahrawi Alhind.sadam@uomisan.edu	
objectives Course	
1) Enabling students to acquire knowledge and understanding by comprehending the vocabulary of the curriculum and educational .research subject 2) Enabling students to gain knowledge and understanding in different .types of curricula 3) Enabling students to gain knowledge and understanding about the most prominent figures who were involved in curriculum .development 4) ledge and understanding to Enabling students to acquire the know .analyze and interpret the foundations of the curriculum 5) Enabling students to gain knowledge and understanding of the most .important sources and references for studying the curriculum 6) rstanding to compare Enabling students to gain knowledge and unde .the foundations of the curricula	Goals Material Study
Teaching and learning strategies	
1. Providing students with the fundamentals and topics related to .the curriculum subject 2. Explanation and explanation of the course material by the .instructor course 3. Students are encouraged to visit the library and consult resources for the curriculum. They are also provided with the .fundamentals and topics related to the curriculum	strategy

4. Explanation and explanation of the course material by the .course instructo Students are required to visit the library and consult the resources .for studying the curriculum material					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom participation in preparation	Standard	Scientific research methodology	Introducing :student to the	۳	–First Second
Classroom participation in preparation	Standard	Educational research: its concept	Introducing :the student to	۳	Third and fourth
Classroom participation in preparation	Standard	Research classification exam	Introducing :student to the	۳	Fifth and sixth
Classroom participation in preparation	Standard	Descriptive research and its types	Introducing :the student to	۳	–Seventh Eighth
Classroom participation in preparation	Standard	Experimental research, experimental design sets	Introducing :student to the	۳	–Ninth Tenth
Classroom participation in preparation	Standard	Research problem, research importance	Introducing :the student to	۳	–Eleventh Twelfth
Classroom participation in preparation	Standard	Research limitations, research hypotheses	Introducing :the student to	۳	Thirteenth – Fourteenth – Fifteenth
Course evaluation					
semester exams %۴۰ (۱) .term exam-of-end %۶۰ (۲)					
Learning and teaching resources					

Curricula and textbooks	textbooks (methodology, if Required (applicable)
-Contemporary Research Methods, Dr. Al -Majeed Sarhan, Ain Al-Damardashi Abdel .Falah Library-Shams, Al Developing educational curricula, Dr. Ahmed . Laqani-Hussein Al Education and Curricula, Dr. Fransi Abdel .Nour, Dar Al Nahda -Implementation -Curricula (Construction Development) Using Models, -Evaluation .Shalabi, Jordan-Dr. Ibrahim Mahdi Al	Main references (sources)
Writing research papers and reports on the topics covered within the prescribed .curriculum	Recommended supporting books ,and references (scientific journals (...reports
Internet sites	Electronic references, websites

Course Description

Course Name	
Philosophy of History	
Course code	
HIB06P314	
Semester/Year	
Chapter Two	
Date this description was prepared	
٢٠٢٦/٢/١٧	
Available forms of attendance	
My attendance is mandatory	
Number of study hours (total) / Number of units (total)	
.Name of the course coordinator (if there is more than one, please mention it)	
:Email .A -Name: M.M. Riad Ghani Alriadghani@uomisan.edu.iq	
objectives Course	
6. Understanding the nature of the philosophy of history 7. Defining the difference between philosophy and history 8. a historical philosophical text.	Goals Material Study

9. studies the outcome of human interaction with the It .environment within the framework of time and space 10.View The philosophical conclusion of theories explaining history and human losses					
Teaching and learning strategies					
▪ discussion, questioning, and ,The lecture method exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research					strategy
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture and discussion	Philosophy of History	Introducing the student to the main ideas related to each .word used	۳	Second –First
Tests and achievement	Lecture and discussion	Motives and aims of the of philosophy history	Introducing :the student to	۳	Third and fourth
Tests and achievement	Lecture and discussion	Mythical history of ancient nations	Introducing :the student to	۳	Fifth and sixth
Tests and achievement	Lecture and discussion	Early theories history in	Introducing :the student to	۳	–Seventh Eighth
Tests and achievement	Lecture and discussion	Interpretation of history by the major monotheistic religions	Introducing :the student to	۳	Tenth –Ninth
Tests and achievement	Lecture and discussion	Interpreting History	Introducing :the student to	۳	–Eleventh Twelfth

Tests and achievement	Lecture and discussion	Theories of the Philosophy of History	Introducing :the student to	٣	–Thirteenth –Fourteenth Fifteenth
Course evaluation					
exams semester %٤٠ (١)					
.term exam-of-end %٦٠ (٢)					
Learning and teaching resources					
Textbooks			Required textbooks (methodology, if applicable)		
Studies in the Philosophy of History / Mallah-Hashem Yahya Al -Philosophy of History / Abdul Aziz Al Douri Philosophy of History / Qais Hatem Hani Janabi-Al			Main references (sources)		
Other sources			Recommended supporting books and references (scientific journals, (...reports		
Internet sites			Electronic references, websites		

Course Description

Course Name
History of Iran
Course code
HIB06HI315
Semester/Year
Chapter One
Date this description was prepared
٢٠٢٥/١٠/١٧
Available forms of attendance
My attendance is mandatory
Number of study hours (total) / Number of units (total)
٣٠
.Name of the course coordinator (if there is more than one, please mention it)
: A Loul Jabjab Al-Name: Dr. Hamid Abu Al
Course Objectives .^

▪ Defining the demand by the historical stages that the history of Iran has gone through ▪ provide students in particular with a range of historical To information and concepts that have shaped the history of Iran ▪ To provide students with a scientific background on the most important historical events that took place in Iran , their .cs and principlescharacteristi ▪ Introducing students to modern trends in history teaching .unit level-practices at the micro ▪ To equip students with professional skills in teaching in general and teaching history in particular ▪ towards professional Developing national spirit and moral values .preparation for teaching history ▪ Students acquire the skills of teaching, research, and scientific participation in general, and the skill of teaching history in .particular					Goals Material Study
Teaching and learning strategies					
▪ method, discussion, questioning, and The lecture exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research					strategy
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture and discussion	A glimpse into the conditions of Iran before the advent of Islam	Introducing the student to the main ideas related to each .word used	۳	Second –First
Tests and achievement	Lecture and discussion	The rise of Reza Khan and his ascension to the Iranian throne	Introducing :the student to	۳	Third and fourth
Tests and achievement	Lecture and discussion	the Qajar state	Introducing :the student to	۳	Fifth and sixth

Tests and achievement	Lecture and discussion	Reza Shah's politics	Introducing :the student to	٣	–Seventh Eighth
Tests and achievement	Lecture and discussion	Iran's relations with neighboring countries	Introducing :the student to	٣	Tenth –Ninth
Tests and achievement	Lecture and discussion	Iran's foreign relations	Introducing :the student to	٣	–Eleventh Twelfth

Course Evaluation . ١١

semester exams %٤٠ (١)

.term exam-of-end %٦٠ (٢)

Learning and teaching resources . ١٢

Textbooks	Required textbooks (methodology, if applicable)
General books about history	Main references (sources)
Other sources	Recommended supporting books and references (scientific journals, reports...)
Internet sites	Electronic references, websites

Course description

:Course name
١٩٩٠-١٩١٤ World History Contemporary
Course code
HIB06EWC321
١ Chapter
Stage: Third
Date this description was prepared
٢٠٢٥/١٠/١٧
Available forms of attendance
mandatory
٢ Total study hours/total units:
.Name of the course coordinator (if there is more than one, please mention it)
:Email .A -Name: Dr. Loaay Jumaa Fadel Al <u>Loaay.jf@gmail.com</u>
objectives Course

To provide students with comprehensive knowledge about the most prominent political, economic, social and cultural events and transformations that the world witnessed in the twentieth century Developing the ability to understand the interrelationships between global events and their mutual impact on local and regional communities To qualify students to use critical historical methods in analyzing events and facts, away from superficial interpretations or preconceived judgments Building critical awareness among students about the development of the international system, the emergence of major powers and their conflicts, with an understanding of their repercussions on the Arab world 5. Linking the past to the present is essential to understanding current international crises and future challenges	Goals Material Study
Teaching and learning strategies	

			strategy		
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification through discussion	The international crisis and the causes of the outbreak of World War II.		٢	٢٠٢٥/٩/٢٤
Formative assessment	Discussion method	Hitler's Germany's policy in Europe.		٢	٢٠٢٥/١٠/١
Formative assessment	Discussion and scientific presentation	Japanese expansion in Russia.		٢	٢٠٢٥/١٠/٨
Formative assessment	discussion	Italian expansionist ambitions.		٢	٢٠٢٥/١٠/١٥
Formative assessment	discussion	International blocs and alliances between the two wars.		٢	٢٠٢٥/١٠/٢٢
Formative assessment	discussion	World War II, the outbreak of war and		٢	٢٠٢٥/١٠/٢٩

		the course of military campaigns .			
Formative assessment	discussion	The United States entered the war.		۲	۲۰۲۵/۱۱/۵
Formative assessment	discussion	The Allied victory and the defeat of Germany and Italy.		۲	۲۰۲۵/۱۱/۱۲
Formative assessment	discussion	International conferences during and after World War II.		۲	۲۰۲۵/۱۱/۱۹
Formative assessment	Lecture and discussion	The United Nations peacekeeping and missions after the two world wars, the formation of the United Nations.		۲	۲۰۲۵/۱۱/۲۶
Formative assessment	Lecture	The Marshall Plan.		۲	۲۰۲۵/۱۲/۳
Formative assessment	Lecture and discussion	The outbreak of the Cold War.		۲	۲۰۲۵/۱۲/۱۰
Formative assessment	Lecture and discussion	The formation of alliances and international crises .		۲	۲۰۲۵/۱۲/۱۷
Formative assessment	Lecture and discussion	The emergence of Aligned -the Non Movement.		۲	۲۰۲۵/۱۲/۲۴
	a test	The formation of the European Common Market.		۲	۲۰۲۵/۱۲/۳۱
is distributed according to the tasks assigned to the ۱۰۰The grade out of student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc					
teaching resources Learning and					
			Required textbooks (methodology, if (applicable		

Contemporary World History / Abdul Qaisi and others-Wahab Al Contemporary World History / -Muhammad Hamza Hussein Al Dulaimi, Laila Riyadh Abdul Majeed Rifai-Al Contemporary World History / Pierre Miquel	Main references (sources)
	Recommended supporting books and references (scientific journals, (...reports
	Electronic references, websites

Course description

Course Name
History of Islamic Morocco
Course code
B06HAIM225
Term/Year .٣
Chapter One Phase Three
Date this description was prepared
٢٠٢٥/١٠/١٧
Available forms of attendance
My attendance is mandatory
Number of study hours (total) / Number of units (total)
٣٠
.Name of the course coordinator (if there is more than one, please mention it)
:Email .A -Name: M.D. Hassan Raad Abdul Razzaq Al
objectives Course
Course objectives ▪ Defining the demand by the historical stages that Islamic Morocco went through ▪ provide students in particular with a range of historical information and To concepts that Islamic Morocco witnessed ▪ To provide students with a scientific background on the most important istics historical events that took place in Islamic Morocco , their character and principles

▪ Introducing students to modern trends in history teaching practices at the .unit level-micro ▪ To equip students with professional skills in teaching in general and teaching history in particular ▪ values towards professional Developing national spirit and moral .preparation for teaching history ▪ Students acquire the skills of teaching, research, and scientific participation .in general, and the skill of teaching history in particular					
Teaching and learning strategies . ⁹					
▪ The lecture method, discussion, questioning, and exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research				strategy	
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification through discussion	Islamic Morocco: Geographical location (topography, rivers, Motives and -population) objectives behind expanding conquests and wars of liberation in the Maghreb		٢	١
Formative assessment	Discussion method	The reconnaissance and initial liberation attempts included the liberation of Barqa, Tripoli, Zulia, Sira, .or Sabratha and Dan		٢	٢
Formative assessment	Discussion and scientific presentation	The Battle of the fortress of - on of Aqaba and the liberati Sbeitla		٢	٣

Formative assessment	discussion	-the re -regular armies liberation of Waddan, the liberation of Germa, Fezzan, -and Khawer And Kawra Liberation of the Mazzana , Safar, Ghadames, Gafsa and Qastiliya regions The construction of the city of Kairouan, the works of Abu Muhajim Dinar-al		٢	٤
Formative assessment	discussion	Reasons for the Arab defeat in the Battle of Tahuda; the final stage of the liberation battles; the appointment of Zuhair ibn results of the ;Balawi-Qais al Battle of Mamsh or Mams Martyrdom of Commander Balawi-Zuhair bin Qais Al		٢	٥
Formative assessment	discussion	Commander Hassan bin Ghassani took -Naaman Al over		٢	٦
Formative assessment	discussion	Reforms of Commander Nu'man, -Hassan ibn al dismissal of Commander Nu'man-Hassan ibn al The appointment of Musa ibn Nusayr, the dismissal of Musa ibn Nusayr		٢	٧
	a test	First month exam		٢	٨
Formative assessment	discussion	The era of governors in the Maghreb emergence Key factors in the of emirates and independent states in Islamic North Africa (AH ٣٧٥-١٧٢)Idrisid State		٢	٩
Formative	Lecture and iondiscuss	AH) ٢٩٦-١٨٤(Aghlabid State The Aghlabids' efforts in /		٢	١٠

assessment		conquering Sicily / The end of the Aghlabids			
Formative assessment	Lecture	State The Fatimid Caliphate in (AH ٢٦٢-٢٩٦)the Maghreb		٢	١١
Formative assessment	Lecture and discussion	٥٤١-٤٤٨(The Almoravid state -٥٤١)AH), the Almohad state (AH ٦٦٨		٢	١٢
Formative assessment	Lecture and discussion	Hafsid dynasty in State The (AH ٦٤١-٦٢٨)the Maghreb		٢	١٣
Formative assessment	Lecture and discussion	-The state of the Banu Abd al Wahhab, Banu Zayyan, in the (AH ٩٦٢-٦٣٣)Maghreb The Marinid dynasty in AH ٨٦٩-٦٦٨Morocco,		٢	١٤
	a test	Second month exam		٢	١٥
Course Evaluation .١١					
semester exams %٤٠ (١) .term exam-of-end %٦٠ (٢)					
Learning and teaching resources .١٢					
Lectures on the History of Morocco and Andalusia -Dr. Reda Hadi Abbas, Dr. Karim Adel Al Khazai			Required textbooks (methodology, if applicable)		
:Other external sources 6. The close statement of Ibn 'Idhari 7. The Conquest of Morocco and Hakam (d. -Andalusia by Ibn Abd al (AH ٢٥٧ 8. (AH ٨٠٨)Ibar by Ibn Khaldun -Al 9. the Islamic History of Morocco in Era by Abdul Aziz Salem			Main references (sources)		

10.Landmarks in the History of Morocco and Andalusia by Hussein Mounes	
Multiple websites such as Iraqi academic journals, Scientific Researcher	Recommended supporting books and references (scientific journals, (...reports
Internet sites	Electronic references, websites

Third Stage/Second Semester Course Description

Course Name
Measurement and Evaluation
Course code
HIB06ME327
Stage Chapter/Year and
Phase Three / Course Two
Date this description was prepared
٨/٢/٢٠٢٦
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)
٣٠
.(please mention it ,Name of the course coordinator (if there is more than one
Note: The last line appears to be a separate) . A- Name: M.M. Ansam Ali Sadiq Al (.entry and is not directly related to the preceding textansam@uomisan.edu.iq
objectives Course
Course objectives
students (future teachers) with the skills necessary to build accurate Equipping -١ .measurement tools (such as tests)
Evaluating the students' level of achievement, and diagnosing their strengths -٢ .and weaknesses
addition to developing and improving curricula and teaching methods based In -٣ on evaluation results. Week

Teaching and learning strategies					
Teaching and learning methods				strategy	
Class participation, lecture questioning Discussion and					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	Discussion and questioning	Measurement and evaluation and their role in the educational process The concept of measurement and evaluation Purposes of * measurement and evaluation of measurement Areas and evaluation		٢	١
	Discussion and questioning	Types of educational assessment Formative assessment Final Calendar		٢	٢
	Discussion and questioning	Practical applications related to how to prepare formative and summative assessments		٢	٣
	Discussion and questioning	Achievement * (classroom) Types * Its purposes Interpretation of its * results		٢	٤
	Discussion and questioning	Steps for preparing classroom tests		٢	٥

		Educational objectives Formulating educational objectives terms in behavioral Analysis of the course content Preparing the * specifications table Principles for * determining the type of items in tests			
	Discussion and questioning	Objective tests: their concept and advantages		٢	٦
	Discussion and questioning	objective Types of tests True or false questions Multiple choice questions Interview questions Completion * questions		٢	٧
	Discussion and questioning	Practical applications related to how to prepare objective tests ٩Week - Arranging the items in preparing its ,the test instructions, and .applying it		٢	٩ and ٨
	Discussion and questioning	psychometric properties (validity (and reliability		٢	and ٩ ١٠
	Discussion and questioning	Practical applications related to how to prepare essay tests , ١٣Week		٢	١٢+١١

	Discussion and questioning	Performance tests: their areas of use, principles of preparation, and .methods of scoring		٢	١٣
	Discussion and questioning	Grades and how to * benefit from them Raw grade and * derived grade		٢	١٤
	Discussion and questioning	Standard scores and percentiles Methods of interpreting grades		٢	١٥

Course evaluation

,is distributed according to the tasks assigned to the student ١٠٠ The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc

Learning and teaching resources

	Required textbooks (methodology, if (applicable
Evaluation and Measurement / Authored by Dr. Mustafa Imam, Dr. Anwar -Al Mahmoud Hussein Abdul Rahman, Dr. .Sabah Measurement and Evaluation in Education and Psychology / Sami Muhammad Malham	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

escriptionCourse D

Course Name
Contemporary History of Iraq
Course code

HIB06HIM221					
Semester/Year					
Second Chapter / stage Third					
Date this description was prepared					
٢٠٢٦/٢/١٠					
Available forms of attendance					
Mandatory attendance					
Number of units (total) / Number of study hours (total)					
٣٠					
.Name of the course coordinator (if there is more than one, please mention it)					
: A Loul Jabjab Al-Name: Dr. Hamid Abu Al					
objectives Course					
					Course objectives
Teaching and learning strategies					
strategy ▪ discussion, questioning, and exploration. (Theoretical ,The lecture method (aspect ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture and discussion	General conditions in Iraq ١٩٢٠ in	Introducing the student to the main ideas related to each .word used	٢	–First Second
Tests and achievement	Lecture and discussion	,Political economic, and social conditions	Introducing :the student to	٢	Third and fourth
Tests and achievement	Lecture and discussion	Iraq during the years of World War II	Introducing :the student to	٢	Fifth and sixth

Tests and achievement	Lecture and discussion	Political and economic reforms -١٩٤٥in Iraq ١٩٥٨	Introducing :the student to	٢	–Seventh Eighth
Tests and achievement	Lecture and discussion	Iraq's foreign policy in light of regional changes ١٩٥٨-١٩٥٥	Introducing :the student to	٢	–Ninth Tenth
Tests and achievement	Lecture and discussion	political transformations and their economic impacts in Iraq during the first two republican eras	Introducing :the student to	٢	– Eleventh Twelfth
Tests and achievement	Lecture and discussion	Internal political transformations and their economic impacts in Iraq during the second republican era	Introducing :the student to	٢	–Thirteenth Fourteenth Fifteenth –

Course evaluation

semester exams %٤٠ (١)

.term exam-of-end %٦٠ (٢)

Learning and teaching resources

Textbooks	Required textbooks (methodology, if applicable)
General books about history	Main references (sources)
Other sources	Recommended supporting books and references (scientific journals, reports...)
Internet sites	Electronic references, websites

Course description

Course Name
Curricula and textbooks
Course code
HIB06C418

Semester/Year	
Second Chapter / stage Third	
Date this description was prepared	
٢٠٢٦/٢/٥	
Available forms of attendance	
mandatory	
of units (total) Number of study hours (total) / Number	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
:Email .A -Name: M.M. Hind Saddam Zahrawi Alhind.sadam@uomisan.edu.ig	
objectives Course	
Course objectives and its historical the concept of the school curriculum Understanding -١ .development, and identifying its types and basic components and the role ,Analyzing the relationship between the curriculum and the textbook -٢ .of each in the educational process philosophical,) foundations upon which curricula are built Identifying the -٣ .(psychological, social, and cognitive in terms of Developing skills in analyzing and evaluating curricula and textbooks -٤ .content, organization, objectives, and educational tools and offer suggestions for their he ability to critique textbooksAcquiring t -٥ improvement	
Teaching and learning strategies	
	strategy
:Interactive lectures To present the concepts and theories related to curricula and textbooks in an .organized manner :discussions Classroom .To exchange views and analyze curricula and books from multiple angles :Teamwork .To analyze textbooks or design study units collaboratively Case studies world problems in curriculum design or -To apply theoretical concepts to real .evaluation based learning-Project To implement a practical project such as designing a textbook or developing an educational unit	

Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification through discussion	The curriculum its old sense in		٢	١
Formative assessment	Discussion method	The school curriculum in its modern perspective		٢	٢
Formative assessment	discussion	Curriculum elements		٢	٣
Formative assessment	discussion	Levels of educational objectives		٢	٤
Formative assessment	discussion	Daily Plan Steps		٢	٥
Formative assessment	discussion	Foundations and standards for building educational activities		٢	٦
Formative assessment	discussion	The importance of assessment in curriculum the		٢	٧
	month exam: Test on the subject	First month exam		٢	٨
Formative assessment	discussion	Types of curricula		٢	٩

Formative assessment	and Lecture discussion	Similarity The difference between types of curricula		٢	١٠
Formative assessment	Lecture	Foundations of curriculum development		٢	١١
Formative assessment	Lecture and discussion	Reasons for curriculum development		٢	١٢
Formative assessment	Lecture and discussion	Theoretical basis of the curriculum		٢	١٣
Formative assessment	and Lecture discussion	Elements of the curriculum content		٢	١٤
Formative assessment	Second month exam: Test on the subject	Second month exam		٢	١٥
Formative assessment	Explanation and clarification through discussion	The curriculum in its old sense		٢	١
Formative assessment	Discussion method	The school curriculum in its modern perspective		٢	٢
Course evaluation					
,is distributed according to the tasks assigned to the student ١٠٠ The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					
Dr. Rahim Ali Saleh, Turkish - curriculum and textbook			Required textbooks (methodology, if (applicable		

Mahdi and -Halim Ahmed Al Abdul- others: The Contemporary School Curriculum	Main references (sources)
Multiple websites such as Iraqi ,academic journals	Recommended supporting books and references (scientific journals, reports...)
Scientific researcher	Electronic references, websites

Course Description

Course Name
History of Africa
Course code
Semester/Year
Chapter Two
Date this description was prepared . ٤
٢٠٢٦/٢/٧
Available forms of attendance
Mandatory attendance
Number of study hours (total) / Number of units (total)
٣٠
.Name of the course coordinator (if there is more than one, please mention it)
:Email .A -Name: M.M. Luay Jumaa Fadel Al
objectives Course
Course objectives ▪ .demand by the historical stages that Africa has gone through Defining the ▪ To provide students in particular with a range of historical information and .concepts that Africa has witnessed ▪ To provide students with a scientific background on the most important .events that took place in Africa , their characteristics and principles historical

▪ Introducing students to modern trends in history teaching practices at the .unit level-micro ▪ To equip students with professional skills in teaching in general and teaching particular history in ▪ Developing national spirit and moral values towards professional preparation .for teaching history ▪ Students acquire the skills of teaching, research, and scientific .participation in general, and the skill of teaching history in particular					
Teaching and learning strategies					
▪ The lecture method, discussion, questioning, and exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research					strategy
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture	A geographical and historical introduction to the continent of Africa	Introducing the student to the main ideas related to each .word used	٢	–First Second
Tests and achievement	Lecture	Geographical discovery and the beginning of European colonization of the African continent	Introducing the :student to	٢	Third and fourth
Tests and achievement	Lecture	The penetration of European powers after the Special Congress of -١٨٨٤Berlin ١٨٨٥	Introducing the :student to	٢	Fifth and sixth

Tests and achievement	Lecture	West African countries	Introducing the :student to	٢	–Seventh Eighth
Tests and achievement	Lecture	Senegal's geographical location is important	Introducing the :student to	٢	–Ninth Tenth
Tests and achievement	Lecture	Southern African countries	Introducing the :student to	٢	–Eleventh Twelfth
Tests and achievement	Lecture	East African countries	Introducing the :student to	٢	–Thirteenth –Fourteenth Fifteenth
Course Evaluation .١١					
semester exams %٤٠ (١)					
.term exam-of-end %٦٠ (٢)					
Learning and teaching resources .١٢					
Textbooks			Required textbooks (methodology, if applicable)		
General books about history			Main references (sources)		
Other sources			Recommended supporting books and references (scientific journals, reports...)		
Internet sites			Electronic references, websites		

Course description

Course Name
(AH ٦٥٦-٣٣٤) the Abbasid State History of
Course code
HIB06HAS322
Semester/Year
Two Phase Three / Course
Date this description was prepared
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)

٣.					
.(please mention it ,Name of the course coordinator (if there is more than one					
:Email A'i -Name: Dr. Fatima Abed Saeed Alfatima.abed@uomisan.edu.iq					
objectives Course					
Course objectives					
Studying the nature of governance in the Abbasid state during the later .١					
.periods					
Focusing on the influence of the Buyids and Seljuks and their impact on the .٢					
. Abbasid Caliphate					
Understanding the economic and social changes that the Abbasid state .٣					
experienced as a result of political transformations and the rise of regional					
. powers					
Highlighting the urban development projects that the country witnessed .٤					
during that period, along with studying the literary and cultural production and					
. its impact on Islamic civilization					
enhances Providing an analytical reading of historical events, which .٥					
.ability to understand history in an objective and scientific manner 'students					
Teaching and learning strategies					
					strategy
Compiling the knowledge and practices prescribed in the curriculum					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification through discussion	The land of Daylam and its relationship with the Abbasid state		٢	١
Formative assessment	Discussion method	The Abbasid caliphs were under the control .Buyid dynasty of the		٢	٢
Formative	discussion	The Hamdanid State and the Al Musayyab State		٢	٣

assessment					
Formative assessment	discussion	the Buyid dynasty		۲	۴
Formative assessment	discussion	Key political events during the Buyid dominance dynasty's over the Abbasid (۴۴۷-۳۲۲) Caliphate (AH		۲	۵
/	/	First month exam		۲	۶
Formative assessment	discussion	Iraq during the Seljuk era		۲	۷
	First month Test :exam on the subject	The Abbasid Caliphs during the Seljuk era (AH ۵۶۶-۴۴۷)		۲	۸
Formative assessment	discussion	The era of the Abbasid Caliphate's power (AH ۶۵۶-۵۶۶)		۲	۹
Formative assessment	and Lecture discussion	Mazyad state in central and southern Iraq (AH ۵۶۶-۴۰۳)		۲	۱۰
Formative assessment	Lecture	The Tatars and fall Mongols and the of the Khwarazmian Empire		۲	۱۱
Formative assessment	Lecture and discussion	Mongol military movement plan		۲	and ۱۲ ۱۳

Formative assessment	Lecture and discussion	The administrative situation in Iraq after -the death of Caliph Al Musta'sim		٢	and ١٤ ١٥
Course evaluation					
is distributed according to the tasks assigned to the ١٠٠ The grade out of student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc					
resources Learning and teaching					
History of the Abbasid State			Required textbooks (methodology, if applicable)		
-Sheikh Muhammad Al -١ .Khudari, The Abbasid State Ghita, -Amal Kashif Al .Dr -٢ The Abbasid State at its peak .and its nadir Rifai , Iraq -Abdul Amir Al -٣ between the fall of the Abbasid state and the fall of the Ottoman .state Saeed Rashid Zamzam , -٤ Shiite States Throughout .History			Recommended supporting books and references (scientific journals, reports...)		
Multiple websites such as Iraqi academic journals, SubHub, and Scientific Researcher			websites ,Electronic references		

Course description

Course Name
development sustainable
Course code
HIB06SUD334
Semester/Year
Chapter Two / Phase Three

Date this description was prepared					
٢٠٢٥/١٢/١٩					
Available forms of attendance					
Mandatory attendance					
Number of study hours (total) / Number of units (total)					
٣٠					
.Name of the course coordinator (if there is more than one, please mention it)					
Ayyam - Name: M.M. Mazhar Falih Hassan Al					
objectives Course					
Course objectives Teaching students how to prepare enrichment lectures in the field of sustainable .١ development .Teaching students how to prepare reports on the subject matter .٢ students to utilize modern journals and references in the field of Guiding .٣ sustainable development : Course skill objectives To foster a spirit of discussion and exchange of opinions between students and .١ professors in sustainable development Writing research papers on emerging issues .٢ experiences locally and internationally					
Teaching and learning strategies					
Teaching and learning methods					strategy
Use the method of lecturing at the beginning of each term to give .an overview of the concepts used					
questioning and deduction method to reach a final Using the conclusion for each unit we teach					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
		Concepts about sustainable development sustainable Definition of .١ Sustainable .٢ development. development in world .summits		٢	١
		Elements and dimensions of sustainable development		٢	٢

		Environmental dimension. . ^١ .Economic dimension . ^٢			
		Theories of Development . ^١ The Strong Push Theory. . ^١ .Growth Theory The Balanced . ^٤ Growth pole theory. . ^٣ .Unbalanced growth theory		٢	٣
		Measuring development Indicators and transactions. . ^١ The historical development . ^٢ .of measuring development		٢	٤
		Quality of life index Human Development Index. . ^١ Characteristics of a good . ^٢ .development indicator		٢	٥
		Development strategies The historical development . ^١ .of development strategies. .The industrialization strategy Strategies based on _ ^٣ .agricultural development Strategies based on _ ^٤ .development industrial Bridging strategy between . ^٥ industrial development and agricultural development		٢	٦
		Import substitution strategies .Basic needs strategy _ ^١ Spatial development . ^٢ .strategy Regional development _ ^٣ strategy versus sectoral development Strategy of integrating _ ^٤ urban development with rural .development The strategy of voluntary _ ^٥ .developmental isolation		٢	٧

		Dimensions and _١ determinants of the .development process General dimensions of the _٢ .development process of the Specific dimensions _٣ .development process Development and Capital _٤		٢	٨
		Determinants of development Financing the development .١ .process .Sectoral development plan _٢		٢	٩
		Sustainable development and the environment .Environmental degradation .١ utilization of natural Proper _٢ resources .Types of natural resources _٣ Depletion of natural .٤ .resources .Environmental threats .٥ Animal threats _٦		٢	١٠ and ١١
		Urban architectural development and sustainability The concept of sustainable _١ .communities of sustainable Elements _٢ .communities Stages of the sustainable _٣ .empowerment process Obstacles to urban _٤ .development		٢	١٢
		Measuring Sustainable Development Sustainable Development _١ .Indicators Indicators of _٢ .pressure _Status _Response		٢	١٣

		indicators Social issues and _٣ Environmental issues and _٤ .indicators .Economic indicators _٥			
		The importance of good _١ governance and its impact on achieving sustainable development An overview of the _٢ standards for measuring good .governance prominent The most _٣ demands for reform and the most important challenges of .the overall quantity		٢	١٤ and ١٥
Course evaluation					
,is distributed according to the tasks assigned to the student ١٠٠ The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					
			Required textbooks (methodology, if (applicable		
			Main references (sources)		
			Recommended supporting books and (...journals, reports references (scientific		
			Electronic references, websites		

Course Description

Course Name
History of Andalusia
Course code
HIB06HA311
Semester/Year
Phase Three / Chapter Two
Date this description was prepared
٢٠٢٦/٢/١٧
attendance Available forms of

Mandatory attendance					
Number of study hours (total) / Number of units (total)					
units ٣/٤٥					
.Name of the course coordinator (if there is more than one, please mention it)					
:Email A'i -Name: M. Arshad Aboud Khalifa Alfatima.abed@uomisan.edu.iq					
objectives Course					
▪ Defining the demand by the historical stages that .Andalusia went through ▪ To provide students in particular with a range of historical information and concepts that Andalusia .witnessed ▪ scientific background on the To provide students with a most important historical events that took place in .Andalusia , their characteristics and principles ▪ Introducing students to modern trends in history teaching .unit level-practices at the micro ▪ nal skills in teaching in To equip students with professio general and teaching history in particular ▪ Developing national spirit and moral values towards .professional preparation for teaching history ▪ the skills of teaching, research, and scientific acquire he skill of teaching history participation in general, and t .in particular					Course objectives
Teaching and learning strategies					
▪ The lecture method, discussion, questioning, and exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .historical research Preparing					strategy
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture and discussion	Geography of Andalusia	Introducing the student to the main ideas	٢	–First Second

		Motives for the conquest of Andalusia	related to each .word used		
Tests and achievement	Lecture and discussion	Islamic conquests Tariq ibn Ziyad's campaign	Introducing the :student to	٢	Third and fourth
Tests and achievement	Lecture and discussion	Musa ibn Nusayr's campaign The era of governors	Introducing the :student to	٢	Fifth and sixth
Tests and achievement	Lecture and discussion	Rahman -Abd al Umawi's -al entry into Andalusia The Umayyad Caliphate era	Introducing the :student to	٢	–Seventh Eighth
Tests and achievement	Lecture and discussion	Weakness of the Caliphate The Amiri State	Introducing the :student to	٢	–Ninth Tenth
Tests and achievement	Lecture and discussion	The era of strife, the era of the Almoravids	Introducing the :student to	٢	–Eleventh Twelfth
Tests and achievement	Lecture and discussion	Kingdom of Granada The fall of Andalusia	Introducing the :student to	٢	thirteenth
Tests and achievement	Lecture and discussion	The era of the sects	Introducing the :student to	٢	Fourteenth Fifteenth –
Course evaluation					
semester exams %٤٠ (١)					
.term exam-of-end %٦٠ (٢)					

Learning and teaching resources	
Textbooks	Required textbooks (methodology, if applicable)
General books about history	Main references (sources)
Other sources	Recommended supporting books and references (scientific journals, reports...)
Internet sites	Electronic references, websites

Course Description

Course Name
History of the Islamic states of the Levant
Course code
HIB06ISIL325
Semester/Year
Phase Three / Chapter Two
Date this description was prepared
٢٠٢٦/٢/١٧
Available forms of attendance
Mandatory attendance
Number of study hours (total) / Number of units (total)
٣٠
.Name of the course coordinator (if there is more than one, please mention it)
A'amil - Name: M.M. Wasan Kadhim Mohammed Al
objectives Course
Course objectives ▪ Defining the demand by the historical stages that the history of the Islamic .went through Levant states ▪ To provide students in particular with a set of historical information and .concepts that the Levant witnessed ▪ To provide students with a scientific background on the most important their , historical events that occurred in the Islamic Levant states .characteristics and principles

- Introducing students to modern trends in history teaching practices at the .unit level-micro
- To equip students with professional skills in teaching in general and teaching history in particular
- spirit and moral values towards professional preparation Developing national .for teaching history
- Students acquire the skills of teaching, research, and scientific participation .in general, and the skill of teaching history in particular

Teaching and learning strategies

strategy

- The lecture method, discussion, questioning, and exploration. (Theoretical (aspect
- .A method for presenting historical events
- .learning method-Self
- .Preparing historical research

Course structure

Evaluation Method	Learning method	topic Unit or name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture and discussion	Eastern borders Islamic history and a brief overview of the Islamic East before the rise of Islamic states	Introducing the student to the main ideas related to each word .used	٢	–First Second
Tests and achievement	Lecture and discussion	The Tahirid State: Origins and Political Her Formation relationship with the Abbasid Caliphate	Introducing the student :to	٢	Third and fourth
Tests and achievement	Lecture and discussion	The Tahirid state's suppression of rebellions against the Abbasid Caliphate its most important a economic, cultural, and social .achievements	Introducing student the :to	٢	Fifth and sixth

Tests and achievement	Lecture and discussion	The Saffarid State: Its Emergence, Political Formation and Relationship with the Abbasid Caliphate	Introducing the student to	۲	–Seventh Eighth
Tests and achievement	Lecture and discussion	The most important aspects of the ninth civilization of the state	Introducing the student to	۲	–Ninth Tenth
Tests and achievement	Lecture and discussion	The Samanid State: Its Emergence, Political Formation, and Relationship with the Abbasid Caliphate	Introducing the student to	۲	–Eleventh Twelfth
Tests and achievement	Lecture and discussion	The most important aspects of the Samanid state's civilization were economic, cultural, and social. The Ghaznavid State's Emergence and Political Formation	Introducing the student to	۲	– Thirteenth Fourteenth
Tests and achievement	Lecture and discussion	Her relationship with the Abbasid Caliphate and Ghaznavid state's civilization were its economic, cultural, and social aspects	Introducing the student to	۲	fifteenth
Course evaluation					
semester exams %۴۰ (۱) term exam-of-end %۶۰ (۲)					
Learning and teaching resources					
Textbooks			Required textbooks (methodology, if applicable)		
General books about history			Main references (sources)		

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

Fourth Stage/First Semester

Course Description

Course Name
Islamic civilization
Course code
Date ٤٣٣٦
Semester/Year
٢٠٢٦-٢٠٢٥ First semester
Date this description was prepared
٢٠٢٥/١٠/١٧
Available forms of attendance
Mandatory attendance
Number of study hours (total) / Number of units (total)
٣٠
.Name of the course coordinator (if there is more than one, please mention it)
:Email A'i -Name: Dr. Fatima Abdul Saeed Alfatima.abed@uomisan.edu.iq
objectives Course
Course objectives 1. which was linked to the ,Islamic civilization-To learn about the history of Arab emergence of Islam and originated in the Arab countries. It adopted the Holy Quran as its first constitution and the Arabic language as its tool. Muslims and nother Muslims who contributed to building this civilization in one way or a-non .joined under its banner 2. .Understanding the foundations upon which Islamic civilization was built 3. It explains the role of Islamic civilization in preserving the ancient Greek, ,Persian, and Indian heritage, and highlights the concept of civilization .urbanism, and heritage, and emphasizes its characteristics 4. Introducing the manifestations of Muslim civilization in the intellectual, .political, social, economic and artistic fields 5. lding It clarifies the role of Muslim scholars and their contributions to bui .civilization, and the extent of their influence on other civilizations

Teaching and learning strategies					
Lecture Method - ١ The lecture method: scientific presentation - ٢ learning method-Self - ٣ The lecture and discussion method - ٤ Discussion method - ٥				strategy	
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification through discussion	Cultural concepts and terminology	The student should become familiar with	٢	١
Formative assessment	Discussion method	The pillars and foundations upon which Islamic civilization was built	The student should become familiar with	٢	٢
Formative assessment	Discussion and scientific presentation	Characteristics of Civilization Islamic	The student should become familiar with	٢	٣
Formative assessment	discussion	Arab Islamic systems -political systems - the -the Caliphate and the -Ministry .Chamberlainship	The student should become familiar with	٢	٤
Formative assessment	discussion	Writing Administrative systems: Government	The student should become	٢	٥

		–Judiciary –offices Army –Police	familiar with		
Formative assessment	discussion	–Social systems -elements of Arab the –Islamic society holidays –ly fami	The student should become familiar with	٢	٦
Formative assessment	discussion	-Economic systems -Agriculture Land -Irrigation ownership -Land tax -Taxes Industry -Jizya	The student should become familiar with	٢	٧
	First month -exam: Subject specific tests	First month exam	The student should become familiar with	٢	٨
Formative assessment	discussion	State –Trade Resources	The student should become familiar with	٢	٩
Formative assessment	Lecture and discussion	Intellectual :First -manifestations Religious sciences The Holy Quran - Interpretation and) (Readings The science of - Prophetic Hadith The science of - jurisprudence	The student should become familiar with	٢	١٠

Formative assessment	Discussion and scientific presentation	Second: Humanities Grammar the date - The meeting - Geography Philosophy	The student should become familiar with	٢	١١
Formative assessment	Lecture and discussion	Third: Pure Sciences mathematics - Physics Chemistry Medicine	The student should become familiar with	٢	١٢
Formative assessment	Lecture and discussion	Fourth: Artistic aspects Architecture Mosques - Arts -	The student should become familiar with	٢	١٣
Formative assessment	Lecture and discussion	-The status of Arab Islamic civilization in the world Characteristics of - Islamic civilization Arabism -١ Islamic -٢ Global -٣ Opening -٤ Methods of transmission of Islamic civilization to Europe Andalusia Sicily The Crusades	The student should become familiar with	٢	١٤
		Second semester exam			١٥
evaluation Course					
semester exams %٤٠ (١)					
.term exam-of-end %٦٠ (٢)					

Learning and teaching resources	
Islamic Civilization and Systems-Required textbook: Arab	Required textbooks (Methodology, if any)
:Other external sources ١. Introduction to the History of Islamic An Din Khalil-Civilization by Imad al ٢. Saeed Abdel Fattah Ashour et al., Studies in the History of Arab Islamic Civilization ٣. Ali, Administration in the Early -Saleh Ahmed Al Islamic Eras ٤. Islamic Civilization and a -Arab ,Shawqi Abu Khalil Summary of Previous Civilizations	Main references (sources)
Other sources	Recommended supporting books and references (scientific (...journals, reports
Internet sites	Electronic references, websites

Course Description

Course Name
the United States of America History of
Course code
HIB06SHU317
Semester/Year
Chapter Two
Date this description was prepared
٢٠٢٥/١٠/١٧
Available forms of attendance
Mandatory attendance
Number of study hours (total) / Number of units (total)
٣٠
.Name of the course coordinator (if there is more than one, please mention it)
A'amil -Name : Dr. Kamel Jassim Dahash Al
objectives Course
Course objectives

- Defining the demand by outlining the historical stages that the United States .gone through of America has
- To provide students in particular with a range of historical information and .concepts that have taken place in the United States of America
- To provide students with a scientific background on the most important occurred in the United States of America , their historical events that .characteristics and principles
- Introducing students to modern trends in history teaching practices at the .unit level-micro
- To equip students with professional skills in teaching in general and teaching tory in particularhis
- Developing national spirit and moral values towards professional preparation .for teaching history
- Students acquire the skills of teaching, research, and scientific participation in .rgeneral, and the skill of teaching history in particula

Teaching and learning strategies

▪ The lecture method, discussion, questioning, and exploration. (Theoretical aspect) ▪ .A method for presenting historical events ▪ .learning method-Self ▪ .Preparing historical research	strategy
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Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests and achievement	Lecture	Discovering the New World	Introducing the student to the main ideas related to each .word used	٢	–First Second
Tests and achievement	Lecture	USA	the Introducing :student to	٢	Third and fourth
Tests and achievement	Lecture	War of Independence	Introducing the :student to	٢	Fifth and sixth
and Tests achievement	Lecture	The French colonies in the	Introducing the :student to	٢	–Seventh Eighth

		far north of ,Canada			
Tests and achievement	Lecture	Geography of the United States of America	Introducing the :student to	٢	–Ninth Tenth
Tests and achievement	Lecture	British -French rivalry	Introducing the :student to	٢	–Eleventh Twelfth
Tests and achievement	Lecture	British -French rivalry	Introducing the :student to	٢	Thirteenth – Fourteenth Fifteenth
Course evaluation					
semester exams %٤٠ (١)					
.term exam-of-end %٦٠ (٢)					
Learning and teaching resources					
Textbooks			Required textbooks (methodology, if applicable)		
General books about history			Main references (sources)		
Other sources			Recommended supporting books and references (scientific journals, reports...)		
Internet sites			Electronic references, websites		

Course description

Course Name
of Iraq Social History
Course code
٤٣٣٩Date
Stage Chapter/Year and
Fourth Stage / Chapter One
Date this description was prepared
٥/١٠/٢٠٢٥
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)
٣٠

.Name of the course coordinator (if there is more than one, please mention it)					
: A Name: Dr. Hamid Abulul Jabjab Al					
objectives Course					
Course objectives					
year history -The teaching process for the Social History of Iraq course to fourth .١ students aims to present the historical narrative and the political, economic, and .social developments of Iraq focus is placed during In a precise scientific and analytical manner, where the .٢ .the first semester of the academic year on the economic and social history of Iraq The study and exploration of Iraq's social history aims to provide an objective .٣ history, in a practical and accurate overview of the most prominent aspects of that step that will develop students' ability and correct understanding of historical .events					
Teaching and learning strategies					
Teaching and learning methods					strategy
Compiling the knowledge and practices prescribed in the curriculum					
Course structure					
Evaluati on Method	Learning method	Unit or topic name	Require d learning outcom es	Hour s	Week
Tests and achieve ment	electronic screen	Introducing sources for studying the modern and contemporary social history .of Iraq		٢	١
Tests and achieve ment	Lecture and screening of documentary films via electronic screen	The environment of Iraqi society and its general . patterns National formation .The tribes-		٢	٢
Tests and achieve ment	Lecture and screening of documentary films via	The ruling and social Iraqi families and clans, the wi Sha-Mamluks, the Al Jalili family, -family, the Al .Jamil family-the Al		٢	٣

	electronic screen				
Tests and achievement	Lecture and screening of documentary films via electronic screen	The contexts of Iraqi society under various regimes and the era of Midhat Pasha's . reforms serve as a model :This includes		٢	٤
Tests and achievement	Lecture and screening of documentary films via electronic screen	Social and economic relations in the Iraqi .countryside		٢	٥
Tests and achievement	Lecture and screening of documentary films via electronic screen	.Tribal confederations		٢	٦
Tests and achievement	Lecture and screening of documentary films via electronic screen	Social life in the late .١٩١٤-١٨٦٩ Ottoman era		٢	and ٧ ٨
Tests and achievement	Lecture and screening of documentary films via electronic screen	Social life in Iraq during the years of British occupation .١٩٢٠-١٩١٤		٢	and ٩ ١٠
Tests and achievement	Lecture and screening of documentary films via electronic screen	Iraqi tribes and the modern Iraqi state system		٢	and ١١ ١٢

Tests and achievement	Lecture and screening of documentary films via electronic screen	The participation of community leaders in building the structure of the .Iraqi state		٢	and ١٣ ١٤
		a test		٢	١٥
Course evaluation					
semester exams %٤٠ (١)					
.term exam-of-end %٦٠ (٢)					
Learning and teaching resources					
Required textbooks (methodology, if applicable)					
Modern History of Iraq					
Main references (sources)					
-١ Glimpses of the Social History of Iraq ,Wardi-Ali Al					
-٢ ,A Study of the Nature of Iraqi Society, Thanaa Muhammad Saleh ,					
Sociology of Contemporary Iraqi History by Phoebe Marr -٣					
Contemporary History of Iraq: The First Republican Decade					
Other sources			Recommended supporting books and references (scientific journals, reports...)		
Internet sites			Electronic references, websites		

Course description

Course Name
Geopolitics
Course code
HIB06GP415
Chapter/Year and Stage
Four/٧Year
this description was prepared Date
٢٠٢٥/١٠/١٩
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)
٣٠
.Name of the course coordinator (if there is more than one, please mention it)
:Email .A -Name: M.M. Duaa Muhammad Abbas Al

objectives Course					
The student should be familiar with the following :concepts Understanding the concept of political geography -١ students to distinguish between the Training -٢ components of state formation (factors of state formation, the concept of the state, classification of (states in terms of their power capabilities To accustom students to using the information -٣ s of state power in other acquired about theorie geographical studies To increase students' scientific and cultural -٤ knowledge by encouraging them to memorize and .apply information related to political boundaries				Course objectives	
Teaching and learning strategies					
				strategy	
and learning methods Teaching				strategy	
discussion and questioning ,class participation , Lecture					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily test	Lecture and :discussion Classroom participation	The concept of political geography		٢	١
Daily test	Lecture and discussion: Classroom participation	The foundations of state formation factors in state) formation, the concept of the (state		٢	٢
Daily test	Lecture and discussion: Classroom participation	Ranking of countries according to their potential power		٢	٣

Daily test	Lecture and discussion: Classroom participation	The elements that build a state's power and its impact on its political weight (natural elements)		٢	٤
Daily test	Lecture and discussion: Classroom participation	,Human resources economic resources		٢	٥
		First month exam		٢	٦
Daily test	Lecture and discussion: Classroom participation	Political borders concept of) political borders, types of political (borders		٢	٧
Daily test	Lecture and discussion: Classroom participation	Theories of State Power: An Introduction Mackinder's -١ Theory		٢	٨
Daily test	Lecture and discussion: Classroom participation	Mahan's theory		٢	٩
Daily test	Lecture and discussion: Classroom participation	Seversky's theory		٢	١٠
		Second month exam		٢	١١
Daily test	Lecture and discussion: Classroom participation	Practical problems contemporary) political (problems		٢	١٢

Daily test	and Lecture discussion: Classroom participation	The Palestinian -١ issue Practical problems		٢	١٣
Daily test	Lecture and discussion: Classroom participation	The problem of racial discrimination		٢	١٤
		Discussion of reports		٢	١٥
Course evaluation					
is distributed according to the tasks assigned to the ١٠٠ The grade out of student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc Assessment methods mester and Conduct two semester exams, the first after the fifth week of the se .١ the second after the eleventh week of the semester. Each exam should consider the mental levels (remembering, understanding, applying, analyzing, synthesizing, of the total %٤٠ and evaluating), with the evaluation grade accounting for t. The student's attendance and daily participation should be taken into achievement if students do not attend lectures %٠ consideration. The evaluation grade may be .at all of the achievement, is %٦٠ semester exam, which accounts for -of-The end .٢ s timetable. When setting the questions, the 'to the Ministry scheduled according comprehensiveness of the course content and the mental levels (remembering, understanding, applying, analyzing, synthesizing, evaluating) are taken into .consideration					
resources Learning and teaching					
Required textbooks		Required textbooks (methodology, if applicable)			
Mousawi, -Muhammad Arab Al Political Geography between Theory and Geomilitary Application		Main references (sources)			
(Scientific journals, reports)		Recommended supporting books and (...journals, reports references (scientific			

(Wikipedia) The free encyclopedia, the official website of the Iraqi Geological Survey	Electronic references, websites
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Course description

Course Name					
Contemporary history of Türkiye					
Course code					
HIB06CHT324					
Chapter/Year and Stage					
Chapter One / Stage Four					
Date this description was prepared					
٢٠٢٥/١٠/٢					
Available forms of attendance					
mandatory					
Number of study hours (total) / Number of units (total)					
٣٠					
.Name of the course coordinator (if there is more than one, please mention it)					
: A.Yamil Name: M.D. Fatima Abdul Sada Shanshul Al					
objectives Course					
Clarifying the historical events that have occurred in the history of .١ . Turkey, especially the Atatürkist experience modern Understanding the details of Türkiye's contemporary history and .٢ .its impact on Iraq, given its status as a neighboring country A deeper understanding of internal and external political events .٣ .ments in Turkeyand develop Expanding the scope of historical knowledge and developing a .٤ .spirit of historical analysis					Course objectives Study
Teaching and learning strategies					
					strategy
Questioning –Discussion –Lecture					
Course structure					
Evaluation Method	Learning method	or topic name Unit	Required learning outcomes	Hours	Week
	Lecture and discussion	The end of World War I and the beginning of the Turkish War of		٢	١

		-۱۹۱۸ Independence AD ۱۹۲۲.			
	Lecture and discussion	Erzurum Conference, Sivas Conference		۲	۲
	Lecture and discussion	The Ankara government and the formation of the Grand National ۱۹۲۰ Assembly, April AD.		۲	۳
	Lecture and discussion	The defeat of the Greeks and the end of the war of liberation, the Treaty of Lausanne, the abolition of the Sultanate.		۲	۴
	Lecture and discussion	The establishment of the modern Turkish Republic: Declaration of AD ۱۹۲۳ ,the Republic.		۲	۵
	Lecture and discussion	The tasks of the Grand National Council in the new phase.		۲	۶
	Lecture and discussion	Turkish political parties People's Party,) Progressive Republican .(Party		۲	۷
	Lecture and discussion	Turkish internal -۱۹۲۵ developments . ۱۹۳۳		۲	۸
	Lecture and discussion	The Kurdish armed the , ۱۹۲۵ of movement and the elections ۱۹۲۷ program of the Ministry of Ismet Inonu.		۲	۹
	Lecture and discussion	The impact of the global economic crisis on the internal situation in Turkey.		۲	۱۰
	Lecture and discussion	Turkish domestic , ۱۹۳۹-۱۹۳۳ politics Turkish nationalism and the Turkification movement.		۲	۱۱

	Lecture and discussion	The Turkish Straits issue and the Montreux the , ١٩٣٦ Convention of Saadabad Pact of July ١٩٣٧		٢	١٢
	Lecture and discussion	Secular policy and government measures to modernize Turkey.		٢	١٣
	Lecture and discussion	Turkish Foreign Policy -Turkish , ١٩٣٩-١٩٣٣ Bulgarian Relations.		٢	١٤
	Lecture and discussion	The political situation in AD ١٩٧٩-١٩٣٧ Turkey.		٢	١٥

Course evaluation

according to the tasks assigned to the ١٠٠ The grade is distributed out of such as daily preparation, daily, oral, monthly, and written exams, ,student
 Daily preparation: ; ١٠ Second month grade: ; ١٠ reports, etc. First month grade: ٦٠ Final exam: ; ٤٠ Annual coursework: ; ١٠

Learning and teaching resources

Iran and Turkey, Dr. Ibrahim Khalil Ahmed, Dr. Khalil Ali Murad Contemporary Türkiye: Dr. Ibrahim .Khalil Ahmed and others	methodology, if) Required textbooks (applicable
Contemporary , Hamid Bozarslan History of Turkey, translated by st edition, Arab ١ Hussein Omar, .٢٠٠٩ Cultural Center, Zubaidi, A Brief -Karim Matar Al st ١ History of Modern Türkiye, .Rayahin-Edition, Dar Al	Main references (sources)
	Recommended supporting books and ,references (scientific journals (...reports
Iraqi academic scientific journals website	Electronic references, websites

Course description

/ Course Name

Professional ethics					
Course code					
HIB06PRE410					
/ Chapter/Year and Stage					
٢٠٢٦-٢٠٢٥ First semester /					
prepared Date this description was					
٢٠٢٥/١٠/٨					
Available forms of attendance					
mandatory					
Number of study hours (total) / Number of units (total)					
٣٠					
.Name of the course coordinator (if there is more than one, please mention it)					
:Email .A -Name: M.M. Muhammad Fakher Radi Al					
objectives Course					
2. Promoting ethical awareness 3. Defining professional conduct standards 4. Achieving justice and equality 5. Building trust and credibility 6. making-Supporting ethical decision 7. Contributing to the development of performance professional 8. Achieving community satisfaction			Course objectives		
Teaching and learning strategies					
Teaching and learning methods				strategy	
Using assessment tools to measure the extent to which individuals adhere to professional ethics (tests, (observations, questionnaires					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	Theoretical education	The concept of professional ethics		٢	١

	Dialogue and discussion	The importance of professional ethics for the individual and society		٢	٢
		Sources of professional ethics		٢	٣
	Dialogue and discussion	Systems, laws , and legislation		٢	٤
	Dialogue and discussion	General principles of professional ethics		٢	٥
	Dialogue and discussion	Challenges and their impact on job behavior		٢	٦
	Dialogue and discussion	Methods and methods for establishing professional ethics		٢	٧
	Dialogue and discussion	The fundamental principles of professional ethics		٢	٨
			exam	١	٩
	Dialogue and discussion	Types of administrative corruption		٢	١٠
	Dialogue and discussion	Why do we care about ?ethics at university		٢	١١
	Dialogue and discussion	The most important pillars of the university's ethical environment		٢	١٢
	Dialogue and discussion	Ethics of the teaching profession		٢	١٣
	Dialogue and discussion	The most important factors that lead to the		٢	١٤

		decline of social responsibility ethics			
	Dialogue and discussion	Types of responsibility Areas of social responsibility		٢	١٥
Course evaluation					
is distributed according to the tasks assigned to the The grade out of student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc					
Learning and teaching resources					
Professional ethics and their relationship to the pressures of administrative work Dr. Jinan Hatem Kamel		Required textbooks (methodology, if applicable)			
Professional ethics in Islam Dr. Essam bin Abdul Mohsen		Main references (sources)			
Ethics of administrative work Hanan bint Hussein Buqas		Recommended supporting books and references (scientific journals, (...eportsr			
		Electronic references, websites			

Course description

Course Name
Principles of Islamic Law
Course code
HIB06PISH423
Chapter/Year and Stage
Chapter One –Stage Four
description was prepared Date this
٢٠٢٥ ١٠/١٨
Available forms of attendance
mandatory
Number of study hours (total) / Number of units (total)
hours ٣٠
.Name of the course coordinator (if there is more than one, please mention it)
A'imeel - Dr. Jasib Rashk Al : Name

objectives Course					
:Course objectives To enable students to know and understand .١ .the most important topics accurately To enable students to understand terms in the .٢ and the science of jurisprudence and Sharia .characteristics of Islamic Sharia Introducing students to the most important .٣ sources and references used in teaching			Course objectives		
Teaching and learning strategies					
				strategy	
Questioning –Discussion –Lecture					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom participation in preparation	Standard	An introductory overview of the subject and its importance		٢	the first
Classroom participation in preparation	Standard	Course concepts: Introduction, Sharia		٢	the second
Classroom participation in preparation	Standard	Motives and importance of seeking an introduction to the study of Islamic law		٢	the third
Classroom participation in preparation	Standard	A historical theory of the subject of Introduction to the Islamic Law Study of		٢	Fourth
Classroom participation in preparation	Standard	Foundations of the Introduction to the Study of Sharia		٢	Fifth

Classroom participation in preparation	Standard	Learning to use an approach to studying Sharia		٢	Sixth
Classroom participation in preparation	Standard	Principles of the Introduction to Sharia Studies course for the first stage		٢	Seventh
Classroom participation in preparation	Standard	Advantages of learning an introduction to Sharia studies		٢	Eighth
Classroom participation in preparation	Standard	Levels of educational objectives for the subject of criminal jurisprudence: An introduction to the study of Sharia		٢	Ninth
Classroom participation in preparation	Standard	An introduction to the study of Islamic in ancient and law later times		٢	tenth
Classroom participation in preparation	Standard	Advantages of Islamic Sharia		٢	eleventh
Classroom participation in preparation	Standard	Research tools in the introduction to the study of Sharia		٢	twelfth
Classroom participation in preparation	Standard	The difference between Islamic law and previous laws		٢	thirteenth
Classroom participation in preparation	Standard	The constant and the variable in Islamic law		٢	fourteenth
Classroom participation in preparation	Standard	The integration of religious discourse and its impact on the approach to studying .Islamic law		٢	fifteenth

Course evaluation	
is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc	
Learning and teaching resources	
	Required textbooks (methodology, if applicable)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course description

Course Name	
Environment and Health	
Course code	
٢١٠٩	
Semester/Year	
Four Phase First course	
was prepared Date this description	
٢٠٢٥/١٠/١٧	
Available forms of attendance	
mandatory	
Number of study hours (total) / Number of units (total)	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
:Email .A -Name: M.M. Ali Essam Najm Al	
objectives Course	
1. Deriving pleasure, joy, and delight from sources that satisfy his needs, such as food , rest, and work 2. Utilizing the individual's mental capabilities to enable him to plan in a creative way 3. balance between Establishing a harmonious personal and collective standards 4. It seeks to adapt the individual within the work group so that he can perform his duties in the	Course objectives

desired and optimal manner, given the importance of mental health for the individual 5. to engage in mature human Enabling the individual relationships without being immersed in experiences of an immature nature 6. Enabling the individual to face some situations of failure, frustration and deprivation without anxiety and tension	
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Teaching and learning strategies

Teaching and learning methods Providing students with the basics and topics related to mental health Explanation and explanation of the course material Students are asked to visit the library and review mental health resources s' skills through visiting websites to gain Improving student knowledge Additional mental health techniques include lecturing, questioning, and discussion In some topics that require a method of discussion	strategy

Course structure

Evaluation Method	Learning method	or topic Unit name	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning	Environmental and health education	Understanding the concept of mental health, its characteristics and importance	2	the first
Formative assessment	Discussion and questioning	Environmental and health education	Identifying signs of health	2	the second
Formative assessment	Discussion and questioning	Environmental and health education	Understanding health approaches	2	the third

Formative assessment	Discussion and questioning	Environmental and health education	Understanding importance the of health	2	Fourth
Formative assessment	Discussion and questioning	Environmental and health education	Understands behavioral standards	2	Fifth
Formative assessment	Discussion and questioning	Environmental and health education	Understanding concept of the adaptation	2	Sixth
Formative assessment	Discussion and questioning	Environmental and health education	Understanding the concept of compatibility	2	Seventh
Formative assessment	Discussion and questioning	Environmental and health education	Identifying psychological and mental illnesses	٢	Eighth
Formative assessment	Discussion and questioning	Environmental and health education	Understanding the concept of mental health, its purpose, standards, methods, and steps	٢	Ninth
Course evaluation					
is distributed according to the tasks assigned to the student, ١٠٠The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources .١٢					
Mental Health: Hanan Abdul Hamid .Fikr, Amman-Anani, Dar Al-Al			Required textbooks (methodology, if (applicable		
Mental Health and Psychological Din Kafafi, -Alaa El ,Counseling International Publishing House: .٢٠٠٣Riyadh			Main references (sources)		
Quality lectures, hosting, and websites specializing in curricula and .textbooks			Recommended supporting books and references (scientific journals, reports...)		
Internet sites			esElectronic references, websit		

Course description

Course Name	
Management and supervision	
Course code	
Chapter/Year and Stage	
Phase Four / First Course	
Date this description was prepared	
٢٠٢٥/١٠/١٠	
Available forms of attendance	
mandatory	
hours (total) / Number of units (total) Number of study	
٣٠	
.Name of the course coordinator (if there is more than one, please mention it)	
Note: The last line appears to be a) . A- Name: M.M. Ansam Ali Sadiq Al (.separate entry and is not directly related to the preceding text ansam@uomisan.edu.iq	
objectives Course	
The student should be aware of the importance -١ .of educational administration student should know the principles of The -٢ educational administration and the foundations of .administration The student should become familiar with the -٣ .elements of management The student should understand the importance -٤ successful of planning and the criteria for .planning The student should know the areas of work of -٥ .the kindergarten director The student should know the skills necessary -٦ for classroom management The student should become familiar with -٧ .modern trends in educational administration	Course objectives
Teaching and learning strategies	
Teaching and learning methods	strategy

discussion and questioning ,class participation , Lecture					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
	Discussion and questioning	Educational leadership (its concept and development		٢	١
	Discussion and questioning	Leadership theories		٢	٢
	Discussion and questioning	Tasks of an educational leader		٢	٣
	Discussion and questioning	Roles of the educational leader		٢	٤
	Discussion and questioning	Educational leadership styles		٢	٥
	Discussion and questioning	Quality in Educational Management		٢	٦
	Discussion and questioning	Leadership theories: The Great Man Theory, Trait .Theory		٢	٧
	Discussion and questioning	theory , Situational interactional theory, leadership behavior, the managerial grid model as one of the leadership .behavior models		٢	٨
	Discussion and questioning	The concept of educational management		٢	٩
	Discussion and questioning	The importance of administration educational		٢	١٠
	Discussion and questioning	Types of educational management		٢	١١
	Discussion and questioning	Management theories		٢	١٢
	Discussion and questioning	Manager's tasks		٢	١٣
	Discussion and questioning	Evaluation and Quality in Educational Administration		٢	١٤

	Discussion and questioning	Examples of evaluation forms related to (principal evaluation, teacher evaluation, student (evaluation		٢	١٥
Course evaluation					
is distributed according to the tasks assigned to the student, ١٠٠ The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					
			Required textbooks (Methodology, if any)		
Fundamentals of Educational Administration and -١ Supervision: A.M. Muhammad Numan Muhammad .AD ٢٠١٣Badani : -Ali Al Creativity in School Administration and -٢ Educational Supervision: A. Madawi Ali Muhammad .AD ٢٠١٣Sabil: -Al Foundations of Educational Administration and -٣ Mandalawi-Supervision: Dr. Alaa Abdul Khaliq Al			references (sources) Mair		
			Recommended supporting books and references scientific journals,) (...reports		
			references , websites		

Course description

Course Name
(Observation) \ Practical Training
Course code
HIB06PE328
Chapter/Year and Stage
Chapter One / Stage Four
Date this description was prepared
٢٠٢٥/١٠/١
Available forms of attendance
mandatory

Number of study hours (total) / Number of units (total)					
٤٠					
.Name of the course coordinator (if there is more than one, please mention it)					
Note: The last line appears to be a separate,) .A Name: M. Rana Kazem Maan Al (.unrelated entry and is not translated					
objectives Course					
				Course objectives	
learning strategies Teaching and					
				strategy	
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
		The concept of viewing		٤	١
		The importance of watching		٤	٢
		Student Observer Duties		٤	٣
		the study plan Preparing		٤	٤
		Definition of field visits		٤	٥
		Visiting a primary school		٤	٦
		Visiting a primary school		٤	٧
		Visiting a primary school		٤	٨
		Visiting a primary school		٤	٩
		Visiting a primary school		٤	١٠
		Visiting a primary school		٤	١١
		Visiting a primary school		٤	١٢
		Visiting a primary school		٤	١٣
		Visiting a primary school		٤	١٤
		Providing individual lessons		٤	١٥
Course evaluation					
,is distributed according to the tasks assigned to the student ١٠٠The grade out of .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					

	Required textbooks (methodology, if applicable)
	Main references (sources)
	Recommended supporting books and journals, references (scientific ...reports
	Electronic references, websites