



Ministry of Higher Education and Scientific Research
University of Maysan/ College of Basic Education
Scientific supervision and evaluation device
Department of Quality Assurance and Academic
Accreditation



Academic Program
Description of Colleges and
Institutes
Mathematics Department

استمارة وصف البرنامج الأكاديمي
للكتليات والمعاهد
(مقررات قسم الرياضيات)

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M. Division of Quality Assurance and University
Performance

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University Performance Division: M.D. Hossam
Ahmed Ali

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Dean Approval

University: University of Maysan

College/Institute: College of Basic Education

Section: Mathematics

Date of filling the file: ١٠/٧/٢٠٢٣

honest, Mr. Brigadier General I am

Introduction

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

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

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

Description of the academic program

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available opportunities , and is accompanied by a description of each course . within the program

Educational institution	University of Misan
Scientific department/center	Faculty of Basic Education
Name of the academic or professional program	Mathematics department
Name of the final certificate	Bachelor's degree in mathematics
Academic system: annual / courses other /	Course system
Accredited accreditation program	Union of Arab Universities
Other external influences	Ministry of Education - Ministry of Planning
Date the description was prepared	٢٠٢٠/١٠/٧
Objectives of the academic program	
<ul style="list-style-type: none"> ▪ Preparing a specialized university teacher with a parallel personality, aware of his national and professional educational role, armed with general culture, specialized knowledge, good behavior, and the ethics of the educational profession, preparing him to keep pace with contemporary life in light of the data of modern technology, and providing him with skills that qualify him to perform his assigned .tasks in schools, especially in the life sciences specialty 	
<ul style="list-style-type: none"> ▪ Preparing a university teacher with scientific competence in teaching mathematics 	
<ul style="list-style-type: none"> ▪ Developing students' mathematical thinking skills 	
<ul style="list-style-type: none"> ▪ .Training students in scientific research 	
<ul style="list-style-type: none"> ▪ . Preparing specialized staff in mathematics teaching methods 	

1) Required program outcomes and teaching, learning and evaluation methods

<p>A- Cognitive goals</p> <ul style="list-style-type: none"> • mathematics subjects (foundations of mathematics, differentiation, principles of probability, matrices, history of mathematics, advanced differentiation, integration, linear algebra, differential equations, advanced statistics, advanced probability, mathematical analysis, numerical analysis, group theory, ring theory, complex analysis, Advanced integration, mathematics teaching methods, mathematics history, mathematical thinking, scientific research methods, units, ٥٤٪ ٩٠ • .Enabling students to acquire language skills • Education and psychology (principles of education, basic education, mental health, educational guidance, management (and supervision, general teaching methods, educational techniques, application, ٤٨ units • General culture (computers, Arabic language, Islamic education, human rights, democracy, health education, ٧٨ units) • Developing teaching methods • Ability for scientific research
<p>B - The program's skill objectives</p> <ul style="list-style-type: none"> • Developing sports communication skills • Use engineering tools and measuring tools accurately and correctly • Use of computer • . Providing scientific materials
<p>Teaching and learning methods</p>
<p>1) Lecture, discussion, questioning, and exploration method. Investigation (theoretical aspect) 2) Cooperative education and small groups method (scientific aspect)</p>
<p>Evaluation methods</p>
<p>semester exams %٤٠ (١) .end-of-semester test %٦٠ (٧)</p>
<p>.C- Emotional and value-based goals</p> <ul style="list-style-type: none"> • .Teaching the student positive concepts and critical thinking • .Enabling the student to deal with others through creative thinking • .Consolidating the concepts of honesty, sincerity, and trustworthiness through communication skills
<p>Teaching and learning methods</p>
<p>Using many teaching methods through which we present the most important basics on topics related to thinking and analysis. Including .١ the method of discussion and the method of interrogation, while assigning students homework that requires self-reflection and answering, .while teaching them methods of thinking and scientific analysis of the subject .Through mid-year and end-of-course exams .٢</p>
<p>Evaluation methods</p>
<p>.Daily exams with questions that require individual intellectual answers - .Determining grades for the homework assignments assigned to the student - .Setting grades for competitive questions directed to students that require intellectual and subjective answers - .Presenting written and oral questions and evaluating students in light of the answers and activities in the classroom - .Direct observation</p>

<p>.Dr . Transferable general and qualifying skills (other skills related to employability and personal development)</p> <ul style="list-style-type: none"> • Basic skills for communication and communication through guidance or conferences • Teaching the student how to develop and develop creative thinking skills in the field of specialization • .The ability to express an opinion • .Listen to the opinion of others • Developing the student's personality
<p>Teaching and learning methods</p>
<p>Presenting the material in a scientific and modern manner and presenting the topic for discussion</p>

Evaluation methods

- .Oral exam
- . test
- Daily duties
- Provide an activity about the subject, if any

2) Program structure

Curriculum vocabulary for the year ٢٠٢٣-٢٠٢٤

The first stage, the first semester / total number of hours)٢٢(

Basics of science The same	Democracy and human rights	Arabic	Computer	Foundations of mathematics	Probability	History of mathematics	differentiation	Subject
٣/٣	٢ / ٢	٢ / ٢	٣/٢	٤/٣,٥	٢ / ٢	٢ / ٢	٤/٣,٥	unit/hour

Second semester / total number of hours)٢٦(

principle s of basic education	English	Islamic education civilization/on	Computer	Foundations of mathematics	matrices	Number theory	integration	Subject
٣/٣	٢ / ٢	٢ / ٢	٣/٢	٣/٢,٥	٢/٣	٣/٣	٤/٣,٥	unit/hour

The second stage / first semester / total number of hours)٢٢(

English	Counseling and mental health	Arab	the computer	Advanced possibilities	Linear algebra	Advanced differentiation	Subject
٢ / ٢	٣/٣	٢ / ٢	٣/٢	٤/٣,٥	٤/٣,٥	٤/٣,٥	unit/hour

Second semester / total number of hours)٢١(

Educational statistics	The crimes of the Baath regime in Iraq	Educational psychology	Democracy	Computer	Engineering	Advanced integration	Subject
٣/٣	٢ / ٢	٢ / ٢	١/١	٣/٢	٣/٣	٤/٣,٥	unit/hour

The third stage, the first semester / total number of hours)٢٢(

General teaching methods and their applications	From the educational research	Computer	Mathematical thinking	Group theory	Differential equations	Advanced statistics	Numerical Analysis	Subject
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	approach							
٣/٣	٣/٣	٣/٢	٢/٢	٣/٢,٥	٤/٣,٥	٤/٣,٥	٤/٣,٥	unit/hour

Second semester / total number of hours)٣٠(

Curricula and textbooks	Measurement and evaluation	sustainable development	Data theory	Mathematical analysis	i. Specialized	Ring theory	Subject
٢/٢	٢/٢	٣/٢	٣/٣	٤/٣	٣/٣	٣/٢,٥	unit/hour

The fourth stage, the first semester / total number of hours)٢٣(

Education al administration and supervision	Curricula and textbooks	Arab	Computer	Topology	Nodal analysis	Specialized teaching methods	Linear programming	Subject
٢/٢	٢/٢	٢/٢	٣/٢	٤/٣	٤/٣	٣/٣	٣/٢,٥	unit/hour

Second semester: total number of hours)١٥(

Application	Research project	Subject
١٢/١٢	٢/٢	unit/hour

3) Planning for personal development

- .Review previous lines and their outputs -
- .Check out the latest developments in books -
- .Annual update of the lesson plan -
- Keeping up with modern technological developments in his field of specialization and keeping up to date with what - is up to date
- .Keeping up with all the new scientific theories and facts that are discovered in his field of specialization -
- Keeping up with everything new in how to deliver the material to learners, including modern teaching methods and - techniques

4) Admission standard (establishing regulations related to admission to the college or institute)

Central admission, according to the central admission flow, which depends on the student's general average and .specialty grade for admission to the college and specialty

5) The most important sources of information about the program

.Lectures and methodological books, if any -¹

.The Internet -²

.Field visits -³

.Scientific trips -⁴

.Libraries -⁵

.Meetings with some professional bodies -⁶

Curriculum skills chart

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

Learning outcomes required from the programme

Year/ level	Course Name	Basic Or optional	Cognitive objectives				Skills objectives of the programme				Emotional and value goals				General and qualifying transferable skills (other skills related to employability and personal (development)			
			A ¹	A ²	A ³	A ⁴	B ¹	B ²	B ³	B ⁴	C ¹	C ²	C ³	C ⁴	D ¹	D ²	D ³	D ⁴
The first The first	differentiation	Basic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The first The first	Probabilistic principles	Basic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The first The first	Foundations of mathematics	Basic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The first The first	Computer	Basic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The first	History of mathematics	Basic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The first	Islamic	Basic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The first	human rights	Basic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The first	General psychology	Basic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The first	Basic education	Basic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The first	integration	Basic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Third	The crimes of the Baath regime in Iraq	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third	Measurement and evaluation	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third	General teaching methods and their applications	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third	Scientific education (watching) Equivalent to two servings (fulfilling)	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The fourth	Arabic	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The fourth	the computer	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The fourth	Linear programming	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The fourth	Topology	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The fourth	Nodal analysis	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The fourth	Specialized teaching methods	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth	Graduation (*) research project	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fourth	Curricula and textbooks	Basic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Graduation research project: A semester subject treated as an annual subject, and for the purpose of calculating the competitive average, only (*) .units are counted for it (۳)

**The first stage/first semester
Course description form**

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

Educational institution	University of Maysan / College of Basic Education
Scientific department/center	Mathematics department
Course name/code	Calculus
Available attendance forms	daily
Semester/year	The first stage The first course /
Number of study hours (total)	hours ٦٠
Date this description was prepared	٢٠٢٣/١٠/٧

• **:Course objectives**

Qualifying and training the student and teaching him the regular differentiations and mathematical applications to them and benefiting from them in the differentiation subject. Solving the differential equations for the third stage and linking them with the rest of the other topics

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1. - Teaching and training the student on how to solve exercises and how to think about solving them. ٢-
.Teaching and training the student on how to apply them in other topics
2. Teaching the student how to relate it to reality
3. .Developing scientific research method

B- Objectives Marathi For the course. .

- 1) .Developing scientific research method
- 2) . Improve thinking ability
- 3) solving skill

Teaching and learning methods

How to present the material in a modern scientific manner and use the discussion method to present the .material

Evaluation methods

- 1) .Oral exams
- 2) .Written tests
- 3) .Activities and research

C- Emotional and value-based goals

- 1) **.Focus on educational goals**
- 2) **.Consolidating scientific goals**
- 3) **.Developing cognitive goals**
- 4) **.Consolidating general humanitarian goals**

.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

. Develop basic sports skills (^)

Developing methods for solving problems (^)

.Developing the scientific research method (^)

Headquarters structure t					
the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
the first second	ξ	Real numbers and their properties, absolute value	Real numbers		Exams
The third - and the fourth	ξ	Inequalities and their solutions, neighborhood points, group .accumulation points	Inequalities		Exams
Fifth and sixth	ξ	Functions: the concept of the function, the domain and range of the function, local and absolute maximum and ,minimum limits	Functions		Exams
Seventh - eighth	ξ	Continuous and discontinuous .functions, regular continuity	Functions		Exams
Ninth - tenth	ξ	Derivation: its definition, some . basic theorems, derivative (sum, difference, multiplication, division), composition of functions, derivative of higher order, theorem	Derivation		Exams

Eleventh - twelfth	ξ	L'Hopital's rule, the derivative of the trigonometric, exponential, and logarithmic functions (natural and .ordinary	Derivation concepts		Exams
The thirteenth - fourteenth - fifteenth	ξ	Concepts of differentiation and their use to obtain local maximum and minimum limits and inflection points, .and graphing functions	Derivation concepts		Exams
Infrastructure					
1) Required prescribed books			*International edition (Thomas) part 1. 1.		
2) Main references (sources)			*International edition (Thomas) part 1. * Calculus and analytic geometry by (George B-Thomas). * Calculus by (Ross L.Finney, George B.Thomas, Jr.) part 1.		
3) Recommended books and references (scientific journals, (.reports, etc					
4) Electronic references, Internet sites					
Course development plan					
1) Accessing courses, websites, workshops, and training of teaching staff					

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the .available learning opportunities, and these must be linked to the program description	
Educational institution	University of Maysan / College of Basic Education
Scientific department/center	mathematics
Course name/code	Probabilistic principles
Available attendance forms	Is mandatory
Semester/year	The first stage First course /
Number of study hours (total)	hours ۳۰
Date this description was prepared	۲۰۲۳/۱۰/۷

- :Course objectives
- Introduction to probability : definitions, experiments, theories, examples, and external questions
- Random variables and probability distributions (definitions, types, theories, examples, external questions)
- Mathematical expectation and variance: definitions, theories, examples, and external questions
- Binary random variables and their probability distributions (definitions, types, theories, examples, external questions)
- Some special probability distributions: definitions, types, theories, examples, external questions

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

- 1- The student learns how to use different statistical methods to solve problems
- 2- The student learns the meaning of random experiments No statistics And the use of the concepts of determinism , inevitability , and statistics in it
- 3- Providing the student with the skill of calculating probability with all its types, details, and statistical properties
- 4- Providing the student with the skill of using probability distributions and some statistical tables

B- Objectives Marathi For the course.

- 4) .Improving the student's language skills
- 5) .Developing scientific research method
- 6) .Improve ability in expression
- 7) .Develop writing skill

Teaching and learning methods

How to present the material in a modern scientific manner and use the discussion method to present the material

Evaluation methods

- 4) .Written tests
- 5) .Activities and research

C- Emotional and value-based goals

- 5) .Focus on educational goals
- 6) .Consolidating scientific goals
- 7) .Developing cognitive goals
- 8) .Consolidating general humanitarian goals

.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

The student knows the basics of probability ()

Giving the student the skill of using statistical methods and tables in solving problems ()

.Developing the student's personality ()

.Developing the scientific research method ()

Headquarters structure t					
the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
the first second	٢	Experiment, sample space, accidents and their types.	Introduction to probability		Exams
The third - and the fourth	٢	Permutations and combinations	Permutations and combinations		
Fifth and sixth	٢	The meaning of probability and its properties, the laws of .probability ٦	possibility		
Seventh-eighth	٢	.Conditional probability	possibility		
Ninth - tenth	٢	Probability and combinatorial analysis	Harmonic analysis		
Eleventh - twelfth	٢	Probability and combinatorial analysis	Harmonic analysis		
The thirteenth - fourteenth - fifteenth	٢	Bayes' theorem and its .applications			
Infrastructure					
5) Required prescribed books			1- -Probability and Statistics By Morris H. De Groot 2- Introduction to Mathematical Statistics By Hogg and Craig		
6) Main references (sources)			-An introduction to probability theory and mathematical statistics; by Rohtagi Introduction to the theory of statistics; by Mood, Graible and Boes		
7) Recommended books and references (scientific (.journals, reports, etc			Introduction to Statistics , written by: Muhammad Subhi Abu Saleh and Adnan Muhammad Auf		

8) Electronic references, Internet sites	
Course development plan	
1) Access to periodicals, websites, workshops, and training of teaching staff	

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and they must be linked to the program description	
Educational institution	University of Maysan / College of Basic Education
Scientific department/center	mathematics
Course name/code	Basics of psychology
Available attendance forms	Is mandatory
Semester/year	The first stage First course /
Number of study hours (total)	hours ٣٠
Date this description was prepared	٢٠٢٣/٧/١٠

• :Course objectives

- ١. Enabling students to know the most important topics and understand them accurately .
- ٢. Enabling students to understand scientific terminology in general psychology .
- ٣. Introducing students to the most important sources and references approved in teaching .
- ٤. Enabling students to understand the theories explaining general psychology .
- ٥. Enable students to compare theories of general psychology .

Headquarters structure t					
the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
the first	٣	Enabling students to know and understand general psychology terminology	Definition of psychology	standard	Class participation in preparation
the second	٣	Enabling students to recognize growth according to age levels	the behavior	standard	Class participation in preparation
the third	٣	Empowering students to learn about the principles of general psychology	Motives	standard	Class participation in preparation
the fourth	٣	Theories that have studied general psychology	perception	standard	Class participation in preparation
Fifth	٣	Language and its functions	How to acquire a language	standard	Class participation in preparation
VI	٣	Learning	Learning The stage of perception of	standard	Class participation in preparation

			sounds, the one-word stage		
Seventh	٣	Explanatory theories of language acquisition	Personal	standard	Class participation in preparation
Infrastructure					
9) Required prescribed books			General Psychology (Developmental Psychology)		
10) Main references (sources)			Origins of psychology, general psychology, developmental psychology		
11) Recommended books and references (.scientific journals, reports, etc)			Developmental Psychology by Dr. Hamid Abdel Salam Zahran Writing research and reports on topics covered within .the prescribed curriculum		
12) Electronic references, Internet sites			Psychology by Dr. Hamid Abdel Salam Zahran		
Curriculum development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary .specified according to the sector					

Course description

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the .available learning opportunities, and these must be linked to the program description	
Educational institution	University of Maysan / College of Basic Education
Scientific department/center	Mathematics department
Course name/code	Foundations of mathematics
Available attendance forms	Is mandatory
Semester/year	The first stage First course /
Number of study hours (total)	hours ٦٠
Date this description was prepared	٢٠٢٣/٧/١٠

- **:Course objectives**

Acquire the necessary mathematical knowledge of the prescribed subjects and understand the meanings behind each mathematical concept

Developing an understanding of the nature of the Foundations of Mathematics subject as an integrated system of basic mathematical concepts that will provide a foundation

Important for understanding other sports disciplines

Applying the steps to solve a mathematical problem by analyzing the problem and developing and implementing a solution plan

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1- Forming a solid mathematical foundation to rely on in various mathematical subjects in the - subsequent academic stages

A[∇] Giving a general and comprehensive explanation of logical mathematical operations and mathematical - equations

- A[∇] Extensive study of groups and their properties

A^ξ Explaining the types of mathematical relationships and addressing functions and their characteristics as a - special type of relationships

A[°] The exact mathematical definition of finite and infinite sets

B- Objectives Marathi For the course.

Forming a solid mathematical foundation to rely on in various mathematical subjects in the subsequent academic .) - stages

- A[∇] Giving a general and comprehensive explanation of logical mathematical operations and mathematical equations

- A[∇] Extensive study of groups and their properties

A^ξ Explaining the types of mathematical relationships and addressing functions and their characteristics as a special - type of relationships

A[°] The exact mathematical definition of finite and infinite sets

Teaching and learning methods

How to present the material in a modern scientific manner and use the discussion method to present the .material

Evaluation methods

6) .Oral exams

7) .Written tests

8) .Activities and research

C- Emotional and value-based goals

9) .Focus on educational goals

10) .Consolidating scientific goals

11) .Developing cognitive goals

12) .Consolidating general humanitarian goals

.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

- Methods of mathematical proof (direct proof and indirect proof((^

- B[∇] Logical thinking method, which will be used in the future as ready-made skills in algebra subjects

Topology and mathematical analysis

B[∇] Knowing how to deal with functions (applications) and employing them in topics of numerical analysis and .advanced differentiation

-

Teaching and learning methods How to present the educational material in a modern manner using modern technologies and giving an opportunity for discussion
Evaluation methods .Oral questions . .Written questions .
.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development) .Ability to comprehend abstract mathematical concepts - The ability to deduce and conclude Ability to think mathematically and logically

Headquarters structure t					
the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
the first second	ξ	Principles of mathematical logic, statements	Mathematical logic		Exams
The third - and the fourth	ξ	.Honesty tables	Tables		
Fifth and sixth	ξ	Logical equivalence, algebra	Algebra		
Seventh-eighth	ξ	Phrases, mathematical dialogues	Logical expressions		
Ninth - tenth	ξ	Al-Muswarat, Hilbert procedure on , open expression	Maswarat		
Eleventh - twelfth	ξ	Sets, operations on sets, and some theorems	Groups		
The thirteenth - fourteenth - fifteenth	ξ	Relationships, and the Cartesian . product	relations		
Infrastructure					
13) Required prescribed books			Foundations of Mathematics, written by Dr. “ .Hadi Jaber, Dr. Riad Shaker Naoum, Dr Nader George		
14) Main references (sources)			" .\Discrete Mathematics and its Applications" by Kenneth H. Rosen 2007 2. "Discrete Mathematics Demystified" by steven G.krantz, 2009		
15) Recommended books and references (scientific journals, (.reports, etc			“Discrete Mathematics – Schaums Outline” by S.lipschutz and M.Lipson, 2007 .		
16) Electronic references, Internet sites			Internet sites		
Course development plan					
2) Access to periodicals, websites, workshops, and training of teaching staff					

Course description form

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

Educational institution	University of Maysan / College of Basic Education
• Scientific department/center	Mathematics department
• Course name/code	Arabic
• Available attendance forms	Is mandatory
• Semester/year	The first stage First course /
• Number of study hours (total)	hours ٣٠
• Date this description was prepared	٢٠٢٣/١٠/٧
• :Course objectives	
<p>The course aims to develop the student's linguistic skill, improve the method of scientific research, develop the student's literary style, empower the student in the cognitive, scientific and educational aspects, and develop the student's personality by focusing on building the student's personality through lessons and educational and cultural materials</p>	

Course outcomes and teaching, learning and evaluation methods
<p>A- Cognitive objectives .Enabling the student with basic language skills .١ .Develop conversation skills through discussion .٢ .Developing writing through activities inside or outside the classroom .٣ .Developing the ability to literary expression .٤ .Developing the scientific research method .٥</p>
<p>B- Objectives Marathi For the course. .Improving the student's language skills .١ .Developing the scientific research method .٢ .Improve ability in expression .٣ .Developing writing skill .٤</p>
<p>Teaching and learning methods How to present the material in a modern scientific manner and use the discussion method to present the material</p>
<p>Evaluation methods .Oral exams .١ .Written tests .٢</p>

.Activities and research .٢
C- Emotional and value-based goals 1. .Focus on educational goals 2. .Consolidating scientific goals 3. .Developing cognitive goals 4. .Consolidating general humanitarian goals
Teaching and learning methods How to present the educational material in a modern manner using modern technologies while giving an opportunity .for discussion
Evaluation methods .Oral questions .١ .Written questions .٢
.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development) Develop basic language skills (١) .Developing speaking and writing skills (٢) .Developing the student's personality (٣) .Developing the scientific research method (٤)

Headquarters structure t					
the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
the first second	٣	Types of sentences	Arabic	Presentation and discussion	Oral written test
The third - and the fourth	٣	The subject and the predicate	Arabic	Presentation and discussion	Oral written test
Fifth and sixth	٣	Al-Muthanna and his Bedouin	Arabic	Presentation and discussion	Oral written test
Seventh- eighth	٣	The sound masculine plural has its terms and parsing	Arabic	Presentation and discussion	Oral written test
Ninth - tenth	٣	The five names of literature are required by Zuhair Ibn Salma	Arabic	Presentation and discussion	Oral written test
Eleventh - twelfth	٣	Exam Verses from the Holy Qur'an , the Holy Prophet's sermon	Arabic	Presentation and discussion	Oral written test
The thirteenth -	٣	Ahmed Shawqi's poem	Arabic	Presentation and discussion	Oral written test

fourteenth – fifteenth					
Infrastructure					
Required prescribed books			Arabic grammar		
Main references (sources)					
Recommended books and references (.scientific journals, reports, etc)			The Holy Qur'an and Ibn Manzur's Dictionary of Modern Arabic Poetry		
Electronic references, Internet sites			Internet sites		
Course development plan Accessing periodicals, websites, workshops, training the teaching staff, and participating in specialized seminars with .all other institutions					

Course description form

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

Educational institution	University of Maysan / College of Basic Education
Scientific department/center	mathematics
Course name/code	Islamic education /civilization
Available attendance forms	Is mandatory
Semester/year	The first stage The second course /
Number of study hours (total)	hours ٣٠
Date this description was prepared	٢٠٢٣/١٠/٧
:Course objectives The course aims to develop the student's linguistic skill, improve the method of scientific research, develop the student's literary style, empower the student in the cognitive, scientific and educational aspects, and develop the student's personality by focusing on building the student's personality through lessons and educational and .cultural materials	

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

- .Enabling the student with basic language skills .١
- .Develop conversation skills through discussion .٢
- .Developing writing through activities inside or outside the classroom .٣
- .Developing the ability to literary expression .٤
- .Developing the scientific research method .٥

B- Objectives Marathi For the course.

- .Improving the student's language skills .))
- .Developing the scientific research method .))
- .Improve ability in expression .))
- .Developing writing skill .))

Teaching and learning methods

How to present the material in a modern scientific manner and use the discussion method to present the material

Evaluation methods

- .Oral exams .))
- .Written tests .))
- .Activities and research .))

C- Emotional and value-based goals

5. .Focus on educational goals
6. .Consolidating scientific goals
7. .Developing cognitive goals
8. .Consolidating general humanitarian goals

Teaching and learning methods

How to present the educational material in a modern manner using modern technologies while giving an opportunity for discussion

Evaluation methods

- .Oral questions .))
- .Written questions .))

.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

Develop basic language skills ())

.Developing speaking and writing skills ())

.Developing the student's personality ())

.Developing the scientific research method ())

Infrastructure

The Islamic Education Curriculum by Muhammad Qutb

Required prescribed books

Fundamentals of Islamic Education Dr. Muhammad Al-Fatlawti

Main references (sources)

The Holy Quran	Recommended books and references (scientific journals, (.reports, etc
Internet sites	Electronic references, Internet sites
Course development plan	
Accessing periodicals, websites, workshops , training the teaching staff , and participating in relevant seminars with .all other institutions	

Course description form

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

Educational institution	University of Maysan / College of Basic Education
Scientific department/center	mathematics
Course name/code	human rights
Available attendance forms	Is mandatory
Semester/year	The first stage First course /
Number of study hours (total)	hours ٣٠
Date this description was prepared	٢٠٢٣/١٠/٧
:Course objectives <ol style="list-style-type: none"> 1. The course aims to define human rights 2. Learn Islam's position on human rights 3. Learn the classification of human rights 4. Learn collective human rights 5. .Learning human rights in times of external and internal conflicts 6. Learn about corruption and its impact on human rights 	

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives
Knowledge and understanding .١

Enabling the student to obtain understanding, knowledge, and knowledge of Islam's position on human rights .१

.Enables the student to obtain knowledge and understanding of the classifications of human rights .२

.Enables the student to obtain knowledge and understanding of collective human rights .३

.Enables students to obtain education and knowledge .०

Enables the student to obtain knowledge and understanding of human rights in times of external and internal conflicts .१

Enables the student to obtain knowledge and understanding of administrative corruption in human rights .१

B- Objectives Marathi For the course.

1. Skills in the text of universal human rights articles
2. Skills related to the lesson topic

Teaching and learning methods

- 1) Clarification and explanation of the article
- 2) How to make a model
- 3) Lecture method
- 4) Self-learning method

Evaluation methods

Daily tests in a specific manner .१

Assigning grades for homework and class participation .२

Assigning students to complete research and reports on the academic subject .३

.Monthly tests with objective and essay questions .३

C- Emotional and value-based goals

.To realize the importance of studying the subject and its life applications . १

.Realizes the importance of the impact of the doctrine of monotheism on life .२

Teaching and learning methods

.Explanation and clarification . १

.Model view .२

.Self-learning method .३

Evaluation methods

Theory tests . १

Reports and studies . २

.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

.Skills in collecting data on topics and analyzing them (١)

.Skills in using references and terminology (٢)

.Theorem interpretation skills (٣)

. Skills in making comparisons (٤)

.Skills of preparing special concepts about the subject (٥)

Headquarters structure t					
the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
١	٢	Definition of human rights	Definition of human rights	lecture	Formative calendar
٢	٢	List the characteristics of human rights	List the characteristics of human rights	lecture	Formative calendar
٣	٢	Learn Islam's position on human rights	Learn Islam's position on human rights	lecture	Formative calendar
٤	٢	Learn Islam's position on human rights	Learn Islam's position on human rights	lecture	Formative calendar
٥	٢	Learn the classification of human rights	Learn the classification of human rights	lecture	Formative calendar
٦	٢	Learn the classification of human rights	Learn the classification of human rights	lecture	Formative calendar
٧	٢	The first month exam includes various tests and solving problems related to the topic		lecture	Formative calendar
٨	٢	Learn collective human rights	Learn collective human rights	lecture	Formative calendar
٩	٢	Learn collective human rights		lecture	Formative calendar
١٠	٢	Learn human rights in international and internal wars and conflicts	Learn human rights in international and internal wars and conflicts	lecture	Formative calendar
١١	٢	Learn about administrative corruption and its impact on human rights	Learn about administrative corruption and its impact on human rights	lecture	Formative calendar
١٢	٢	Learn about administrative corruption and its impact on human rights	Learn about administrative corruption and its impact on human rights	lecture	Formative calendar

١٣	٢	Learn about administrative corruption and its impact on human rights	Learn about administrative corruption and its impact on human rights	lecture	Formative calendar
١٤	٢	The second month exam includes objective tests and problem solving		lecture	Formative calendar
Infrastructure					
17) Required prescribed books		Human Rights Resources/Faculty of Law website, Benha .University/Egypt, issued on ١/٢/٢٠١٠ Shifa International - Global Corruption Report ٢٠٠٧ The Lebanese Society for Promoting Transparency/No Corruption - The Book of Corruption - ١st Edition - ٢٠٠٥ - .Tcorp Press Lebanon			
18) Main references (sources)					
19) Recommended books and references (.scientific journals, reports, etc)		Human Rights Law Sources/Al-Wasat Website/Issue No. .Friday/September ١٩, ٢٠٠٣/٣٧٨ Ahmed Helmy/Article/Individual Behavior and Human Rights/Arab Human Rights Arab Magazine/Issue Ten/٢٠٠٧/Dubai/International Human Rights Organization .website Dr.. Suleiman Abdel Moneim - The phenomenon of corruption/a study into the extent of compatibility of Arab legislation with the provisions of the United Nations .Convention against Corruption. p. ١٧			
20) Electronic references, Internet sites		Fares Al-Shehabi - Administrative reform can only be achieved by radically changing thought, goals, and laws/the public sector from the perspective of economic liberalism - an article available on the website www.mafhoum.com			
Course development plan .Commitment to the sector					

Course description form

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

Educational institution	University of Maysan / College of Basic Education
Scientific department/center	mathematics
Course name/code	Fundamentals and principles of basic education
Available attendance forms	Is mandatory

Semester/year	The first stage The second course /
Number of study hours (total)	hours ३०
Date this description was prepared	२०२३/१०/११
<p>• :Course objectives</p> <ol style="list-style-type: none"> 1. .Enabling students to know the most important topics and understand them accurately 2. .Enabling students to understand scientific terminology in basic education 3. .Introducing students to the most important sources and references approved in teaching 4. .Enabling students to understand the theories explaining leadership behavior 5. .Enabling students to compare basic education theories 	

Course outcomes and teaching, learning and evaluation methods	
<p>A- Cognitive objectives</p> <p>Enabling the student to obtain understanding and knowledge by understanding the principles of education, .१ administration, and educational supervision</p> <p>The student is able to obtain knowledge and understanding of the theories that concern the science of .३ management principles</p> <p>The student is able to obtain knowledge and understanding of the most prominent figures interested in the .६ science of management</p> <p>Enables students to obtain knowledge, knowledge, and understanding to analyze and interpret theories of .० leadership behavior</p> <p>Enables the student to obtain knowledge and understanding of the most important sources and references .१ and study the principles of education</p> <p>Enables the student to obtain knowledge, understanding, and comparison between theories of leadership .१ behavior</p>	
<p>B- Objectives Marathi For the course.</p> <p>Analyze some course terminology .१</p> <p>.Explains the theories that studied management science, behavior, and types of educational principles .१</p> <p>Knowledge of the functions of educational principles (decision making, planning, administrative communication, .३ (organization and coordination, evaluation</p>	
Teaching and learning methods	
<p>Providing students with the basics and topics related to the science of principles .१</p> <p>.Clarification and explanation of the study material by the subject professor .१</p> <p>.Asking students to visit the library and view sources for studying basic education .३</p>	
Evaluation methods	
<p>Daily tests in a specific manner .१</p> <p>Assigning grades for homework and class participation .१</p> <p>Assigning students to complete research and reports on the academic subject .३</p>	

.Monthly tests with objective and essay questions .ξ

C- Emotional and value-based goals

The program's skill objectives .\

.Analysis of some scientific terms in management science .ʃ

Explains the theories that studied leadership behavior and types of educational supervision .ʃ

.Compares these theories with their different aspects according to the age stage .ξ

Teaching and learning methods

Method of solving problems .\

Brainstorming .ʃ

Simulation method .ʃ

Evaluation methods

1. .Written exams measure the student's ability to think, analyze and conclude
2. .Writing research on some management science topics
3. .Daily exams ask intellectual and deductive questions

.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

.Uses contemporary sources and references (^\

Forming a group of students to study other psychology (educational, social, etc.) (ʃ

Benefiting from state institutions related to developmental psychology to increase and diversify students' (ʃ
.knowledge

Benefit from scientific centers that include documents and libraries related to management science and basic (ξ
.education

The first stage/second semester

Course description form

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

• Educational institution	University of Maysan / College of Basic Education
• Scientific department/center	mathematics
• Course name/code	matrices

• Available attendance forms	Is mandatory
• Semester/year	The first stage The second course /
• Number of study hours (total)	hours ६०
• Date this description was prepared	२.२३/१०/१९
• :Course objectives	
Enable requester from Identify on MF Hum Matrix And how Apply it in Solution matters . Sports	

Course outcomes and teaching, learning and evaluation methods
A- Cognitive objectives Learn the types of matrices and operations on them . ¹
B- Objectives Marathi For the course. 7. Thinking in Procedure Processes on Matrices In shape the correct 8. Think about how to learn about vector space and operations on vectors
Teaching and learning methods How to present the material in a modern scientific manner and use the discussion method to present the material
Evaluation methods 4. Written tests 5. Activities and research
C- Emotional and value-based goals 13) Focus on educational goals 14) Consolidating scientific goals 15) Developing cognitive goals 16) Consolidating general humanitarian goals
Teaching and learning methods How to present the educational material in a modern manner using modern technologies while giving an opportunity for discussion
Evaluation methods Oral questions . ¹ Written questions . ²
Dr.. Transferable general and qualifying skills (other skills related to employability and personal development) Performing operations on arrays correctly ()

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Exams	lecture	biography	Matrix definition (diagonal, diagonal, constant, unit, zero, (transposed matrix	۳	the first second
		Matrix properties	The determinant of the matrix and its properties, methods for finding the determinant (regular, ,factorial	۳	The third - and the fourth
		Inverse matrix	Methods for ,inverse matrix finding the inverse (matrix expanded by determinant	۳	Fifth and sixth
		Ways to find the determinant	Using matrices to solve systems of linear equations	۳	Seventh- eighth
		The inverse	Inverse method, Cramer's) (method	۳	Ninth - tenth
		Vectors	Vector space, operations on . \mathbb{R}^n vectors (addition, subtraction, multiplication by a constant, quantitative and directional multiplication and their (properties	۳	Eleventh - twelfth
		Vectors	vector definition on , $\mathbb{R}^3, \mathbb{R}^2$	۳	The thirteenth fourteenth - - fifteenth
Infrastructure					
1- Linear Algebra (Kenneth Hoffman Ray kanze			21) Required prescribed books		
2- Linear Algebra (Symour Lipschutz) + Marc Lipson			22) Main references (sources)		
3-Topics in Algebra (wileg), INHersten			23) Recommended books and references (scientific journals, (.reports, etc		
Internet sites			24) Electronic references, Internet sites		
Course development plan					
3) Access to periodicals, websites, workshops, training of teaching staff, and modern methods					

Course description form

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

University of Maysan / College of Basic Education

- Educational institution

mathematics	<ul style="list-style-type: none"> Scientific department/center
integration	<ul style="list-style-type: none"> Course name/code
Is mandatory	<ul style="list-style-type: none"> Available attendance forms
The first stage The second course /	<ul style="list-style-type: none"> Semester/year
hours ٦٠	<ul style="list-style-type: none"> Number of study hours (total)
٢٠٢٣/١٠/٧	<ul style="list-style-type: none"> Date this description was prepared
<ul style="list-style-type: none"> :Course objectives <p>Qualifying and training the student and teaching him the regular integrals and mathematical applications of them and benefiting from them in the subject Advanced integration for the second stage and solving differential equations for the third stage and linking them with the rest of the other topics</p>	

Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives 1. Teaching and training the student to solve exercises and how to think about solving them 2. - Teach the student and train him on how to apply it in other subjects	
ب Objectives Marathi For the course. Teaching the student how to relate it to reality -١ .Developing the scientific research method .٢	
Teaching and learning methods How to present the material in a modern scientific manner and use the discussion method to present the material	
Evaluation methods 1. .Written tests 2. .Activities and research	
C- Emotional and value-based goals 9. .Focus on educational goals 10. .Consolidating scientific goals 11. .Developing cognitive goals	
Teaching and learning methods How to present the educational material in a modern manner using modern technologies while giving an opportunity for discussion	
Evaluation methods .Oral questions .١ .Written questions .٢	
.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development) Develop basic language skills (١) .Developing speaking and writing skills (٢)	

.Developing the student's personality (r
 .Developing the scientific research method (ξ

Headquarters structure t					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Exams	lecture	Indefinite integral	Indefinite integral and its definition	ξ	the first second
		Definite integral	Definite integral and its ,definition	ξ	The third - and the fourth
		Integration theory	Fundamental theorem of integration, properties of integration	ξ	Fifth and sixth
		Functions	Special functions, integration of trigonometric, exponential and logarithmic functions (natural (and ordinary	ξ	Seventh-eighth
		Use integration	Use the concept of integration . to find the area	ξ	Ninth - tenth
		Integration methods	Integration methods (partial integration and compensatory .(integration	ξ	Eleventh - twelfth
		Integration methods	Integration methods (partial integration and compensatory .(integration	ξ	The thirteenth - fourteenth - fifteenth
Infrastructure					
International-edition (Thomas) part -Calculus and analytic geometry by (George B-Thomas			25) Required prescribed books		
Calculus by (Ross L.Finney, George B-Thomas, Jr.) part 1.			26) Main references (sources)		
			27) Recommended books and references (scientific journals, (.reports, etc		
Internet sites			28) Electronic references, Internet sites		
Course development plan					
4) Accessing periodicals, websites, workshops , training the teaching staff , and participating in relevant .seminars with all other institutions					

Course description

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

University of Maysan / College of Basic Education	<ul style="list-style-type: none"> • Educational institution
mathematics	<ul style="list-style-type: none"> • Scientific department/center
Basics of psychology	<ul style="list-style-type: none"> • Course name/code
Is mandatory	<ul style="list-style-type: none"> • Available attendance forms
The first stage First course /	<ul style="list-style-type: none"> • Semester/ year
hours ٣٠	<ul style="list-style-type: none"> • Number of study hours (total)
٢٠٢٣/١٠/٧	<ul style="list-style-type: none"> • Date this description was prepared

• **:Course objectives**

- ١. **Enabling students to know the most important topics and understand them accurately .**
- ٢. **Enabling students to understand scientific terminology in general psychology .**
- ٣. **Introducing students to the most important sources and references approved in teaching .**
- ٤. **Enabling students to understand the theories explaining general psychology .**
- ٥. **Enable students to compare theories of general psychology .**

Headquarters structure t					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Class participation in preparation	standard	Definition of psychology	developmental psychology terminology	٣	the first

Class participation in preparation	standard	the behavior	Enabling students to recognize growth according to age levels	٣	the second
Class participation in preparation	standard	Motives	developmental psychology	٣	the third
Class participation in preparation	standard	perception	developmental psychology	٣	the fourth
Class participation in preparation	standard	How to acquire a language	Language and its functions	٣	Fifth
Class participation in preparation	standard	Learning is a stage of awareness Sounds, phase The one word	Learning	٣	VI
Class participation in preparation	standard	Personal	Explanatory theories of language acquisition	٣	Seventh
Infrastructure					
General Psychology (Developmental Psychology)			29) Required prescribed books		
Origins of psychology, general psychology, developmental psychology			30) Main references (sources)		
Developmental Psychology by Dr. Hamid Abdel Salam Zahran Writing research and reports on topics covered within .the prescribed curriculum			31) Recommended books and references (scientific (.journals, reports, etc		
Psychology by Dr. Hamid Abdel Salam Zahran			32) Electronic references, Internet sites		
Curriculum development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary specified .according to the sector					

Course description

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

University of Maysan / College of Basic Education

- Educational institution

mathematics	<ul style="list-style-type: none"> Scientific department/center
English	<ul style="list-style-type: none"> Course name/code
Is mandatory	<ul style="list-style-type: none"> Available attendance forms
second phase First course /	<ul style="list-style-type: none"> Semester/year
hours ६०	<ul style="list-style-type: none"> Number of study hours (total)
२०२३/१०/१	<ul style="list-style-type: none"> Date this description was prepared
<ul style="list-style-type: none"> :Course objectives <p>The course aims to develop the student's linguistic skill, improve the method of scientific research, develop the student's literary style, empower the student in the cognitive, scientific and educational aspects, and develop the student's personality by focusing on building the student's personality through lessons and educational and cultural materials.</p>	

Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives	
<ol style="list-style-type: none"> 1) .Enabling the student with basic language skills 2) .Develop conversational skill through discussion <p>.Developing writing through activities inside or outside the classroom .Developing the ability to literary expression .Developing scientific research method</p>	
B- Objectives Marathi For the course.	
<ul style="list-style-type: none"> .Improving the student's language skills .Developing scientific research method .Improve ability in expression .Develop writing skill 	
Teaching and learning methods	
How to present the material in a modern scientific manner and use the discussion method to present the material	
Evaluation methods	
<ol style="list-style-type: none"> 6. .Oral exams 7. .Written tests 8. .Activities and research 	
C- Emotional and value-based goals	
<ol style="list-style-type: none"> 17) .Focus on educational goals 18) .Consolidating scientific goals 	

19) .Developing cognitive goals

20) . Consolidating general humanitarian goals

.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

Develop basic language skills ()

.Developing speaking and writing skills ()

.Developing the student's personality ()

.Developing the scientific research method ()

Course description form

Headquarters structure t					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Oral written test	Presentation and discussion	General English	Adjectives, kinds of adjectives	2	the first second
Oral written test	Presentation and discussion		Adverbs, kinds of adverbs	2	The third - and the fourth
Oral written test	Presentation and discussion		ExaminationThe facts	2	Fifth and sixth
Oral written test	Presentation and discussion		Crazy comprehension	2	Seventh- eighth
Oral written test	Presentation and discussion		Double life of Alfred blogs	2	Ninth - tenth
Oral written test	Presentation and discussion		Examination, consonants	2	Eleventh - twelfth
Oral written test	Presentation and discussion		Comprehension and vocabulary	2	The thirteenth - fourteenth - fifteenth
Infrastructure					
Rapid review of English grammar by-praninskas			33) Required prescribed books		
Developing skills by – Alexander Ig			34) Main references (sources)		
			35) Recommended books and references (.scientific journals, reports, etc)		
			36) Electronic references, Internet sites		
Course development plan					
5) Access to periodicals, websites, workshops, and training of teaching staff					

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

University of Maysan / College of Basic Education	<ul style="list-style-type: none"> Educational institution
Department of English Language	<ul style="list-style-type: none"> Scientific department/center
Fundamentals and principles of basic education	<ul style="list-style-type: none"> Course name/code
Is mandatory	<ul style="list-style-type: none"> Available attendance forms
first stage The second course /	<ul style="list-style-type: none"> Semester/year
hours ٤٥	<ul style="list-style-type: none"> Number of study hours (total)
٢٠٢٣/١٠/٧	<ul style="list-style-type: none"> Date this description was prepared
<ul style="list-style-type: none"> :Course objectives <ol style="list-style-type: none"> Enabling students to know the most important topics and understand them accurately Enabling students to understand scientific terminology in the principles of education Introducing students to the most important sources and references approved in teaching Enabling students to understand the theories explaining leadership behavior Enabling students to compare theories of pedagogy 	

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

Enabling the student to obtain understanding and knowledge by understanding the principles of education, .١
administration, and educational supervision

The student is able to obtain knowledge and understanding of the theories that concern the science of .٢
management principles

The student is able to obtain knowledge and understanding of the most prominent figures interested in the .٤
science of management

Enables students to obtain knowledge, knowledge, and understanding to analyze and interpret theories of .٥
leadership behavior

Enables the student to obtain knowledge and understanding of the most important sources and references .٦
and study the principles of education

Enables the student to obtain knowledge, understanding, and comparison between theories of leadership .٧
behavior

B- Objectives Marathi For the course.

Analyze some course terminology .¹

.Explains the theories that studied management science, behavior, and types of educational principles .²

Knowledge of the functions of educational principles (decision making, planning, administrative communication, .³
(organization and coordination, evaluation

Teaching and learning methods

Providing students with the basics and topics related to the science of principles .¹

.Clarification and explanation of the study material by the subject professor .²

.Asking students to visit the library and view sources for studying basic education .³

Evaluation methods

Daily tests in a specific manner .¹

Assigning grades for homework and class participation .²

Assigning students to complete research and reports on the academic subject .³

.Monthly tests with objective and essay questions .⁴

C- Emotional and value-based goals

The program's skill objectives .¹

.Analysis of some scientific terms in management science .²

Explains the theories that studied leadership behavior and types of educational supervision .³

.Compares these theories with their different aspects according to the age stage .⁴

Teaching and learning methods

Method of solving problems .¹

Brainstorming .²

Simulation method .³

Evaluation methods

1. Written exams measure the student's ability to think, analyze and conclude
2. .Writing research on some management science topics
3. .Daily exams ask intellectual and deductive questions

.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

.Uses contemporary sources and references (¹

Forming a group of students to study other psychology (educational, social, etc.)(²

Benefiting from state institutions related to developmental psychology to increase and diversify students' (³
.knowledge

Benefit from scientific centers that include documents and libraries related to management science and basic (⁴
.education

Course description form

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

University of Maysan / College of Basic Education	<ul style="list-style-type: none"> • Educational institution
mathematics	<ul style="list-style-type: none"> • Scientific department/center
Calculators	<ul style="list-style-type: none"> • Course name/code
Is mandatory	<ul style="list-style-type: none"> • Available attendance forms
first stage First course /	<ul style="list-style-type: none"> • Semester/year
hours ٣٠	<ul style="list-style-type: none"> • Number of study hours (total)
٢٠٢٣/١٠/٧	<ul style="list-style-type: none"> • Date this description was prepared

Evaluation methods

Daily tests in a specific manner .١

Assigning grades for homework and class participation .٢

Assigning students to complete research and reports on the academic subject .٣

.Monthly tests with objective and essay questions .٤

C- Emotional and value-based goals

The program's skill objectives .١

.Analysis of some scientific terms in management science .٢

Explains the theories that studied leadership behavior and types of educational supervision .٣

Compares these theories with their different aspects according to the age stage. D .٤

Teaching and learning methods

Method of solving problems .١

Brainstorming .٢

Simulation method .٣

Evaluation methods

4. Written exams measure the student's ability to think, analyze and conclude

5. .Writing research on some computer science topics

6. .Daily exams ask intellectual and deductive questions

.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

.Uses contemporary sources and references (١)

Forming a group of students to study other psychology (educational, social, etc.) (٢)

Benefiting from state institutions related to developmental psychology to increase and diversify students' (٣) knowledge

.Benefit from scientific centers that contain documents and libraries related to computer science (٤)

The second stage/first semester

Course description form

Course description form

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

University of Maysan / College of Basic Education	<ul style="list-style-type: none"> Educational institution
mathematics	<ul style="list-style-type: none"> Scientific department/center
Advanced possibilities	<ul style="list-style-type: none"> Course name/code
Is mandatory	<ul style="list-style-type: none"> Available attendance forms
second stage / second course	<ul style="list-style-type: none"> Semester/year
hours ٦٠	<ul style="list-style-type: none"> Number of study hours (total)
٢٠٢٣/١٠/٧	<ul style="list-style-type: none"> Date this description was prepared
<ul style="list-style-type: none"> :Course objectives 	

Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives	
<ol style="list-style-type: none"> Binary random variables and their probability distributions (definitions, types, theories, examples, (external questions (Some special probability distributions) definitions, types, theories, examples, external questions Introduction to random processes (definitions, types, theories, examples, external questions) 	
B- Objectives Marathi For the course.	
<ul style="list-style-type: none"> - The ability to analyze problems related to the technical side using high skills and applying methodologies .١ - The ability to communicate with others within a team, as well as motivate and demonstrate the spirit of leadership ٢ The ability to process information, such as understanding graphs and collecting information ٣ 	
Teaching and learning methods	
How to present the material in a modern scientific manner and use the discussion method to present the material	
Evaluation methods	
<ol style="list-style-type: none"> 1- .Written tests 2- .Activities and research 	
C- Emotional and value goals	
Work in a team specialized in the subject	
.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)	
- Solve problems related to mathematics in general and statistics in particular (١)	
.Modeling general problems mathematically and finding an appropriate probabilistic model for them (٢	
Teaching and learning methods	
How to present the educational material in a modern manner using modern technologies and giving an opportunity .for discussion	
Evaluation methods	
.Oral questions .١	
.Written questions .٢	
.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)	
.Modeling general problems mathematically and finding an appropriate probabilistic model for them .١	
Making decisions about problems -٢	

Headquarters structure t					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
the exam	lecture	Variables	The concept of a random variable (continuous, discrete), the distribution function of a random variable and the density function in the case of a ,continuous variable	ξ	the first second
		Density function	Density function in the case of a discrete variable, a probability random variable	ξ	The third - and the fourth
		Joint distributions	the joint distribution of two random , variables, mathematical expectation	ξ	Fifth and sixth
		Determination s	Moment generating function	ξ	Seventh- eighth
		Covariance	Distribution of a random variable and the variance of a random variable ,Some discrete Bernoulli distributions . ³	ξ	Ninth - tenth
		Discrete distributions	,binomial	ξ	Eleventh - twelfth
		Discrete distributions	Poisson	ξ	The thirteenth fourteenth - - fifteenth
Infrastructure					
Probability and Statistics By Morris H. De Groot			Required prescribed books		
Introduction to Mathematical Statistics By Hogg and Craig			Main references (sources)		
* Theory Probabilities, writtenby : Dr. child Alnouri * introduction in Statistics, written by : Muhammad Sobhi Abu righteous And Adnan Mohammed Auf			Recommended books and references (scientific journals, reports, (.etc		
Internet sites			Electronic references, Internet sites		
Course development plan					
Access to periodicals, websites, workshops, and training of teaching staff					

Course description form

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

University of Maysan / College of Basic Education	Educational institution
mathematics	<ul style="list-style-type: none"> Scientific department/center
Linear algebra	<ul style="list-style-type: none"> Course name/code
Is mandatory	<ul style="list-style-type: none"> Available attendance forms
second phase The first course /	<ul style="list-style-type: none"> Semester/year
hours ٦٠	<ul style="list-style-type: none"> Number of study hours (total)
٢٠٢٣/١٠/٧	<ul style="list-style-type: none"> Date this description was prepared
<ul style="list-style-type: none"> :Course objectives <p>Training and qualifying the student to calculate the eigenvalues and associated eigenvectors of square matrices, as well as calculating them. For linear transformations and their use in many applications, as well as teaching the student how to employ scientific terminology and Topics previously covered also include how to deal with big data in order to process it, giving some illustrative examples</p>	

<p>Course outcomes and teaching, learning and evaluation methods</p> <p>A- Cognitive objectives</p> <ol style="list-style-type: none"> - Training the student to calculate eigenvalues, eigenvectors, and segmentation of large data and how to Processing and dealing with them organized in the form of matrices and linear transformations .Learn about the concept of fog in mathematics and how to deal with it <p>B- Objectives Marathi For the course. Enabling the student to apply it in solving scientific and general problems</p> <p>Teaching and learning methods How to present the material in a modern scientific manner and use the discussion method to present the material</p> <p>Evaluation methods</p> <ol style="list-style-type: none"> .Oral exams .Written tests .Activities and research <p>C- Emotional and value-based goals</p> <ol style="list-style-type: none"> .Focus on educational goals .Consolidating scientific goals .Developing cognitive goals .Consolidating general humanitarian goals <p>Teaching and learning methods How to present the educational material in a modern manner using modern technologies while giving an opportunity for discussion</p> <p>Evaluation methods</p> <ol style="list-style-type: none"> .Oral questions .١ .Written questions .٢

Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

- 1) .The student is able to employ previously studied mathematical concepts in solving scientific problems
- 2) - Enables the student to use the mathematical concepts he has studied to understand new concepts
- 3) - Expanding students' skills and abilities
- 4) Using modern technologies to present mathematical concepts

Headquarters structure t					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
the exam	lecture	Vector space	Vector space and the meaning of field, subspace, linear independence, basis, orthogonality	ξ	the first second
		Vector multiplication	,Vector multiplication and point multiplication	ξ	The third - and the fourth
		Orthogonality	Orthogonality process (Gram Schmidt)	ξ	Fifth and sixth
		Eigenvectors	Eigenvalues and eigenvectors .	ξ	Seventh- eighth
		Matches	Game theory	ξ	Ninth - tenth
		Inequalities	Linear inequality, simplifier method	ξ	Eleventh - twelfth
		Transfers	Linear transformations	ξ	The thirteenth - fourteenth fifteenth -
Infrastructure					
JA Bondy and USR Murty, “Graph Theory”, USA, Springer, 2008			37) Required prescribed books		
Abraham Kandel, Horst Bunke and Mark Last, “Applied Graph Theory in Computer Vision and Pattern Recognition”, Springer-Verlag Berlin Heidelberg 2007			38) Main references (sources)		
			39) Recommended books and references (scientific journals, (.reports, etc		
Internet sites			40) Electronic references, Internet sites		
Course development plan					
6) Access to periodicals, websites, workshops, training of teaching staff, and modern methods					

Course description form

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

University of Maysan / College of Basic Education	<ul style="list-style-type: none"> • Educational institution
mathematics	<ul style="list-style-type: none"> • Scientific department/center
Advanced statistics	<ul style="list-style-type: none"> • Course name/code
Is mandatory	<ul style="list-style-type: none"> • Available attendance forms
second phase The first chorus /	<ul style="list-style-type: none"> • Semester/year
hours ٦٠	<ul style="list-style-type: none"> • Number of study hours (total)
٢٠٢٣/١٠/٧	<ul style="list-style-type: none"> • Date this description was prepared
<ul style="list-style-type: none"> • :Course objectives <ol style="list-style-type: none"> 1. - .The ability to analyze life problems using high skills and applying methodologies 2. The ability to communicate with others within a work team in order to motivate and highlight the spirit of - .ability 3. .The ability to process information, such as understanding graphs and collecting information 4. The ability to acquire new knowledge, learn from previous experiences, and be open to new solutions and innovations 	

Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives .Enabling the student with basic language skills . ١ .Develop conversation skills through discussion . ٢ .Developing writing through activities inside or outside the classroom . ٣ .Developing the ability to literary expression . ٤ .Developing the scientific research method . ٥	
B- Objectives Marathi For the course. - .The student learns the skill of using probability distributions in various aspects of life . ١ .Giving the student the skill of using statistical tables for distributions . ٢	
Teaching and learning methods How to present the material in a modern scientific manner and use the discussion method to present the material	
Evaluation methods . Written tests .Activities and research	
C- Emotional and value-based goals	
: Teaching and learning methods	
<ol style="list-style-type: none"> 1. .Lectures and explanations on the board 2. .Ask questions for discussion among students 3. .Linking concepts within the topic 4. .Deducing some laws 5. Generalizing the concepts of the topic 	
Evaluation methods .Oral questions . ١ .Written questions . ٢	

.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

1. - .Solving problems related to mathematics in general and statistics in particular
2. - .Modeling problems in life mathematically and finding appropriate solutions to them
3. Work in a team specialized in the subject

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
the exam	lecture	Probability distribution	Probability distribution, random variable, normal distribution, relationship between normal distribution and binomial distribution	ξ	the first second
		Sampling theory	Sampling theory, sampling designs, sampling distribution The average of one sample of a population – drawn from a normal population	ξ	The third - and the fourth
		Differences between means	The difference between two arithmetic averages	ξ	Fifth and sixth
		Ratios test	One sample ratio test	ξ	Seventh- eighth
		Ratios test	Testing the difference between two proportions of two samples drawn from the population	ξ	Ninth - tenth
		Hypothesis testing	Testing hypotheses, steps for testing hypotheses, testing related to the averages and ratios mentioned in paragraph)ϳ(ξ	Eleventh - twelfth

		Difference tests	Z , testT distribution , chi-square ,distributionF distribution in terms of the) shape of the distribution, deriving it and (finding the tabular value	ξ	The thirteenth - fourteenth - fifteenth
Infrastructure					
Statistics Athlete, author prince Hanna Hormuz.			41) Required prescribed books		
Introduction to mathematical statistics, by Hogg and Craig			42) Main references (sources)		
Probability and Statistics, by Morris, H. Degroot			43) Recommended books and references (.scientific journals, reports, etc)		
Internet sites			44) Electronic references, Internet sites		
Course development plan					
7) Access to periodicals, websites, workshops, training of teaching staff, and modern methods					

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning .opportunities, and these must be linked to the program description	
University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center
Educational psychology	Course name/code
Is mandatory	Available attendance forms
second phase The second course /	Semester/year
hours ξο	Number of study hours (total)
٢٠٢٣/١٠/٧	Date this description was prepared
Course outcomes and teaching, learning and evaluation methods	
A- :Course objectives: At the end of the semester, the student will be able to <ol style="list-style-type: none"> 1. . Understanding and assimilating the philosophy and goals of educational guidance 2. .Knowledge of the theoretical framework of counseling 3. .Make the student familiar with the ethics of counseling work 4. .Knowing the role of the mentor teacher and the school psychological counselor 5. .Identify the professional counseling relationship 6. .Recognizing the importance of basic information for the guidance process 7. .The student's knowledge of methods and types of guidance 8. .Identify some of the problems faced by counselors in primary schools 	
12. Learning outcomes, teaching, learning and assessment methods	
C- Knowledge and understanding	
1- Knowledge and understanding	

- 2- Enabling students to obtain knowledge and understanding of the theoretical framework of educational guidance
- 3- Enabling students to obtain knowledge and understanding of the general foundations of psychological counselling
- 4- .Enabling students to obtain knowledge and understanding of the ethics of counseling work
- 5- .Enabling students to obtain knowledge and understanding of the professional counseling relationship
- 6- .Enabling students to obtain knowledge and understanding of some counseling theories
- 7- .Enabling students to obtain knowledge and understanding of methods and types of guidance
- 8- Enabling students to obtain knowledge and understanding of the problems faced by counselors in primary schools

Subject-specific skills

- 1- . Compares direct guidance and indirect guidance
- 2- .Analyzes the causes of some educational problems and confronts them
- 3- .Applies to writing a paper or research on any educational guidance topic
- 4- .Collects information about educational phenomena and problems

Teaching and learning methods

- .Providing students with the basics and topics related to educational guidance -^١
- . Clarification and explanation of the study material by a teacher of the educational guidance course -^٢
- .Asking students to visit the library and review guidance resources -^٣
- .Improving students' skills by visiting websites to obtain additional knowledge of counseling and guidance -^٤
 - 1- Using methods of presentation, lecture, interrogation and discussion in some topics that require a discussion method

Evaluation methods

- 1) .Daily tests with specific questions
- 2) .Assigning grades for homework and class participation
- 3) .Assigning students to complete research and reports on extension problems and ways to address them
- 4) .Monthly tests with objective and essay questions

C- Thinking skills

- 1- .To explain and analyze phenomena and problems
- 2- .Differentiates between personal problems and collective problems
- 3- .Holds some extension activities
- 4- .Compares methods and methods of counseling

Evaluation methods

- 1- . The analytical exam measures the student's ability to think and analyze And the conclusion
- 2- **.Requesting comparisons between counseling theories**
- 3- **.Writing research on phenomena and problems**
- 4- **.Daily exams asking intellectual and deductive questions**

.D- General and transferable skills (other skills related to employability and personal development)

- 2- **.It uses contemporary sources, references, terminology, and educational connotations**
- 3- **.Forming groups of students to study students' problems**
- 4- **.Benefiting from local community institutions related to education**

Evaluation method	Teaching method	Unit name Or the topic	Required learning outcomes	hours	the week
Formative calendar	Discussion and questioning	The concept of guidance, its types and objectives	Learn about the concept, goals, and guidance programs	2	the first
Formative calendar	Discussion and questioning	General foundations of psychological counselling	Understanding the general foundations of counseling	2	the second
Formative calendar	Discussion and questioning	Ethics of counseling work	Learn about the ethics of counseling work	2	the third
Formative calendar	Discussion and questioning	Counselor teacher and school psychologist	Getting to know the teacher/counselor and school psychologist	2	the fourth
Formative calendar	Discussion and questioning	Counselor teacher and school psychologist	Identifying the need for a psychological counselor in our schools, his professional competencies, and his general roles	2	Fifth
Formative calendar	Discussion and questioning	Counseling professional relationship	Identifying the relationship between the advisor and the student, and the relationship between the advisor and the administration	2	VI
Formative calendar	Discussion and questioning	Counseling professional relationship	Understanding the counselor's relationship with institutions and individuals outside the school	2	Seventh
Formative calendar	Discussion and questioning	Basic information for the guidance process	Recognizing the importance of information and its sources	2	VIII
Formative calendar	Discussion and questioning	Basic information for the guidance process	Identify the characteristics and conditions of information	2	Ninth
Formative calendar	Discussion and questioning	Methods for discovering the features of an individual's personality	Learn about the interview and its types, and understand the case study	2	The tenth

Formative calendar	Discussion and questioning	Some counseling theories	Understanding self, traits, factors and selection	٢	eleventh
Formative calendar	Discussion and questioning	Methods and types of guidance	Understanding indirect guidance and discretionary guidance	٢	twelveth
Formative calendar	Discussion and questioning	Methods and types of guidance	Learn about group and individual counseling	٢	Thirteenth
Formative calendar	Discussion and questioning	Some problems faced by counselors in primary schools	Identifying low academic achievement	٢	fourteenth
Formative calendar	Discussion and questioning	Some problems faced by counselors in primary schools	Identifying the problem of cheating, jealousy and aggression	٢	Fifteenth
Infrastructure					
1- The book on psychological counseling in education, written by Prof. Dr. Laith Karim Hamad, ٢٠١٣ 2- Psychological counseling programs written by Dr. Nabil Mohammed Al-Fahal ٢٠٠٩ 3- Counseling and psychological guidance, Hamed Abdel Salam Zahran, ٢٠٠٥			:Required readings Basic texts . Course books . others.		
Quality lectures, hosting, and websites specialized in guidance			Special requirements (including, for example, (workshops, periodicals, software, and websites		
Lectures for educational counselors in the service			Social services (including, for example, guest lectures, vocational training, and field studies		

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description	
University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center
Arabic	Course name/code
Is mandatory	Available attendance forms
second phase The first chorus /	Semester/year
hours ٣٠	Number of study hours (total)
٢٠٢٣/١٠/٧	Date this description was prepared
<ul style="list-style-type: none"> :Course objectives The course aims to develop the student's linguistic skill, improve the method of scientific research, develop the student's literary style, empower the student in the cognitive, scientific and educational aspects, and develop the	

student's personality by focusing on building the student's personality through lessons and educational and cultural materials

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

- .Enabling the student with basic language skills . ١
- .Develop conversation skills through discussion . ٢
- .Developing writing through activities inside or outside the classroom . ٣
- .Developing the ability to literary expression . ٤
- .Developing the scientific research method . ٥

B- Objectives Marathi For the course.

- .Improving the student's language skills . ١
- .Developing the scientific research method . ٢
- .Improve ability in expression . ٣
- .Developing writing skill . ٤

C- Emotional and value-based goals

- .Focus on educational goals (١)
- .Consolidating scientific goals (٢)
- .Developing cognitive goals (٣)
- Consolidating general humanitarian goals (٤)

Dr.. Transferable general and qualifying skills (other skills related to employability and personal .(development

- . basic language skills
- .Developing speaking and writing skills (٢)
- .Developing the student's personality (٣)
- .Developing the scientific research method (٤)

Teaching and learning methods

How to present the material in a modern scientific manner and use the discussion method to present the material

Evaluation methods

- .Oral exams (١)
- .Written tests (٢)
- Activities and research (٣)

Course structure

Evaluation method	Teaching method	Unit name Or the topic	Required learning outcomes	hour	the week
Class participation in preparation	standard	Arabic	Nominatives	٢	the first
Class participation in preparation	standard	Arabic	The subject and the predicate	٢	the second
Class participation in preparation	standard	Arabic	literature	٢	the third
Class participation in preparation	standard	Arabic	Dictation	٢	the fourth
Class participation in preparation	standard	Arabic	Deputy actor	٢	Fifth
Class participation in preparation	standard	Arabic	was and her sisters	٢	VI
Class participation in preparation	standard	Arabic	Monthly exam	٢	Seventh

Infrastructure

Curricula and textbooks	1) Required prescribed books
Contemporary research methods, Dr. Al-Demerdashy .Abdel Majeed Sarhan, Ain Al-Shams, Al-Falah Library Developing educational curricula, Dr. Ahmed Hussein Al- .Laqani Education and Curriculum, Dr. Frenchman Abdel Nour, .Dar Al-Nahda Curricula (construction - implementation - evaluation - development) using models, Dr. Ibrahim Mahdi Al- .Shalabi, Jordan	2) Main references (sources)
Writing research and reports on topics covered within the .prescribed curriculum	3) Recommended books and references (scientific (.journals, reports, etc
Internet sites	4) Electronic references, Internet sites
Course development plan Course development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary specified .according to the sector	

The second stage/second semester
Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the .available learning opportunities, and these must be linked to the program description	
University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center
Calculators	Course name/code
Is mandatory	Available attendance forms
second phase The second course /	Semester/year
hours ٣٠	Number of study hours (total)
٢٠٢٣/١٠/٧	Date this description was prepared
Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives	
1. .Enabling students to obtain knowledge and understanding through understanding computer vocabulary	
2. .Enabling students to obtain knowledge and understanding of the theories that concern computer science	
3. .Enabling students to obtain knowledge and understanding of the most prominent figures interested in computers	
4. .Enabling students to obtain knowledge and understanding to analyze and interpret Internet theories	
5. Enabling students to obtain knowledge and understanding of the most important sources and references for .studying the Internet	
6. .Enabling students to obtain knowledge and understanding to compare computer science theories	
B- Objectives Marathi For the course.	

1. .Analysis of some scientific terms in computer science
2. It explains the theories that have studied computer science from cognitive, ethical, social, and psychological aspects
3. He compares these theories from their different aspects according to the age stage

Teaching and learning method

1. .Providing students with the basics and topics related to computer science
2. .Clarification and explanation of the study material by the subject professor
3. .Asking students to visit the library and view resources for studying computer science

C- Emotional and value-based goals

- 1) .The program's skill objectives
- 2) .Analysis of some scientific terms in computer science
- 3) It explains the theories that have studied computer science from the cognitive, ethical, social, and psychological aspects
- 4) .Compares different theories according to age stage
- 5) .Compares theories from their different aspects according to age stage

Teaching and learning methods

1. **.Brainstorming method**
2. **.Method of solving problems**
3. **.Simulation method**

Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

1. .Uses contemporary sources and references
2. Forming a group of students to study other computer sciences (educational, social, etc.)
3. .Benefiting from state institutions related to computer science to increase and diversify students' knowledge
4. .Benefit from scientific centers that include documents and libraries related to computers
5. .Enabling students to know the most important topics and understand them accurately
6. .Introducing the student to understanding scientific terminology in computer science
7. .Introducing the student to the most important sources and references approved in teaching
8. .Enabling students to compare computer theories

Evaluation methods

- .Written tests to measure the student's ability to think, analyze and conclude (\
- .Writing research on some computer science topics (\
- .Daily exams by asking intellectual and deductive questions (\

Course structure					
Evaluation method	Teaching method	Unit name Or the topic	Required learning outcomes	hours	the week
Class participation in preparation	Practical and applied	Calculators	Does	1,0	the first
Class participation in preparation	Practical and applied	Calculators	Time data tree label	1,0	the second
Class participation in preparation	Practical and applied	Calculators	The computer and his programmes	1,0	the third
Class participation in preparation	Practical and applied	Calculators	Task bar	1,0	the fourth
Class participation in preparation	Practical and applied	Calculators	Examination	1,0	Fifth

Class participation in preparation	Practical and applied	Calculators	Short cut	١,٥	VI
Class participation in preparation	Practical and applied	Calculators	Control panel	١,٥	Seventh
Infrastructure					
Models of Computer by Hohn Savage			45) Required prescribed books		
IC3 textbook			46) Main references (sources)		
Models of Computer by Hohn Savage			47) Recommended books and references (.scientific journals, reports, etc)		
Internet sites			48) Electronic references, Internet sites		
Course development plan					
Course development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary specified .according to the sector					

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the .available learning opportunities, and these must be linked to the program description	
University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center
Counseling and mental health	Course name/code
Is mandatory	Available attendance forms
second phase The first chorus /	Semester/year
hours ٣٠	Number of study hours (total)
٢٠٢٣/١٠/٧	Date this description was prepared
Course outcomes and teaching, learning and evaluation methods	
A- Objectives of the course	
<ol style="list-style-type: none"> 1. .Extracting pleasure, joy, and pleasure from sources of satisfying his needs, such as food, rest, and work 2. .Exploiting the individual's mental capabilities with the aim of enabling him to plan in a creative way 3. .Establishing a harmonious balance between personal and group standards 4. It seeks to adapt the individual within the work group in order to perform his functions in the desired and .optimal manner. The importance of mental health for the individual 5. Enabling the individual to engage in mature human relationships without indulging in experiences of an .immature nature 6. Enabling the individual to face some situations of failure, frustration, and deprivation without anxiety and .tension 	
13. Learning outcomes, teaching, learning and assessment methods	
C- Knowledge and understanding	
<ol style="list-style-type: none"> 9- Knowledge and understanding 10- Enabling students to obtain knowledge and understanding of mental health, its characteristics and .importance 11- .Enabling students to obtain knowledge and understanding of the foundations of mental health 12- .Enabling students to obtain knowledge and understanding of the elements of mental health 13- .Enabling students to obtain knowledge and understanding of mental illness 	

- 14- .Enabling students to obtain knowledge and understanding in the field of mental health assessment
- 15- .Enabling students to obtain knowledge and understanding to develop the mental health subject
- 16- .Enabling students to obtain knowledge and understanding of the Holy Book

Subject-specific skills

- 5- .Compares the old concept with the old concept Talk about mental health
- 6- .Explains the foundations of mental health
- 7- .Analyzes the subject of mental health into its components
- 8- .Collects information about mental health
- 9- .Explains the causes of mental illness
- 10- .Shows the development of the health subject
- 11- .Writes a research paper on mental health

Teaching and learning methods

- .Providing students with the basics and topics related to mental health -\)
- .Clarifying and explaining the study material -\)
- .Asking students to visit the library and view mental health resources -\)
- .Improving students' skills by visiting websites to obtain additional knowledge about mental health -\)
- Using methods of presentation, lecture, interrogation and discussion on some topics that require a discussion -\)
- .method

Evaluation methods

- 5) .Daily tests with specific questions
- 6) .Assigning grades for homework and class participation
- 7) .Assigning students to complete research and reports on mental health
- 8) .Monthly tests with objective and essay questions

C- Thinking skills

- 5- .To explain and analyze the elements of the mental health course and its development
- 6- .Differentiate between a paper textbook and an electronic book
- 7- .It evaluates some elements of the mental health subject
- 8- .Compares some vocabulary of the mental health subject

Evaluation methods

- 5- . The analytical exam measures the student's ability to think and analyze And the conclusion
- 6- **.Requesting comparisons between mental illnesses**
- 7- **.Writing research on some psychological diseases**
- 8- **.Daily exams asking intellectual and deductive questions**

.D- General and transferable skills (other skills related to employability and personal development)

- 5- **.It uses contemporary sources, references, terminology, and educational connotations**
- 6- **.Forming groups of students to study the elements of mental health**
- 7- **.Benefiting from local community institutions related to education**

Course structure						
Evaluation method	Teaching method	Unit name Or the topic	Required learning outcomes	learning rs	hou	the week
Formative calendar	Discussion and questioning	Psychological health	Identify the concept of mental health, its characteristics and importance	2		the first

Formative calendar	Discussion and questioning	Psychological health	Recognizing aspects of health	2	the second
Formative calendar	Discussion and questioning	Psychological health	Learn about health curricula	2	the third
Formative calendar	Discussion and questioning	Psychological health	Learn about the importance of health	2	the fourth
Formative calendar	Discussion and questioning	Psychological health	Understands standards of behavior	2	Fifth
Formative calendar	Discussion and questioning	Psychological health	Learn about the concept of adaptation	2	VI
Formative calendar	Discussion and questioning	Psychological health	Learn about the concept of compatibility	2	Seventh
Formative calendar	Discussion and questioning	Psychological health	Identify psychological and mental illnesses	٢	VIII
Formative calendar	Discussion and questioning	Psychological health	Learn about the concept of mental health team, its goal, standards, methods and steps	٢	Ninth
Infrastructure					
Mental Health: Hanan Abdel Hamid Al-Anani, Dar Al-Fikr, Amman			Required prescribed books		
Mental Health and Psychological Counseling, Aladdin .Kafafi, International Publishing House: Riyadh ٢٠٠٣			Main references (sources)		
Quality lectures, hosting and websites specialized in .curricula and textbooks			Recommended books and references (scientific (.journals, reports, etc		
Internet sites			Electronic references, Internet sites		

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the .available learning opportunities, and these must be linked to the program description	
University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center
Engineering	Course name/code
Is mandatory	Available attendance forms
second phase course the second /	Semester/year
hours ٤٥	Number of study hours (total)
٢٠٢٣/١٠/٧	Date this description was prepared
<ul style="list-style-type: none"> :Course objectives <p>Explaining to the student the basics of geometry, engineering systems, and axioms, and enabling the student to prove theorems In a logical and sound manner, starting with the data and what is required to be proven, drawing, then proving, as it explains to the student methods .Direct and indirect proof</p>	
Course outcomes and teaching, learning and evaluation methods	

A- Cognitive objectives

1. Training the student to explain theorems easily
2. Enable the student to prove the results left in the book as an assignment

Teaching and learning methods**Enable the student to solve the exercises easily**

Evaluation methods

- 1- .Written tests
- 2- .Activities and research

C- Emotional and value-based goals

- 1) - Students spread theorems on the blackboard
- 2) Ask surprising questions that stimulate thinking

Dr.. Transferable general and qualifying skills (other skills related to employability and personal .(development

Encourage group discussions ('

Teaching and learning methods

How to present the material in a modern, general way and use the discussion method in presenting the .material**Evaluation methods**

- 1) .Oral questions
- 2) .Written questions

Course structure

Evaluation method	Teaching method	Unit name Or the topic	Required learning outcomes	hours	the week
		Systems	The axiomatic system, the Jungian and Fano system, properties of the axiomatic system	۳	the first And the second
		Euclid's geometry	Geometry according to Euclid's concept, the parallelism hypothesis, some attempts to prove the parallelism hypothesis Ptolemy's attempt -	۳	the third And the fourth
		Euclid's geometry	Proof of Omar Khayyam Burhan Nasr al-Din al- - Tusi Burhan Wallace -	۳	Fifth And the sixth
		Euclid's geometry	Proclus's attempt - Burhan Atheer Al-Din - Al-Abhari	۳	Seventh And the eighth
		Hilberry system	The Hilbari system, its definition, and its components	۳	Ninth And the tenth
		The emergence of geometry	The emergence of non- Euclidean geometry (Hadhaluli geometry, elliptical geometry	۳	eleventh And the twelfth
		Comparison of geometries	Comparison of geometries (Euclidean (and non-Euclidean	۳	Thirteenth And the fourteenth And the fifteenth
Infrastructure					
Concepts Basic in Engineering Writtenby : A. Dr. Hopes shooting star the chosen			1) Required prescribed books		
			2) Main references (sources)		
			3) Recommended books and references (scientific (.journals, reports, etc		
			4) Electronic references, Internet sites		
Course development plan Access to periodicals, websites, workshops, training of teaching staff, and modern methods					

Course description form

University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center
Integration is advanced	Course name/code
Is mandatory	Available attendance forms
second phase The second course /	Semester/year
hours ٦٠	Number of study hours (total)
٢٠٢٣/١٠/٧	Date this description was prepared

- **:Course objectives**
- :Course objectives

 Qualifying and training the student and teaching him the regular integrals and mathematical applications of them and benefiting from them in the subject
 Advanced integration for the second stage and solving differential equations for the third stage and linking them with the rest of the other topics

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1. Training and qualifying students and teaching them partial derivatives, double and triple integrals, and their applications such as areas and volumes
2. To benefit from what they learned in the first stage and apply it to the second subject, and to familiarize them with geometric series, sequences, and ranges. Their convergence, divergence, and antagonism are the basis for the third stage

B- Objectives Marathi For the course.

1. Training the student to solve exercises with understanding and ease
2. Enabling the student to apply it to other topics

Teaching and learning methods

How to present the material in a modern scientific manner and use the discussion method to present the material

Evaluation methods

- 1) .Written tests
- 2) .Activities and research

C- Emotional and value-based goals

Enabling the student to link it to reality

Teaching and learning methods

How to present the educational material in a modern manner using modern technologies while giving an opportunity for discussion

Evaluation methods

- .Oral questions .١)
- .Written questions .٢)

.Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

Using the cooperative learning method (١)

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
the exam	lecture	Methods of integrations	Return to the topic of methods of integration	ξ	the first second
		Drawing curves	Drawing curves from limited integrals/areas/adding an integral	ξ	The third - and the fourth
		Definite integrals	Drawing curves from limited integrals/areas/adding an integral	ξ	Fifth and sixth
		Trigonometric functions	Inverse trigonometric functions	ξ	Seventh-eighth
		Double integrals	Some theorems used for double integrals with the concept of dual functionsf(x,y	ξ	Ninth - tenth
		Find the volumes	Finding volumes using one-way integrals usingShell, Washer, and Diske methods ..ξ	ξ	Eleventh - twelfth
		Flat spaces	Finding length and flat areas	ξ	The thirteenth - fourteenth - fifteenth
Infrastructure					
Account differentiation And integration Thomas ٢٠١١			49) Required prescribed books		
			50) Main references (sources)		
			51) Recommended books and references (scientific journals, (.reports, etc		
Internet sites			52) Electronic references, Internet sites		
Course development plan					
8) Access to periodicals, websites, workshops, training of teaching staff, and modern methods					

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description	
University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center
Educational statistics	Course name/code
Is mandatory	Available attendance forms
second phase The second course /	Semester/year
hours ξ٥	Number of study hours (total)
٢٠٢٣/١٠/٧	Date this description was prepared
Course outcomes and teaching, learning and evaluation methods	
A- :Course objectives: At the end of the semester, the student will be able to	
9. .Knowledge of the theoretical framework of statistics	
10. .Make the student familiar with the ethics of statistical work	

11. .Identify the statistical professional relationship
12. .Recognizing the importance of basic information for the statistical process
13. .The student's knowledge of methods and types of statistics

14. Learning outcomes, teaching, learning and assessment methods

C- Knowledge and understanding

- 17- Knowledge and understanding
- 18- Enabling students to obtain knowledge and understanding of the theoretical framework of educational guidance
- 19- .Enabling students to obtain knowledge and understanding of the general foundations of educational statistics
- 20- .Enabling students to obtain knowledge and understanding of the ethics of statistical work
- 21- .Enabling students to obtain knowledge and understanding of the statistical professional relationship
- 22- .Enabling students to obtain knowledge and understanding of some theories of statistics
- 23- .Enabling students to obtain knowledge and understanding of methods and types of statistics

Subject-specific skills

- .Apply to write a paper or research on any topic of educational statistics
- .Collects information about educational phenomena and problems

Teaching and learning methods

- .Providing students with the basics and topics related to educational statistics
- . .Clarification and explanation of the study material by a teacher of educational statistics
- .Asking students to visit the library and review statistics sources √
- .Improving students' skills by visiting websites to obtain additional knowledge of statistics
- .Using methods of presentation, lecture, interrogation and discussion in some topics that require a discussion method

Evaluation methods

- 9) .Daily tests with specific questions
- 10) .Assigning grades for homework and class participation
- 11) .Assigning students to complete research and reports on extension problems and ways to address them
- 12) .Monthly tests with objective and essay questions

C- Thinking skills

- 9- .To explain and analyze phenomena and problems
- 10- .Differentiates between personal problems and collective problems
- 11- .Holds some extension activities
- 12- .Compares methods and methods of counseling

Evaluation methods

- 9- . The analytical exam measures the student's ability to think and analyze And the conclusion
- 10- **.Requesting comparisons between counseling theories**
- 11- **.Writing research on phenomena and problems**
- 12- **.Daily exams asking intellectual and deductive questions**

.D- General and transferable skills (other skills related to employability and personal development)

- 8- **.It uses contemporary sources, references, terminology, and educational connotations**
- 9- **.Forming groups of students to study students' problems**
- 10- **.Benefiting from local community institutions related to education**

Course structure					
Evaluation method	Teaching method	Unit name Or the topic	Required learning outcomes	hours	the week
the exam	lecture	Educational statistics		3	the first

		Educational statistics		٣	the second
		Educational statistics		٣	the third
		Educational statistics		٣	the fourth
		Educational statistics		٣	Fifth
		Educational statistics		٣	VI
		Educational statistics		٣	Seventh
		Educational statistics		٣	VIII
		Educational statistics		٣	Ninth
		Educational statistics		٣	The tenth
		Educational statistics		٣	eleventh
		Educational statistics		٣	twelveth
		Educational statistics		٣	Thirteenth
		Educational statistics		٣	fourteenth
		Educational statistics		٣	Fifteenth
Infrastructure					
		:Required readings Basic texts . Course books . others.			
Quality lectures, hosting, and specialized statistics websites		Special requirements (including, for example, (workshops, periodicals, software, and websites			
Lectures by statisticians		Social services (including, for example, guest lectures, vocational training, and field studies			

**The third stage / first semester
Course description form**

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the .available learning opportunities, and these must be linked to the program description	
University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center

Numerical analysis	Course name/code
Is mandatory	Available attendance forms
stage / first course	Semester/year
hours १.	Number of study hours (total)
२.२३/१.०/४	Date this description was prepared
<ul style="list-style-type: none"> • :Course objectives • Learn the basics of numerical analysis and error analysis • Studying methods for solving nonlinear equations in one variable and methods for solving a system of nonlinear equations as well as a system Linear equations 	
Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives - Finding approximate solutions to nonlinear equations using numerical methods .) - Numerical Calculus ४ - Approximate solutions of systems by a numerical method ४ - approximate solutions numerically ५ Solve problems computer-wise using the MATLAB programming language ° .	
B- Objectives Marathi For the course. <ol style="list-style-type: none"> 1- The ability to solve mathematical problems 2- Learn the method of discussion by asking questions 3- Learn a programming language 	
C- Emotional and value-based goals <ol style="list-style-type: none"> 1) Participate in group discussion 2) Giving the student the freedom to express his opinion on the mathematical ideas presented in the lecture 	
Dr.. Transferable general and qualifying skills (other skills related to employability and personal .(development Assigning students to group work, especially in the computer laboratory () The ability to program some numerical methods in various ways (४	
Teaching and learning methods	
How to present the material in a modern scientific manner and use the discussion method to present the .material	
Evaluation methods .Oral exams () .Written tests (४ Activities and research (४	

Course structure					
Evaluation method	Teaching method	Unit name Or the topic	Required learning outcomes	hours	the week
the exam	lecture	Solve the equation	Solutions of nonlinear equations, ,,determining the locations of the roots	४	the first And the second

		Newton's method	Newton's method, convergence of iterative methods	٢	the third And the fourth
		Finding the roots	(Finding the roots of a polynomial)	٢	Fifth And the sixth
		Solve the linear equation	Solutions of linear equations, Chaos's elimination method, Chaos-Gordon's method	٢	Seventh And the eighth
		Numerical integration and differentiation	Numerical integration and differentiation: Numerical differentiation, Newton's formulas for numerical differentiation, Simpson's rule	٢	Ninth And the tenth
		Solve equations	,Solve ordinary differential equations	٢	eleventh And the twelfth
		Range method	Rangkuta method	٢	Thirteenth And the fourteenth And the fifteenth
Infrastructure					
Principles of numerical analysis, by Dr. Ali Muhammad Sadiq and Dr. Ibtisam Kamal El-Din, Ministry of Higher Education			5) Required prescribed books		
Numerical analysis and programming methods on electronic calculators, written by: Dr. Abdul Muttalib Ibrahim Sheikh Ahmed, Ministry of Education Higher, University of Technology			6) Main references (sources)		
			7) Recommended books and references (scientific journals, reports, (.etc		
Internet sites			8) Electronic references, Internet sites		
Course development plan					
Access to periodicals, websites, workshops, training of teaching staff, and modern methods					

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description	
University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center
Differential equations	Course name/code

Is mandatory	Available attendance forms
third level The first chorus /	Semester/year
hours १०	Number of study hours (total)
२०२३/१०/१	Date this description was prepared
<p>• :Course objectives Learn the basic concepts of partial differential equations and use them to solve some life problems, such as ..temperature problems And the router and others</p>	
Course outcomes and teaching, learning and evaluation methods	
<p>A- Cognitive objectives</p> <ol style="list-style-type: none"> 1. .The student's ability to use the given topic in the solution 2. - .Using the given material in life application 	
<p>B- Objectives Marathi For the course.</p> <ol style="list-style-type: none"> 1. .The ability to use the laws specific to the topic in the solution 2. The ability to link topics 	
<p>C- Emotional and value-based goals .Teaching the student the skill of logical thinking ()</p>	
<p>Dr.. Transferable general and qualifying skills (other skills related to employability and personal .(development () .The ability to use the laws specific to the topic in the solution .२ The ability to link topics</p>	
Teaching and learning methods	
How to present the material in a modern scientific manner and use the discussion method to present the .material	
<p>Evaluation methods</p> <ol style="list-style-type: none"> 1) . Written tests 2) Activities and research 	

Course structure					
Evaluation method	Teaching method	Unit name Or the topic	Required learning outcomes	hours	the week
the exam	lecture	Equation of first order	First-order differential equations (whose variables are discrete, homogeneous, non-homogeneous, linear	३	the first And the second
		Linear equation	First order linear equation, Bernoulli's equation	३	the third And the fourth
		Linear equation	The general solution and the specific solution of the differential equation	३	Fifth And the sixth
		Linear equation	Linear equations from higher order to first order with numerical equations	३	Seventh And the eighth
		Linear equation	Homogeneous linear equations .	३	Ninth And the tenth

		Linear equation	The general solution to a homogeneous equation (the usual method), the special solution to a homogeneous equation	ε	eleventh And the twelfth
		Inhomogeneous equations	Use the method of changing constants to find a special solution to a non-homogeneous differential equation Oyar equation and its solution Reducing the rank of a differential equation	ε	Thirteenth And the fourteenth And the fifteenth
Infrastructure					
Methods for solving partial differential equations (Dr. Atallah Thamer Al-Ani(9) Required prescribed books		
Partial Differential Equations (WAStrauss).			10) Main references (sources)		
Advanced differential equations (MDRaisinghania			11) Recommended books and references (scientific journals, reports, (.etc		
Internet sites			12) Electronic references, Internet sites		
Course development plan					
Access to periodicals, websites, workshops, training of teaching staff, and modern methods					

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description	
University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center
Group theory	Course name/code
Is mandatory	Available attendance forms
third level The first chorus /	Semester/year
hours εο	Number of study hours (total)
٢٠٢٣/١٠/٧	Date this description was prepared
<ul style="list-style-type: none"> :Course objectives <p>Training and qualifying the student to know groups, subgroups, cyclic groups, and division groups, through Knowing the definition of each term and clarifying it with examples and theorems, as well as knowing the exchange and association of the elements Subgroups and group conformations by giving examples of each topic</p>	
Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives We give the definition of solvable groups, enabling the student to get an initial idea On the topic of series to benefit from it in the advanced stages of study through some examples and proofs As well as a preliminary overview of elementary groups and some applications to groups represented by Kylie's group and Jordan's group. And Silo's group	
B- Objectives Marathi For the course. <ol style="list-style-type: none"> The student can solve the exercises easily The student can apply the topic to other related topics 	
C- Emotional and value-based goals The student is able to link the topic to reality (')	

Dr.. Transferable general and qualifying skills (other skills related to employability and personal .(development

The student is able to solve the exercises easily .^١
 .The student can apply the topic to other related topics .^٢

Teaching and learning methods

How to present the material in a modern scientific manner and use the discussion method in presenting the .scientific material

Evaluation methods

.Written tests (^١)
 Activities and research (^٢)

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
the exam	lecture		Mathematical system, group with . ,,comprehensive examples .Maximum ideals, primary ideals . ^٢	٣	the first And the second
			Commutative group	٣	the third And the fourth
			Non-commutative, partial	٣	Fifth And the sixth
			.Rotary, finite, infinite, division group	٣	Seventh And the eighth
			„The concept of the loop	٣	Ninth And the tenth
			Partial loop	٣	eleventh And the twelfth
			.Ideals and division rings	٣	Thirteenth And the fourteenth And the fifteenth
Infrastructure					
introduction in Algebra Abstract the talk Written by: Davedem Barthon, translation: .M Dr. slave High Jasem Mohammed And M. Dr. Sanaa slave Mohammed			53) Required prescribed books		
			54) Main references (sources)		

	55) Recommended books and references (scientific journals, (.reports, etc
Internet sites	56) Electronic references, Internet sites
Course development plan	
Access to periodicals, websites, workshops, training of teaching staff, and modern methods	

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the .available learning opportunities, and these must be linked to the program description	
University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center
Educational research methodology	Course name/code
Is mandatory	Available attendance forms
third level The first chorus /	Semester/year
hours ٣٠	Number of study hours (total)
٢٠٢٣/١٠/٧	Date this description was prepared
Course objectives	
1. .Enabling students to understand scientific terminology in curricula and textbooks	
2. .Enabling students to understand scientific terminology in curricula and textbooks	
Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives	
5) Enabling students to obtain knowledge and understanding through understanding the vocabulary of curricula and .educational research	
6) .Enabling students to obtain knowledge and understanding in the types of curricula	
7) Enabling students to obtain knowledge and understanding of the most prominent figures who were interested in .preparing curricula	
8) Enabling students to obtain the knowledge and understanding to analyze and interpret the foundations of the .curriculum	
9) Enabling students to obtain knowledge and understanding of the most important sources and references for .studying curricula	
10) .Enabling students to obtain knowledge and understanding to compare the foundations of the curricula	
B- Objectives Marathi For the course.	
1. .Analysis of some scientific terms in curriculum and educational research	
2. .Explains the concept of evolution and the reasons and justifications for evolution	
3. .Compares the types of curricula and the foundations of the curricula	
Teaching and learning method	
4. .Providing students with the basics and topics related to the curriculum subject	
5. .Clarification and explanation of the study material by the subject professor	
6. .Asking students to visit the library and review the sources for studying the curriculum material	
C- Emotional and value-based goals	
1) .The program's skill objectives	
2) .Analysis of some scientific terms in curriculum material	
3) .Explains the types and components of scientific educational curricula and elements	
4) .Compares the types of educational curricula and their foundations	
Dr.. Transferable general and qualifying skills (other skills related to employability and personal .(development	
1. .Uses contemporary sources and references	
2. .Forming a group of students to study curricula and textbooks	
3. .Benefiting from state institutions related to school curricula to increase students' knowledge and diversity	

4. .Benefiting from scientific centers that include documents and libraries related to curricula and textbooks
5. .Introducing students to approved sources and references in teaching
6. .Enabling students to understand the types of research methods
7. .Enabling students to compare the old, traditional curriculum and the broad modern curriculum

Evaluation methods

1. .Method of solving problems
2. .Brainstorming
3. . Simulation method
4. .Written tests measure the student's ability to think, analyze and conclude
5. .Writing research on some curricula and textbook topics
6. .Daily exams by asking intellectual and deductive questions

Course structure						
the week	1/2 hou	Required outcomes	learning	Unit name Or the topic	Teaching method	Evaluation method
the first	٢	Scientific research method		Educational research method	standard	Class participation in preparation
the second	٢	Educational research concept		Educational research method	standard	Class participation in preparation
the third	٢	Research classification exam		Educational research method	standard	Class participation in preparation
the fourth	٢	Descriptive research types		Educational research method	standard	Class participation in preparation
Fifth	٢	Experimental research sets experimental designs		Educational research method	standard	Class participation in preparation
VI	٢	Research problem, importance of research		Educational research method	standard	Class participation in preparation
Seventh	٢	Research limitations, research hypotheses		Educational research method	standard	Class participation in preparation
Infrastructure						
11) Required prescribed books			Curricula and textbooks			
12) Main references (sources)			Contemporary research methods, Dr. Al-Demerdashi .Abdel Majeed Sarhan, Ain Al-Shams, Al-Falah Library Developing educational curricula, Dr. Ahmed Hussein Al- .Laqani Education and Curriculum, Dr. Frenchman Abdel Nour, .Dar Al-Nahda Curricula (construction - implementation - evaluation - development) using models, Dr. Ibrahim Mahdi Al- .Shalabi, Jordan			
13) Recommended books and references (scientific (.journals, reports, etc			Writing research and reports on topics covered within the .prescribed curriculum			
14) Electronic references, Internet sites			Internet sites			
Course development plan						

Course development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary specified according to the sector

**The third stage - the second semester
Course description form**

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

University of Maysan / College of Basic Education	Educational institution
mathematics	Scientific department/center
Mathematical analysis	Course name/code
Is mandatory	Available attendance forms
third level The second course /	Semester/year
hours ٦٠	Number of study hours (total)
٢٠٢٣/١٠/٧	Date this description was prepared

• **:Course objectives**

The course aims

1. Emphasis on studying the concepts themselves and how they develop, and on the logical structure of the topic as a whole
2. Emphasizing the importance of the properties of real numbers as a tool for proving many facts
3. Taking care to demonstrate the role of convergence and continuity in proving many facts and their applications

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1. To recognize the origin of real numbers and the relationship between the field of rational numbers and the field of real numbers
2. - For the student to understand that the field of real numbers is complete and ordered
3. - For the student to become familiar with metric space and its properties
4. The student gets to know the concepts of ball and puck and understands how the rest of the concepts were built (Group
5. ...Open and closed, restricted and compact...) based on these two concepts: the open group and the
6. - For the student to become familiar with sequences, their convergence, and properties in metric spaces

B- Objectives Marathi For the course.

The student applies everything he has learned to deduce many facts and properties that are considered the basis in problems in different fields of mathematics

To apply what he has learned for the purpose of solving many issues and problems in the same topic or in other topics

C- Emotional and value-based goals

(^)

Dr.. Transferable general and qualifying skills (other skills related to employability and personal

.(development

- . basic language skills
- .Developing speaking and writing skills (^)
- .Developing the student's personality (^)
- .Developing the scientific research method (€)

Teaching and learning methods

How to present the material in a modern scientific manner and use the discussion method to present the material

Evaluation methods

.Oral exams (✓)
 .Written tests (✓)
 Activities and research (✓)

Course structure					
the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
the first And the second	ξ	Real numbers, order axioms		lecture	the exam
the third And the fourth	ξ	The characteristic of perfection and tragedy			
Fifth And the sixth	ξ	The concept of purpose, continuity			
Seventh And the eighth	ξ	and regular continuity			
Ninth And the tenth	ξ	State sequences and state series, asymptotes and regular asymptotics			
eleventh And the twelfth	ξ	Riemann's theory of integration			
Thirteenth And the fourteenth And the fifteenth	ξ	Liebeck's theory of complementarity			
Infrastructure					
57) Required prescribed books			Rudin W., Principles of Mathematical Analysis, 1964		
58) Main references (sources)			Malik SC, Arora S., Mathematical analysis, 2008		
59) Recommended books and references (scientific journals, (.reports, etc			Giaqhinta, M. & Modica, G, Mathematical Analysis 2007		
60) Electronic references, Internet sites			Internet sites		
Course development plan					
Access to periodicals, websites, workshops, training of teaching staff, and modern methods					

Course description form

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

University of Maysan / College of Basic Education

Educational institution

mathematics	Scientific department/center
sustainable development	Course name/code
Is mandatory	Available attendance forms
third level The second course /	Semester/year
hours ३०	Number of study hours (total)
२०२३/१०/४	Date this description was prepared
Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives	
7. Enabling students to obtain knowledge and understanding by understanding the vocabulary of sustainable .development	
8. Enabling students to obtain knowledge and understanding of the theories that are concerned with sustainable .development	
9. Enabling students to obtain knowledge and understanding of the most prominent figures interested in sustainable .development	
10. Enabling students to obtain knowledge and understanding to analyze and interpret sustainable development .theories	
11. Enabling students to obtain knowledge and understanding of the most important sources and references for .studying sustainable development	
B- Objectives Marathi For the course.	
4. .Analysis of some scientific terms in computer science	
5. It explains the theories that studied sustainable development from cognitive, ethical, social and .psychological aspects	
6. He compares these theories from their different aspects according to the age stage	
Teaching and learning method	
7. .Providing students with the basics and topics related to sustainable development	
8. .Clarification and explanation of the study material by the subject professor	
9. .Asking students to visit the library and view resources for studying sustainable development	
C- Emotional and value-based goals	
6) .Skill objectives for the academic subject	
7) .Analysis of some scientific terms in computer science	
8) .Interpreting sustainable development from cognitive, ethical, social and psychological aspects	
9) .Compares different theories according to age stage	
Teaching and learning methods	
Lecture method	
Actual participation of students in the classroom	
Dr.. Transferable general and qualifying skills (other skills related to employability and personal .(development	
9. .Uses contemporary sources and references	
10. Forming a group of students to study sustainable development	
11. .Benefiting from state institutions related to computer science to increase and diversify students' knowledge	
12. .Benefiting from scientific centers	
13. .Enabling students to know the most important topics and understand them accurately	
14. .Introducing the student to understanding scientific terminology in sustainable development	
15. .Introducing the student to the most important sources and references approved in teaching	
Evaluation methods	
.Written tests to measure the student's ability to think, analyze and conclude ()	
.Writing research on some sustainable development topics (४	
.Daily exams by asking intellectual and deductive questions (४	

Course structure					
the week	hours	Required learning outcomes	Unit name Or the topic	Teaching method	Evaluation method
the first	١,٥		Calculators	Practical and applied	Class participation in preparation
the second	١,٥	How to create a table in Excel	Calculators	Practical and applied	Class participation in preparation
the third	١,٥	Display orders Listing orders	Calculators	Practical and applied	Class participation in preparation
the fourth	١,٥	Formatting commands include case	Calculators	Practical and applied	Class participation in preparation
Fifth	١,٥	Create charts	Calculators	Practical and applied	Class participation in preparation
VI	١,٥	Photoshop setting up the workspace	Calculators	Practical and applied	Class participation in preparation
Seventh	١,٥	Explanation of selection tools	Calculators	Practical and applied	Class participation in preparation
Infrastructure					
61) Required prescribed books			IC3 Computer Science and		
62) Main references (sources)			Models of Computer by Hohn Savage		
63) Recommended books and references (.scientific journals, reports, etc)			Models of Computer by Hohn Savage		
64) Electronic references, Internet sites			Internet sites		
Course development plan					
Course development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary specified according to the sector					

Course description form

This course description provides a necessary summary of the most important characteristics of the course, the course outcomes, and the learning outcomes expected of the student to achieve, demonstrating whether he has benefited from the available learning opportunities. It must be linked to the program description	
Giving a comprehensive picture of the concept of sustainable development and a historical overview of the development of this concept and giving a picture of sustainable development and its conferences and the most prominent scholars who addressed this concept in order to create a complete concept among students about sustainable development for the purpose of arriving at the development of new concepts and experiences	
Educational institution	College of Basic Education - Department of Geography
scientific department	Geography
Course name/code	Sustainable development
Available attendance forms	Attendance sheet
Semester/year	.The first semester of the academic year)٢٠٢٤-٢٠٢٤(
Number of study hours (total)	Total number of hours)٢٠(

The date this description was prepared	٢٠٢٤-٢٠٢٣
Course objectives	General objective: To give a general overview of the concept of sustainable development, its concepts, theories and experiences
<p>Course outcomes and teaching, learning and evaluation methods - ١</p> <p>-: Cognitive objectives</p> <p>Teaching primary school students to prepare enrichment lectures in the field of sustainable development</p> <p>Teaching the student how to prepare dialogue sessions (seminar)</p> <p>Directing students to benefit from modern periodicals and references in the field of sustainable development</p> <p>-: Skills objectives for the course</p> <p>Creating a spirit of discussion and mutual opinion between students and the professor</p> <p>Writing research papers on new issues in sustainable development experiences locally and internationally</p>	
Teaching and learning methods	
<p>Use diction at the beginning of each word to give an overview of the concepts used</p> <p>Using the method of questioning and deduction to reach a final conclusion for each vocabulary we teach</p>	
Evaluation methods	
<p>Assigning students to write quarterly research - ١</p> <p>Assigning students to write research papers in addition to seminars -٢</p> <p>Testing students in the quarterly exam at the end of the semester -٣</p>	
<p>C- Emotional and value goals</p> <p>C١- Creating a sense of citizenship and belonging to the homeland</p> <p>C٢- Encouraging the spirit of research and group work and linking the student to the reality he experiences in society</p> <p>C٣- Encouraging students to write research that serves the development of society</p> <p>C٤- Highlighting the national and values aspect and not separating it from what is going on in society</p>	
<p>General and qualifying transferable skills (other skills related to employability and personal -١٠ .(development</p> <p>D١- The student explains the vocabulary assigned to him as an assignment through which he demonstrates artistic skills</p> <p>D٢- Hosting one of the professors specialized in the subject and displaying a recent applied material on the projector</p>	

D³- Visit one of the country's educational or service centers to review the latest developments in the field of specialization

Course structure .))

the week	The number of hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
١	٢		Concepts about sustainable development A_ Definition of sustainable development. ٢_ Sustainable development in global summits		
٢			Elements and dimensions of sustainable development The environmental dimension. ٢_ The ١_ .economic dimension		
٣			Development theories Strong impulse theory. ٢_ Balanced ١_ .growth theory The theory of growth poles. ٣_ .Unbalanced growth theory ٤_		
٤			Measuring development Indicators and transactions. ٢_ The ١_ historical development of measuring .development		
٥			Quality of life parameter Human Development Guide. ١_ Characteristics of a good ٢_ .development indicator		
٦			Development strategies The historical development of ١_ development strategies. ٢_ The .industrialization strategy Strategies based on agricultural ٣_ .development Strategies based on industrial ٤_ .development Bridging strategy between industrial ٥_ development and agricultural development		
٧			Import substitution strategies .Basic needs strategy ١_ .Spatial development strategy ٢_ Regional development strategy ٣_ versus sectoral development Strategy for integrating urban ٤_ .development with rural development The developmental voluntary ٥_ .isolation strategy		
٨			Dimensions and determinants of the ١_ .development process General dimensions of the ٢_ .development process The special dimensions of the ٣_ .development process		

			Development and capital ε		
٩			Determinants of development .Financing the development process _١ .Sectoral development plan _٢		
١٠			Sustainable development and environment .Environmental degradation _١ Good exploitation of natural resources _٢ .Types of natural resources _٣ .Depletion of natural resources _٤ .Environmental threats _٥ Animal threats _٦		
١١			Urban architectural development and sustainability .The concept of sustainable societies _١ .Elements of sustainable societies _٢ Stages of the sustainable _٣ .empowerment process .Obstacles to urban development ε		
١٢			Measuring sustainable development Indicators of sustainable _١ .development .Pressure indicators_status_response _٢ .Social issues and indicators _٣ .Environmental issues and indicators _٤ .Economic indicators _٥		
١٣			The importance of good governance _١ and its effects in achieving sustainable development A glimpse at the standards for _٢ .measuring good governance The most prominent demands for _٣ reform and the most important .challenges for public sector		
١٤			.Brazil's development experience		
١٥			.Singapore's development experience		

Infrastructure -١٢	
Sustainable development in Arab countries between theory -١ and practice Written by Dr. Qadri Muhammad Latahir Geography of Development / written by Dr. Imad Bahr -٢ Negm Professor Dr. Muhammad Arab Al-Musawi, Development -٣ and Rural Settlement, Safaa Printing and Publishing House, Amman, ٢٠٢٢	Basic references

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**The fourth stage - the first semester
Course description form**

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description	
Educational institution	University of Maysan / College of Basic Education
Scientific department/center	Mathematics department
Course name/code	Topology
Available attendance forms	Is mandatory
Semester/year	fourth stage / First course
Number of study hours (total)	hours ٤٥
Date this description was prepared	٢٠٢٣/١٠/٧
<ul style="list-style-type: none"> • :Course objectives Definition of topological space Study of types of topological spaces Defining the types of functions that link spaces together Definition of different separation axioms .Defining the concept of stacking and interconnection and everything related to them	
Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives <ol style="list-style-type: none"> 1. Distinguish one topological space from another 2. Creating new spaces from known ones 3. Study the properties of each space 4. Distinguish genetic and topological characteristics 	
B- Objectives Marathi For the course.	
C- Emotional and value-based goals .Focus on educational goals (١) .Consolidating scientific goals (٢) .Developing cognitive goals (٣) Consolidating general humanitarian goals (٤)	
Dr.. Transferable general and qualifying skills (other skills related to employability and personal .(development .Developing scientific research method	
Teaching and learning methods	
How to present the material in a modern scientific manner and use the discussion method to present the .material	
Evaluation methods .Oral exams (١) .Written tests (٢) Activities and research (٣)	

Course structure

the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
the first And the second	ξ	,Real numbers, finite sets, absolute value		lecture	the exam
the third And the fourth	ξ	Real numbers as a perfect axiom field			
Fifth And the sixth	ξ	Topology of real numbers, point dialogue, union and intersection			
Seventh And the eighth	ξ	Open and closed sets, topological space, topology of real numbers			
Ninth And the tenth	ξ	Types of topology, real topology, single, outside the topological space			
eleventh And the twelfth	ξ	Metric space and cover sets			
Thirteenth And the fourteenth And the fifteenth	ξ	Sequences, real number sequences, Cauchy sequence, algebra of sequences			
Infrastructure					
1. Required prescribed books			General Topology Written by: Dr. Muhammad Jawad Saad Al-Din, Dr. Oribi Al-Zubaie, Dr. Munir Al-Ani, Dr. Muhammad Al-Janabi		
2. Main references (sources)			N.Bourbaki, General Topology, part I, Addison Wesley, Reading, Mass 1996		
3. Recommended books and references (scientific journals, reports, (.etc			R.Englking, Outline of general topology, Amsterdam 1989 4-C.kuratowski, topologies, warsaw, 1952 5-S.Willard, General Topology, Addison Wesley publishing company, Inc, USA, 1970		
4. Electronic references, Internet sites			Internet sites		
Course development plan					
Access to periodicals, websites, workshops, training of teaching staff, and modern methods					

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description	
Educational institution	University of Maysan / College of Basic Education
Scientific department/center	mathematics
Course name/code	Nodal analysis
Available attendance forms	Is mandatory
Semester/year	fourth stage / First course
Number of study hours (total)	hours ٦٠
Date this description was prepared	٢٠٢٣/١٠/٧

• **:Course objectives**

Acquire mathematical knowledge of the taught subjects and understand the sufficient meanings behind each mathematical concept

Developing understanding of applying the subject of nodal analysis as an integrated system of basic concepts that will provide a basis

To understand numerical systems

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1. Creating a mathematical foundation upon which one can rely to practice the teaching profession or complete postgraduate study
2. A complete explanation of the nature of complex numbers and complex functions
3. Study of analytical functions

B- Objectives Marathi For the course.

1. Drawing the complex plane and representing the complex numbers in the plane
2. Study of regions in the nodal plane and the expanded nodal plane

C- Emotional and value-based goals

Know how to deal with complex functions ()

Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

.Developing the method of scientific research ()

Teaching and learning methods

How to present the material in a modern scientific manner and use the discussion method to present the material

Evaluation methods

- .Oral exams ()
- .Written tests ()
- Activities and research ()

Course structure

the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
the first And the second	ξ	Complex numbers		lecture	the exam
the third And the fourth	ξ	,Complex numbers as a field			
Fifth And the sixth	ξ	.Complex numbers as a metric space			
Seventh And the eighth	ξ	Analytical functions			
Ninth And the tenth	ξ	,nodal derivation			
eleventh And the twelfth	ξ	Cauchy and Riemann equations and some of their applications			
Thirteenth And the fourteenth And the fifteenth	ξ	Cauchy and Riemann equations and some of their applications			
Infrastructure					
5. Required prescribed books			Complex variables and applications by Ruel V.Churchill		
6. Main references (sources)			Auxiliary book: Introduction to nodal analysis, Dr. Ibtisam Kamal Al-Din and Dr. Atallah Thamer.		
7. Recommended books and references (scientific journals, .reports, etc					
8. Electronic references, Internet sites			Internet sites		
Course development plan Access to periodicals, websites, workshops, training of teaching staff, and modern methods					

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the .available learning opportunities, and these must be linked to the program description	
Educational institution	University of Maysan / College of Basic Education
Scientific department/center	mathematics
Course name/code	Educational administration and supervision
Available attendance forms	Is mandatory
Semester/year	fourth stage / First course
Number of study hours (total)	hours ٣٠
Date this description was prepared	٢٠٢٣/١٠/٧
<ul style="list-style-type: none"> • :Course objectives 1. .Enabling students to know the most important topics and understand them accurately 2. Enabling students to understand scientific terminology in the science of educational administration and .supervision 3. .Introducing students to the most important sources and references approved in teaching 	

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

- .Enabling students to obtain knowledge and understanding by understanding the vocabulary of the subject of educational administration and supervision .1
- .Enabling students to obtain knowledge and understand the theories that concern the science of management .2
- .Enabling students to obtain knowledge and understanding of the most prominent figures interested in the science of management .3
- .Enabling students to obtain knowledge and understanding to analyze and interpret theories of leadership behavior .4
- .Enabling students to obtain knowledge and understanding **of the comparison between theories of leadership behavior** .5
- .Enabling students to obtain knowledge and understanding of the most important sources and references for studying management science .6

B- Objectives Marathi For the course.

- .Analysis of some scientific terms in management science .1
- .Explains the theories that studied management science, leadership behavior, and types of educational supervision .2
- Knowledge of management functions (decision making, planning, administrative communication, organization (and coordination, evaluation) .3

C- Emotional and value-based goals

- .Focus on educational goals (1)
- .Consolidating scientific goals (2)
- .Developing cognitive goals (3)
- Consolidating general humanitarian goals (4)

Dr.. Transferable general and qualifying skills (other skills related to employability and personal development)

- .Transferable general and qualifying skills (other skills related to employability and personal development)
- .Uses contemporary sources and references .1
- .Forming a group of students to study other psychology (educational, social, etc.) .2
- Benefiting from state institutions related to developmental psychology to increase students' knowledge and its diversity .3
- .Benefit from scientific centers that contain documents and libraries related to management science .4
- .Enabling students to understand the theories explaining leadership behavior .5
- .Enable students to compare management theories and leadership behavior .6

Teaching and learning methods

- .Method of solving problems
- .Brainstorming .2
- .Simulation method.3

Evaluation methods

- 1) The written exam measures the student's ability to think, analyze and conclude
- 2) .Writing research on some management science topics .2
- 3) .Daily exams asking intellectual and deductive questions .3

Course structure

the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method

the first and the second	٣	Required learning outcomes	Definition of the old and modern curriculum	Teaching method	Class participation in preparation
the third And the fourth	٣	Enabling students to know and understand the school curriculum	Definition of the old and modern curriculum	standard	Class participation in preparation
Fifth And the sixth	٣	Enabling students to become familiar with the elements of the curriculum	Definition of educational objectives, their sources, derivation and formulation	standard	Class participation in preparation
Seventh and eighth	٣	Enabling students to learn about the psychological, philosophical and social foundations of the curriculum	Organizing the curriculum, its axial types, activities, and study materials	standard	Class participation in preparation
The ninth and tenth	٣	Curriculum development	The concept of development, reasons for development, justifications for the curriculum	standard	Class participation in preparation
eleventh And the twelfth	٣	Curriculum construction	Psychological, philosophical and social foundations	standard	Class participation in preparation
Thirteenth And the fourteenth And the fifteenth	٣	The role of the teacher in building the curriculum	Textbook analysis	standard	Class participation in preparation

Infrastructure

1. Required prescribed books	Curricula and textbooks
2. Main references (sources)	Contemporary Curricula, Dr. Al-Demerdashi Abdel Majeed Sarhan, .Ain Shams, Al-Falah Library Developing education curricula, Dr. Ahmed Hussein Al-Laqani .Education and Curricula, Dr. French Abdel Nour, Dar Al-Nahda Curricula (construction - implementation - evaluation - .development) using models, Dr. Ibrahim Mahdi Al-Shalabi, Jordan
3. Recommended books and references (.scientific journals, reports, etc)	Writing research and reports on topics covered within the prescribed .curriculum
4. Electronic references, Internet sites	Internet sites

Course development plan

Adopting a book prepared by specialists instead of a binding that often differs from one department to another, as .it is a common material for all departments that includes all the vocabulary specified according to the sector

Course description form

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating that he or she has made the most of the available learning opportunities, and these must be linked to the program description	
Educational institution	University of Maysan / College of Basic Education
Scientific department/center	mathematics
Course name/code	Arabic
Available attendance forms	Is mandatory
Semester/year	fourth stage The first chorus /
Number of study hours (total)	hours ٣٠
Date this description was prepared	٢٠٢٣/١٠/٧
<ul style="list-style-type: none"> • :Course objectives .Enabling students to know the most important topics and understand them accurately Enabling students to understand scientific terminology in the Arabic language .٢ .Introducing students to the most important sources and references approved in teaching .٣ .Enabling students to understand the theories explaining the Arabic language .٤ .Enable students to compare theories of grammar .٥ 	
Course outcomes and teaching, learning and evaluation methods	
A- Cognitive objectives Enabling students to obtain knowledge and understanding by absorbing the vocabulary of the Arabic language .١ .subject .Enabling students to obtain knowledge and understand the theories concerned with the Arabic language .٢ Enabling students to obtain knowledge and understanding of the most prominent figures interested in the .٣ .psychology of the Arabic language .Enabling students to obtain knowledge and understanding to analyze and interpret theories of Arabic linguistics .٤ .Enabling students to obtain knowledge and understand the comparison between theories of Arabic linguistics .٥ Enabling students to obtain knowledge and understanding of the most important sources and references for .٦ studying Arabic linguistics	
B- Objectives Marathi For the course. .Improving the student's language skills .١ .Developing the scientific research method .٢ .Improve ability in expression .٣ .Developing writing skill .٤	
C- Emotional and value-based goals <ol style="list-style-type: none"> 1. The program's skill objectives 2. .Analysis of some scientific terms in the Arabic language 3. It explains the theories that studied the Arabic language from the cognitive, moral, and social .psychological aspects .He compares these theories from their different aspects according to the age stage	
Dr.. Transferable general and qualifying skills (other skills related to employability and personal .(development .Uses contemporary sources and references .١ Forming a group of students to study Arabic linguistics (educational, social...) .٢ Benefiting from state institutions related to learning the Arabic language to increase and diversify students' .٣ .knowledge .Benefit from scientific centers that contain documents and libraries related to the science of the Arabic language .٤	
Teaching and learning methods .Method of solving problems .١ .Brainstorming .٢ .Simulation method.٣	
Evaluation methods .The written exam measures the student's ability to think, analyze and conclude .١ .Writing research on some linguistics topics .٢	

.Daily exams by asking intellectual and deductive questions .۳

Course structure					
the week	ts hou	Required learning outcomes	Unit name Or the topic	Teaching method	Evaluation method
the first	۲	Required learning outcomes	Arabic	standard	Class participation in preparation
the second	۲	Subordinates (adjective)	Arabic	standard	Class participation in preparation
the third	۲	Substitution of emphasis, (conjunction of statement	Arabic	standard	Class participation in preparation
the fourth	۲	Conjunction (conjunction)	Arabic	standard	Class participation in preparation
Fifth	۲	Modern Arabic Literature (Literary Renaissance)	Arabic	standard	Class participation in preparation
VI	۲	Poetry Schools (Biology School	Arabic	standard	Class participation in preparation
Seventh	۲	The Migrant School (Models of a Poet's Life)	Arabic	standard	Class participation in preparation
Infrastructure					
15) Required prescribed books			Curricula and textbooks		
16) Main references (sources)			Contemporary research methods, Dr. Al-Demerdashy .Abdel Majeed Sarhan, Ain Al-Shams, Al-Falah Library Developing educational curricula, Dr. Ahmed Hussein Al- .Laqani Education and Curriculum, Dr. Frenchman Abdel Nour, .Dar Al-Nahda Curricula (construction - implementation - evaluation - development) using models, Dr. Ibrahim Mahdi Al- .Shalabi, Jordan		
17) Recommended books and references (scientific (.journals, reports, etc			Writing research and reports on topics covered within the .prescribed curriculum		
18) Electronic references, Internet sites			Internet sites		
Course development plan					
Course development plan: Adopting a book prepared by specialists instead of the binding, which often differs from one department to another, as it is a common material for all departments that includes all the vocabulary specified .according to the sector					