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

Academic Programand CourseDescription Guide

2024−2025

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: MISAN................

Faculty: ...EDUCATION..............

   Scientific Department of Educational and psychological sciences

   Academic or Professional Program Name: Bachelor of Education

   Final Certificate Name: Bachelor of educational and psychological sciences

   Academic System: YEARLY

Description Preparation Date: 2024-2025

Signature: Signature:

Head of DepartmentName: Scientific Associate Name:

Ass.Pro.Dr.Mohammed M.Shkee   Pro.Dr.Rana Sabeh Abuod

Date: Date:

The file is checked by:

Departmentof Quality Assurance and University Performance

Director of the Quality Assurance and UniversityPerformance Department:

Date:

Signature:

                                              Approval of the Dean

1. Program Vision

To raise the level of performance in the fields of various educational and psychological sciences to be one of the first educational departments at the level of the country and the Arab world in educational achievement. In addition to the need to keep abreast of the development witnessed by the higher educational renaissance by finding the best services and equipment for academic staff members, providing training and development opportunities for technicians and administrators, and involving students in everything that would develop their skills and help them to creativity and innovation.

2. Program Mission

The mission of the Department of educational and Psychological Sciences aims to graduate qualified cadres who have the skills of scientific thinking and scientific research skills in educational and psychological sciences and its various branches. The department also seeks to provide national outputs supported by science and knowledge that contribute to the development of our dear homeland. By providing the best modern scientific technologies for educational services to students at the University and higher education levels, and working to develop skills that enable them to integrate in all fields quickly. The department also seeks to improve the level of the educational and administrative process by providing the best performance, speed and accuracy of achievement. It supports the movement of scientific research and knowledge interaction in order to continuously communicate with the scientific and cultural development in the world, and meet the renewed needs of society in order to achieve comprehensive and sustainable human development and enable national, regional and global competition.

3. Program Objectives

1-Preparing specialists in educational and psychological sciences who contribute

to national development programs and plans in higher education.

2-upgrading scientific research in the field of Educational Sciences, studying educational, psychological and social problems, conducting scientific research to find appropriate solutions to them, participating in national and international conferences, scientific research and publishing in prestigious scientific journals.

3-motivating students to be aware of the latest developments in scientific research, technical means and smart teaching methods.

4-providing the faculties of education with qualified teachers to teach educational and psychological subjects in specialized and non-specialized departments.

5-training students to use guidance methods that ensure effective solutions to social problems, reduce extraneous social and cultural phenomena, and raise awareness of society.

6 - students acquire the ability to solve educational and psychological problems using different methods of thinking, and to invent new methods in addressing these phenomena.

7-preparing specialists in the field of educational and psychological sciences with an indicative character.

8-graduation of qualified educational students to work in the field of education for middle, secondary and higher education.

9-graduation of students who are able to perform their national duty and contribute to the development of the scientific career.

10-graduation of qualified students to complete their graduate studies (master-doctorate).

11-developing students ' innovative abilities and training them to use the scientific method of thinking to face public and private problems and treat them.

12-to play a positive role in the field of scientific research that contributes to the field of scientific progress.

13-promoting the movement of authorship and scientific production and active participation in scientific forums.

14-providing psychological and educational consultations to the government and private sectors and harnessing scientific and technical expertise in this.

4. Program Accreditation

Does the program have program accreditation? And from which agency? NO

5. Other external influences

Is there a sponsor for the program?NO

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	2	4		
College Requirements	3	3		
Department Requirements	39	100		
Summer Training	–	–		
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
		General psychology	2	1
		Psychology of individual differences	2	1

		Introduction to sociology	2	1
		Environmental education	2	
		Foundations of Education	2	1
		Arabic language	2	
		English language	2	
		Human rights	2	
		Computers	2	1
		Total	18	5
		Curriculum and textbook	2	
		Educational psychology	2	1
		Social Psychology	2	1
		Descriptive statistics	2	
		Continuing education	2	1
		Psychology of growth	2	
		Computer science	2	1
		Arabic language	2	1
		English language	2	
		Educational Planning	2	
		Total	20	5
		Psychological counseling and educational guidance	2	
		Personality psychology	2	
		Inferential statistics	2	1
		General teaching methods	2	1
		Physiological psychology	2	1
		Experimental Psychology	2	1
		Pedagogical	2	1

		technologies and education technology		
		Scientific research methodology	2	1
		General teaching methods	2	1
		Comparative pedagogy	2	
		Cognitive psychology	2	
		Total	20	7
		Mental health	2	
		Measurement and evaluation	2	1
		Teaching thinking	2	
		Behavior modification	2	
		Philosophy of Education	2	1
		Economics of Education	2	
		Educational administration	2	1
		Special education	2	
		Practical education	1	3
		Graduation research project	2	
		Total	19	6

8. **Expected learning outcomes of the program**	
Knowledge	
Familiarity with the educational and psychological information and concepts necessary to perform the tasks assigned to graduate students	Ensure that this is achieved through the use of multiple oral, editorial and instrumental evaluation methods
Skills	
Mastery of teaching skills and pedagogical guidance	Students undergo training for the fourth year with practical lessons during study and applied in schools

Mastering the skills of psychological counseling and dealing with educational problems	Students undergo training for the fourth year with practical lessons during study and applied in schools
Ethics	
Adherence to the values of Iraqi society and the values of True Islam	Openness to society and the fight against deviant behavioral phenomena
Values of tolerance, cooperation and acceptance of others	Learning Outcomes Statement 5 Broad participation with governmental and non-governmental community institutions in development programs and the revival of national and religious events.

9. Teaching and Learning Strategies

1. The lecture
2. Discussion
3. Problem solving
4. Brainstorming
5. Collaborative learning
6. Scientific Reports and publications

10. Evaluation methods

1. Daily written exams
2. Monthly written exams
3. End of year exams
4. Follow-up records
5. Team and individual work
6. Self-assessment

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Pro.Dr.Ammar tasmeh Jassim	Mathematics	Methods of teaching mathematics			Staff	
Pro.Dr.Majid Rahima Gabr	Psychology	Mental health			Staff	
Ass.Pro.Dr.Ali Abdul Hassan prisim	Psychology	Psychology of growth			Staff	
Ass.Pro.Dr.Mohammed Mehdi Sakhi	Science	Methods of teaching physics			Staff	
Ass.Pro.Dr.Nassif Jassim aati	Sociology	Sociology			Staff	
Pro..Sawsan Hashim Hato	Arabic language	Methods of teaching the Arabic language			Staff	
M.Dr.Zainah Abdul Jabbar Jassim	Mathematics	Methods of teaching mathematics			Staff	
Ass.Pro..Ashraf Saleh Jassim	Guidance and guidance	Psychological counseling and educational guidance			Staff	
M.Ali Mahmoud Khalaf	Guidance and guidance	Psychological counseling and educational guidance			Staff	
M.Haidar Abdul Hassan Karim	Physical education	Methods of teaching physical education			Staff	
M. Fadia Abboud Ramadan	Psychology	Educational psychology			Staff	
Ass.M.Ali Adil Qasim	Physical education	Methods of teaching physical education			Staff	

Ass.M.Howrah Hashim Teamah	Educational and theological Sciences	Educational psychology			Staff	
Ass.M.Ali laige is satisfied	Sociology	Anthropology			Staff	
Ass.M.Gofran Khazal tehlis	Educational Sciences	General teaching methods			Staff	
Ass.M.Malek of a Teamah	Physical education	Training			Staff	
Ass.M.Mustafa Jamal Mehdi	Physical education	Training			Staff	

Professional Development
Mentoring new faculty members
They attend qualifying training courses at the professional level, where they are trained in modern teaching methods, methods of activating motivation, teaching management, assessment methods, and the development of special skill abilities related to dealing with others, time management and organization.
Professional development of faculty members
Subject them to training on the latest teaching methods and methods and encourage them to participate in various scientific events, including seminars, panel discussions, private and public conferences.

12. Acceptance Criterion

(There is a centralized admission system with specific criteria, instructions and admission conditions

13. The most important sources of information about the program

A. A specialized brochure for describing the program in the Department

P. College website

T. University website

14.	Program Development Plan

				Required program Learning outcomes											
				Program Skills Outline											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
The first stage		General psychology	Basic	*	*	*	*	*	*	*	*	*	*	*	
		Psychology of individual differences	Basic	*	*	*	*	*	*	*	*	*	*	*	
		Introduction to sociology	Basic	*	*	*	*	*	*	*	*	*	*	*	
		Environmental education	Basic	*	*	*	*	*	*	*	*	*	*	*	
		Foundations of Education	Basic	*	*	*	*	*	*	*	*	*	*	*	
		Arabic language	Basic	*				*	*			*			
		English language	Basic	*				*	*			*			
		Human rights	Basic	*				*	*			*	*		
		Computers	Basic	*				*	*	*		*	*		

The second stage		Curriculum and textbook	Basic	*	*	*	*	*	*	*	*	*	*		
		Educational psychology	Basic	*	*	*	*	*	*	*	*	*	*		
		Social Psychology	Basic	*	*	*	*	*	*	*	*	*	*		
		Descriptive statistics	Basic	*	*			*	*			*			
		Continuing education	Basic	*	*			*	*			*			
		Psychology of growth	Basic	*	*	*	*	*	*			*	*		
		Computer science	Basic	*	*			*	*						
		Arabic language	Basic	*	*				*			*			
		English language	Basic	*	*				*			*			
		Educational Planning	Basic	*	*			*	*			*	*		
The third stage															

		Psychological counseling and educational guidance	**Basic**	*	*	*	*	*	*	*	*	*	*		
		Personality psychology	**Basic**	*	*	*	*	*	*	*	*	*	*		
		Inferential statistics	**Basic**	*	*	*	*	*	*	*	*	*	*		
		General teaching methods	**Basic**	*	*	*	*	*	*	*	*	*			
		Physiological psychology	**Basic**	*	*	*	*	*	*	*	*	*			
		Experimental Psychology	**Basic**	*	*	*	*	*	*	*	*	*			
		Pedagogical technologies and education technology	**Basic**	*	*	*	*	*	*	*	*	*			
		Scientific research methodology	**Basic**	*	*	*	*	*	*	*	*	*			
		General teaching methods	**Basic**	*	*	*	*	*	*	*	*	*			

		Comparative pedagogy	Basic	*	*	*	*	*	*	*	*	*			
		Cognitive psychology		*	*	*	*	*	*	*	*	*			
The forth stage															
		Mental health	Basic	*	*	*	*	*	*	*	*	*			
		Measurement and evaluation	Basic	*	*	*	*	*	*	*	*	*			
		Teaching thinking	Basic	*	*	*	*	*	*	*	*	*			
		Behavior modification	Basic	*	*	*	*	*	*	*	*	*			
		Philosophy of Education	Basic	*	*	*	*	*	*	*	*	*			
		Economics of Education	Basic	*	*	*	*	*	*	*	*	*			
		Educational administration	Basic	*	*	*	*	*	*	*	*	*			
		Special education	Basic	*	*	*	*	*	*	*	*	*	*	*	*

| | | Practical education | Basic | * | * | * | * | * | * | * | * | | * | | |
| | | Graduation research project | Basic | * | * | | | | * | * | * | | | | |

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

Course Description Form

1. Course Name: Educational foundations

2. Course Code:

3. Semester / Year:YEARLY

5. Available Attendance Forms:

Lectures are delivered in attendance to students according
to the schedule announced in the Department

6. Number of Credit Hours (Total) / Number of Units (Total)

90 hours , (3 hours per week *30 weeks)
* 120 units , (4 units per week * 30 weeks)

7. Course administrator's name (mention all, if more than one name)

Name:M.M Howrah Hashimnaime

8. Course Objectives

Course Objectives	١. Introducing students to the importance of the basics of education in university life . ٢. introducing students to the basics of ancient education, including Chines Roman and Islamic ٣.applying what students have learned from the correct educational foundations in their daily lives .... ٤. identify the correct educational applications to benefit from them in pu life

9. Teaching and Learning Strategies

Strategy	1. Attendance lectures in classrooms . ٢.The method of discussion and exchange of views is to break down psychological barriers and reach a sound opinion .. ٣.Asking intellectual questions or brainstorming to develop their abilities and abilit dialogue and discussion

10. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
5 week	**15 hours**	**the student will be a tounderstand the giv material**	The meaning of education, its goals theories and fields	**Attendanel tures**	**Quarterly and daily attendance exams**
5 week	**15 hours**	**the student will be able tounderstand**	The historical basi ancient Chinese	**Attendanel tures**	**Quarterly and daily attendance exams**

5 week	15 hours	the student will be able tounderstand the given material	the given material Greek education		Quarterly and daily attendance exams
5 week	15 hours	**the student will be able tounderstand the given material**	Arab education be: Islam and after Isla	**Attendanel tures**	**Quarterly and daily attendance exams**
5 week	15 hours	**the student will be able tounderstand the given material**	The social basis of Education	**Attendanel tures**	**Quarterly and daily attendance exams**
5 week	15 hours	**the student will be able tounderstand the given material**	Education and its impact on econom development, exploitation of Natural Resources and scientific basis	**Attendanel tures**	**Quarterly and daily attendance exams**
5 week	15 hours	**the student will be able tounderstand the given material**	Education in Islamic perspec and system educational applications	**Attendanel tures**	**Quarterly and daily attendance exams**

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, dailyoral, monthly, or written exams, reports ....etc
_Semi-daily and monthly tests, unannounced examinations .
_Interest in writing simple reports on any educational information

12. Learning and Teaching Resources

Required textbooks (curric books, if any)	
Main references (sources)	1.The Republic .Plato: Hannah Baker has mercy on him .Trad House .Beirut .196٩ ٢.Introduction to the philosophy of Education .O'connor .DJ . Translated Mohammad SaifuddinFahmy .Anglo-Egyptian library .Cairo .1982. ٣.IbnRushd and his philosophy are the House of heritage and insoles .I sw .Abdul Amir .C١ .The House of wisdom . Baghdad .1999. ٤.The philosophy of Islamic education in Hadith.Firstborn . Abdul JawadSy House of thought .Cairo .1983 ..
Recommended books and references (scientific journals, reports…)	
Electronic References, Websit	

Course Description Form

1. Course Name: Curriculum and textbook

2. Course Code:

3. Semester / Year:YEARLY

4. Description Preparation Date: 2024-2025

5. Available Attendance Forms: Lectures are delivered in attendance to students according to the schedule announced in the Department

6. Number of Credit Hours (Total) / Number of Units (Total) 60 hours , (2 hours per week *30 weeks) 120 units , (4 units per week * 30 weeks)

7. Course administrator's name (mention all, if more than one name) Name:Dr. ZinahAbdul-jabbarJassim Email:**zeena.alshammari@gmail.com**

8. Course Objectives

Course Objectives	After studying this course the learner should be able to: 1. Defines the concept of curriculum and the concept of school curriculum. 2. Compares the traditional approach and the modern approach. 3. Explains the foundations of building the school curriculum. 4. Explains the types of curriculum organizations. 5. Mentions the importance of developing the curriculum and its relationship some variables. 6. Explains the components of the school curriculum in detail. 7. It briefly expresses the concept of the textbook, its evaluation, and its analysis

9. Teaching and Learning Strategies

Strategy	1. Lecture method. 2. Method of interrogation. 3. Discussion method

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
4 week	8 hours	The student is able to understand the given material	Introduction to the school curriculum	In-person lectures	Quarterly and daily exams and activities
5 week	10 hours	The student is able to understand the given material	Foundations of building the school curriculum	In-person lectures	Quarterly and daily exams and activities

6 week	12 hours	The student is able to understand the given material	Curriculum organizations and development	In-person lectures	Quarterly and daily exams and activities
8 week	16 hours	The student is able to understand the given material	Components of the educational curriculum	In-person lectures	Quarterly and daily exams and activities
7 week	14 hours	The student is able to understand the given material	school book	In-person lectures	Quarterly and daily exams and activities

11. Course Evaluation

*Monthly tests.
*Short tests.
*Carrying out duties and activities.

12. Learning and Teaching Resources

Required textbook (curricular books, if any)	• Curricula and their educational applications, Muhammad Mahdi Majeed (1990), Mosul University Press. • Foundations of curriculum construction and organization, Ahmed Helmy Al-Wakeel
Main references (sources	
Recommended books and references (scientific journals, reports…)	
Electronic Reference Websites	

Course Description Form

1. Course Name:**Descriptive statistics**

2. Course Code:

3. Semester / Year:Yearly

5. Available Attendance Forms:

Giving lectures to students in an attendance manner according to a schedule in the Department

6. Number of Credit Hours (Total) / Number of Units (Total)

90 hours , (3 hours per week *30 weeks)
120 units , (4 units per week * 30 weeks)

7. Course administrator's name (mention all, if more than one name)

Name: Ph. Dr. AmmarTuamaJasim
E.mail: prof.dr.ammar-alsaedi@uomisan.edu.iq

8. Course Objectives

Course Objectives	1. Introduce the student to some statistical concepts and the role of Statistics in the advancement the humanities. 2. The student acquires the skills of applying the laws and basic principles of descriptive statistics. 3. The student acquires the skill of recognizing the appropriate statistical method in describing organizing data.

9. Teaching and Learning Strategies

Strategy	1. Attendance lectures in the classroom. 2. Discussion, dialogue, quick and unannounced exams, as well as skills development strategies. 3. Ask questions that excite students ' thinking, compete among them in answering them immediately clarify the ambiguity.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
week	15 Hours	The student is able to absorb the given material	The importance of descriptive statistics in educational and psychological research an frequency distributions	Lecture attendance	Quarterly and daily attendance exams
week	15 hours	The student is able to absorb the given material	Methods for display statistical data (Polyg histogram - cluste distribution)	Lecture attendance	Quarterly and daily attendance exams
week	15 Hours	The student is able to absorb the given material	Measures of centra (arithmetic mean methods of its calculati the median, methods of calculation-the mean methods of its calculation	Lecture attendance	Quarterly and daily attendance exams
week	15 Hours	The student is able to absorb the given material	Dispersion measures (ran - deviation from average- standard deviation- variance)	Lecture attendance	Quarterly and daily attendance exams
week	15 Hours	The student is able to absorb the given material	Measures of relative posit (Springs-decimals- hundredths)	Lecture attendance	Quarterly and daily attendance exams
week	15 Hours	The student is able to absorb the given material	Pearson-Spearman-Phi correlation coefficients w triadic applications	Lecture attendance	Quarterly and daily attendance exams

11. Course Evaluation

1. Formative evaluation during each statistical topic .

2. Knowledge of previous knowledge and erroneous beliefs about the statistical subject that may interfere with learning.

3. Individual thinking, pairing and participation by asking a question to students while giving them time to share breakfast with a colleague or between them.

12. Learning and Teaching Resources	
Required textbook (curricular books, if any)	1. Psychological, social and Educational Statistics. Abu El-Nil, Mahmoud El-Sayed (1987). 2. Statistics for researchers in education and humanities. Ouda, Ahmed Suleiman and Khalili, Khalil Youssef (1988) 3. Statistics and measurement in education and psychology. Mansi, Mahmoud Abdel Halim (1989). 4. Applied Statistics. Awad , Adnan (2009).
Main references (sources)	Statistical methods in research
Recommended books and references (scientific journals, reports…)	https://journals.ajsrp.com/
Electronic Reference Websites	https://ar.symbolab.com/solver/statistics-calculator

نموذج وصف المقرر

continuous education	Course name .
	Course code: .
Annual	Semester/Year: .
2024-2025	Date this description was prepared: .
Lectures are delivered to students in person according to the schedule announced in the department	Available forms of attendance: .
٦٠ hours (2 hours per week * 30 weeks)	Number of study hours (total)/number of units (total) .

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tabarak752@gmail.com Name: M. M. TabarakFaleh Hassan Abdullah	Name of the course .1 administrator (if more than one name is mentioned)

Course objectives .١٣	
1 – Know the concept of lifelong continuing education. 2- Explaining the concept of continuing education. 3- Distinguishing between alternative forms of continuing education. 4- Balancing between continuing education institutionsDesigning teaching plans according to alternative forms of continuing education.	Objectives of the study subject

Teaching and learning strategies .	
1. In-person lectures in classrooms. 2. Discussion method, surprise exams, and methods of refining skills. 3.Asking intellectual questions or holding a competition between students, stimulating creative thinking and answering clearly and quickly to the problems presented.	The strategy

Course structure .١

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Quarterly and daily attendance exams	In-person lectures	The concept of continuing education and definitions of some theorists.. Types of continuing education .. Basic education..Sustainableeducation..Goals of continuing education	The student is able to understand the given material	10hours	5Weeks
Quarterly and daily attendance exams	In-person lectures	Characteristics of continuing education... Characteristics of Cropley and Dave... Characteristics of some theorists .. Continuing education in history.. Continuing education in Arab-Islamic civilization	The student is able to understand the given material	10hours	5Weeks
Quarterly and daily attendance exams	In-person lectures	Characteristics of continuing education... Characteristics of Cropley and Dave... Characteristics of some theorists .. Continuing education in history.. Continuing education in Arab-Islamic civilization	The student is able to understand the given material	10hours	5Weeks
Quarterly	In-	Continuing education in the modern	The	10hours	5Weeks

and daily attendance exams	person lectures	era.. Continuing education institutions.. Formal formal education.. Non-formal education.. Non-formal education	student is able to understand the given material		
Quarterly and daily attendance exams	In-person lectures	Alternative educational forms in continuing education... self-learning... the concept of self-learning... the importance of self-learning... programmed education	The student is able to understand the given material	10hours	5Weeks
Quarterly and daily attendance exams	In-person lectures	Correspondence education.. The concept of correspondence education.. Reasons for correspondence education.. Principles of correspondence education.. Methods of correspondence education.	The student is able to understand the given material	10hours	5weeks

	Course evaluation .٢ .٢
Semi-daily and monthly tests and surprise exams.	
Daily class participation	

	Learning and teaching resources .3
1-A book on distance learning theories and e-learning terminology. Lee Archerlosser / Translated by Prof. Dr. Nabil Gad Azmy 2015. -2 Self-education using educational models / Prof. Dr. Fakhri El-Sherbiny 2013. -3 Technology in the field of open education / J. S. Droney, translated by Dr. Ensaf Abbas, Al-Quds University Open / Palestine 2013.	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports)…
	Electronic references, Internet sites

Course Description Form

<table>
<tr><td colspan="6">1. Course Name: General teaching methods</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td colspan="6">2. Course Code:</td></tr>
<tr><td colspan="6">3. Semester / Year:YEARLY</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td colspan="6">5. Available Attendance Forms:
Lectures are delivered in attendance to students according
to the schedule announced in the Department</td></tr>
<tr><td colspan="6">6. Number of Credit Hours (Total) / Number of Units (Total)
60 hours , (2 hours per week *30 weeks)
120 units , (4 units per week * 30 weeks)</td></tr>
<tr><td colspan="6">7. Course administrator's name (mention all, if more than one name)
Name:Ph.Dr.Zinah Abdul-jabbar Jassim
Email:zeena.alshammari@gmail.com</td></tr>
<tr><td colspan="6">8. Course Objectives</td></tr>
</table>

Course Objectives	After studying this course the learner should be able to:
	1. Defines the concept of teaching, the concept of learning, and the concep teaching.
	2. Compares the concepts (learning, education, teaching).
	3. Mention the concept of teaching method, teaching style, and teaching strategy
	4. Compares the concepts (method, method, and strategy).
	5. Explains the pillars of the teaching process.
	6. Explains the types of teaching methods, their advantages and disadvantaç and the method of implementation.
	7. Explains modern models and strategies in teaching.

9. Teaching and Learning Strategies

Strategy	1. Lecture method.
	2. Method of interrogation.
	3. Discussion method

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
4 week	8 hours	The student is able to understand the given	The student is able to understand	In-person lectures	Quarterly and daily exams and activities

		material	the given material		
5 week	**10 hours**	The student is able to understand the given material	The student is able to understand the given material	In-person lectures	Quarterly and daily exams and activities
7 week	**14 hours**	The student is able to understand the given material	The student is able to understand the given material	In-person lectures	Quarterly and daily exams and activities
8 week	**16 hours**	The student is able to understand the given material	The student is able to understand the given material	In-person lectures	Quarterly and daily exams and activities
6 week	**12 hours**	The student is able to understand the given material	The student is able to understand the given material	In-person lectures	Quarterly and daily exams and activities

11. Course Evaluation

*Monthly tests.

*Short tests.

*Carrying out duties and activities.

12. Learning and Teaching Resources

Required textbo (curricular books, if any)	• General Teaching Methods, Saad Ali Zayer and others, Dar Safaa for Publishing and Distribution. • Curriculum and teaching methods, Rahim Yunus Crow, 2009.
Main references (sources	
Recommended books and references (scientific journals, reports…)	
Electronic Referenc Websites	

Course Description Form

1. Course Name: **Inferential statistics**

2. Course Code:

3. Semester / Year:YEARLY

5. Available Attendance Forms:	

Lectures are delivered in attendance to students according
to the schedule announced in the Department

6. Number of Credit Hours (Total) / Number of Units (Total)

90 hours , (3 hours per week *30 weeks)
* 120 units , (4 units per week * 30 weeks)

7. Course administrator's name (mention all, if more than one name)

Name:Ph.Dr.Mohammed Mehdi Sekee
Email:mohammad_mehdi@uomisan.edu.iq

8. Course Objectives

Course Objectives	1. Introduce the student to some statistical concepts and the role of Statis in the advancement of the humanities . 2. The student acquires the skills of applying the basic laws and principles inferential statistics. 3. The student acquires the skill of recognizing the appropriate statist method in the analysis and organization of data. 4. The student acquires the ability to think logically and the ability to m meaningful conclusions.

9. Teaching and Learning Strategies

Strategy	1. Attendance lectures in classrooms . 2. The style of discussion, surprise exams and methods honing skills. 3. Ask intellectual questions or hold a competition betwe students, arouse creative thought and a clear and quick answ to the problems received .

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
5 week	15 hours	the student will be a tounderstand the giv material	Introduction to inferential statist and definition of statistical terms and concepts	Attendane lecctures	Quarterly and daily attendance exams
5 week	15 hours	the student will be able tounderstand the given material	Statistical hypotheses	Attendane lecctures	Quarterly and daily attendance exams
5 week	15 hours	the student will be able tounderstand the given material	Parametric statistics t-test applications on spss program	Attendane lecctures	Quarterly and daily attendance exams
5 week	15	the student will be	Parametric	Attendane	Quarterly and daily

	hours	able tounderstand the given material	statistics, varian... analysis and spss applications	lecctures	attendance exams
5 week	15 hours	the student will be able tounderstand the given material	Inferential statis... except the parameters of th... chi-square test a... the Smirnov kalmokraf test a... applications on t... spss program	Attendane lecctures	Quarterly and daily attendance exams
5 week	15 hours	the student will be able tounderstand the given material	Inferential statis... except Ma... Whitney teachers applications on s...	Attendane lecctures	Quarterly and daily attendance exams

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, dailyoral, monthly, or written exams, reports ....etc
Semi-daily and monthly tests, unannounced examinations.
 ***Divide the division into several groups and give each group a variety of exercises and make the process of evaluating the answers mutual between the students.**
 ***Diligent follow-up to solve class questions and pay attention to the process of writing simple reports on any valuable information or statistical term**

12. Learning and Teaching Resources

Required textbo...(curricular books, if any)	* Statistics for researchers in education and humanities.Ouda, Ahmed Suleiman and Khalili, Khalil Youssef 1988 * Statistics and measurement in education and psychology .Mansi, Mahmoud Abdel Halim 1989
Main references (sources...	Statistical portfolio of Social Sciences spss, 2020
Recommended books and references (scientific journals, reports…)	https://search.emarefa.net/ar/detail/BIM-182340
Electronic Referenc...Websites	https://www.mathway.com/ar/statistics

Model Description

Educational psychology	١. The course name
	٢. ScheduledCode:
Annual	٣. The year/ Chapter:
2024−2025	٤. DescriptionDate setting up:

A. 5 Exception of the attendant:	**Lectures received a base on studentsAccording to the advertiser in the sectionthe adv**
6. Number of hours of communication (mac) / (total (number of units	**Watches inThe weekPerfect * ٣)A clock, ٩٠* ٣٠ Week)** **٣٠ Units inThe weekPerfect * ٤ unit)) ٠ Unit ١٢* (weeks**
7. Administrator of the course) If (more than little name	**d. Fadia Aboud RamadanA:TheName IMDEL: FABOOD٩٠@gmail.com**

8. ScheduledGoals

	oals of the course
1. The student Definition ofThe importance of educational psychology In aProgressScience is within the educational process andHumanity.	
2. MahaThe studentAcquiresAreaImplementatThe TionLawsPrinciplesbasic For educational psychology	
3. Upon RecognitionSkillThe studentAcquiresTheories of educational psychology and their application in the classroom	
4. Acquires Student skills thinking, information processing systems and problem solving within the classroom.	

1. Education and learning strategies

	The strategy
١. **Lectures**الحضورية**In the schools.**	
٢. **The style ofDiscussionSnaps and snake structures.**	
٣. **Ask aQuestionsIntellectualACompetition among students and mastic creative thought and fair and rapid response from the inconsistent inconsistent.**	

4. The structure of the course

Method of evaluation	Method of learning	Name of the unit or the subject	Learning outputs required	Hours	The week
Exclusive and quadie examples	Litectic lectures	Introduction to educational psychology, concept,His objectives jectives learning the ob and their theories	The student can understand the given article	١٥ hours	٥ weeks
Exclusive and quadie examples	Litectic lectures	ITU Theory Theory of Appropical Applications	The student can understand the given article	١٥ hours	٥ weeks
Exclusive and quadie examples	Litectic lectures	Thinking, concept, creative thinking	The student can understand the given article	١٥ hours	٥ weeks
Exclusive and quadie examples	Litectic lectures	Driven, definition, functions, types,	The student can understand the	١٥ hours	٥ weeks

Exclusive and quadie examples	Litectic lectures	Resolve the problems define the problem and skills in solving problems	The student can understand the given article	hours ١٥	weeks ٥
		theories	given article		
Exclusive and quadie examples	المحاضراتالحضورية	Feedback, ordinary, memory and forgetting types of memory	The student can understand the given article	hours ١٥	weeks ٥

Rating rapporteur .٥

.Sea and daily tests and snaps*

how to address information The division of the Division sets and compete with competitive questions and learn*
through questions raised and knowing students' characters in addressing positions and solving problems that may
.face them within their jobs in the future

Learning and teaching sources .٦

Psychology of the educational, Abdul Majed Fehry Psychology Pathology, Saleh Abu Jad .	he required script books (methodology th found)
Learning theories,Emad Al Zoule	(References (s
ducational Anita, Wolf for you to educate the e psychology translated by Salahuddin Mahmoud Allam Jordan	The newly bonded books and references (…. scientific journals, reports)

Course Description Form

1. Course Name: **Inferential statistics**
2. Course Code:
3. Semester / Year:YEARLY
5. Available Attendance Forms:
Lectures are delivered in attendance to students according to the schedule announced in the Department
6. Number of Credit Hours (Total) / Number of Units (Total)
90 hours , (3 hours per week *30 weeks) * 120 units , (4 units per week * 30 weeks)

7. Course administrator's name (mention all, if more than one name)

Name.Dr.Alaa jawad Kazem

Email : alaajawad@uomisan.edu

8. Course Objectives	
Course Objectives	**1.** Study and understand the functions of the human body's organs in a way that contributes to scientific and cognitive awareness, taking into account the principles of generality, ability and benefit **2.** The origins of physiological psychology, its development and its fields **3.** The nature of the physiological foundations of behavior **4.** Identify the factors affecting the function of the human body's organs **5.** How does coordination and neural and hormonal integration occur in regulating the relationship between the individual and the environment **6.** Study of the nervous system and its goals **7. Physiological foundations of motivationto make meaningful conclusions.**

9. Teaching and Learning Strategies	
Strategy	1. Attendance lectures in classrooms . 2. The style of discussion, surprise exams and methods honing skills. 3. Ask intellectual questions or hold a competition betwe students, arouse creative thought and a clear and quick answ to the problems received .

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2 week	**12 hours**	**Introducing the student to physiological psychology and enabling the stud to understand the given material**	**Physiological psychology And the historical context of science Its goals, development and fields in the modern era**	**Attendane lecctures**	**Quarterly and daily attendance exams**
4 week	**12 hours**	**The hormonal system and enables the student to understand the given material**	**-The location of each gland, its function, the name of the hormone, and its function: effect - deficiency - increase. -Complete knowledge of diseases that arise from hormonal disorders. - The effect of each hormone on human behavior. -The function of hormones and their relationship to different mental abilities.**	**Attendane lecctures**	**Quarterly and daily attendance exams**
6 week	**18 hours**	**The nervous system and enables the student to understand the given material**	**The most important unit of the nervous system is the nerve cell. -Cell divisions, branches and types. -Nervous system Departments of the nervous system -Brain lobes Types of nerves -Brain nerves and their connection to the human senses and their distribution to each sense Its forms and benefits of electroencephalogram.**	**Attendane lecctures**	**Quarterly and daily attendance exams**

			- The peripheral nervous system and the autonomic nervous system		
1 week	3 hours	Neural instruction enables the stude to understand the given material	Neurotransmitters	Attendane lecctures	Quarterly and daily attendance exams
6 week	18 hours	Diseases of the nervous system a enables the stude to understand the given material	-Alzheimer's disease -Parkinson's disease -Cerebral Palsy -Hemiplegia -Meningitis -Epilepsy, its types and treatment -The relationship of epilepsy to learning	Attendane lecctures	Quarterly and daily attendance exams
2 week	6 hours	Motives	-Physiological foundations of motivation -The relationship of the hypothalamus hunger and sneezing	Attendane lecctures	Quarterly and daily attendance exams
4 week	12 hours	of emotions	-The concept of emotions -Its relationship to physical diseases. -Its effect on the fetus. -Its benefits.	Attendane lecctures	Quarterly and daily attendance exams
5 week	15 hours	sleep	Sleep concept. types of sleep, Sleep and learn Harmful sleep Sleep deprivation	Attendane lecctures	Quarterly and daily attendance exams

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, dailyoral, monthly, or written exams, reports ....etc
Semi-daily and monthly tests, unannounced examinations.
 *Divide the division into several groups and give each group a variety of exercises and make the process of evaluating the answers mutual between the students.
 *Diligent follow-up to solve class questions and pay attention to the process of writing simple reports on any valuable information or statistical term

12. Learning and Teaching Resources

Required textbooks (curric books, if any)	Physiological Psychology: Ahmed Okasha, Egyptian Knowledge House Physiological Psychology: Ali Mahmoud Kazem, Al-Sadiq Publishing House
Main references (sources)	Physiological Psychology - Abdul Rahman Al-Issawi - Alexandria Knowledge Library Physiological Psychology: Ahmed Okasha, Egyptian Knowledge House Physiological Psychology: Ali Mahmoud Kazem, Al-Sadiq Publishing House
Recommended books and references (scientific journals, reports...)	Physiological psychology - an applied theoretical study - Dr. Salah Mukhaimer - Anglo-Egyptian Library
ElectronicReferences, Websites	———

Sample course descriptio

Personality psychology : Course name1.
2. Course code:

	Annual3. Semester / year:
	5.Available forms of attendance: Lectures are delivered in attendance to students according to the schedule announced in the Department

6.Number of academic hours (total)/ number of units (total)
(hours , (3 hours per week *30 weeks90*
(units , (4 units per week * 30 weeks*120

7. The name of the course administrator (if more than one name is mentioned)
Name: a.M. Ashraf Saleh Jassim
E-mail address:amezlo9977@gmail.com

Course objecti	8.
Objectives of the study material	The student learns about the dimensions of personality building and growth and enable him to analyze and evaluate personal opinions and theories in terms of their importance in the study of personality in the educational field

1 Teaching and learning strategies

The strategy	Attendance lectures in classrooms1. The style of discussion, surprise exams and methods of honing skills2. 3.Asking intellectual questions or conducting a competition between students and arousing creative thought and a clear and quick answer to the problems received

Course structure4.

The week	Watches	Required learning outcomes	Name of the unit or subject	The way of learning	Evaluation method
5weeks	15hours	dynamics The student manages to understand the given material	The concept of personality in the psychological heritage and determinants of Personality ,Personality	Attendance lectures	Quarterly and daily attendance exams
5weeks Weeks5	15 hours	The student manages to understand the given material	Dimensions of character building and growth, dimensions of character building,	Attendance lectures	Quarterly and daily attendance exams

				dimensions of character growth		
5weeks	15 hours	The student manages to understand the given material	Personality theories represented by the formative theories of Socrates-kirchmer-Sheldon and Traits of Gordon Allports	Attendance lectures	Quarterly and daily attendance exams
5weeks	15hours	The student manages to understand the given material	Theories based on environmental determinism Theories based on interactive determinism (Adler-Fromm-Horney-Sullivan)	Attendance lectures	Quarterly and daily attendance exams
Weeks5	15hours	The student manages to understand the given material	Field theory, Murray's theory of needs and self-theory	Attendance lectures	Quarterly and daily attendance exams
5weeks	15hours	The student manages to understand the given material	Personality assessment, theoretical foundations and approaches to personality assessment, psychological and pedagogical	Attendance lectures	Quarterly and daily attendance exams

			tools used to measure		

Evaluation of the course5.

* Semi-daily, monthly tests and snap exams .
*Divide the division into several groups and give each group a variety of exercises and make the process of evaluating the answers mutual between the student .
*Diligent follow-up to solve the chapter's questions and pay attention to the process of writing simple reports on any valuable information or statistical term.

6	Learning and teaching resources

Personality psychology, Aziz Hanna Dawood and Nazim Hashim al-Obeidi	

Course Description Form

1. Course Name: Scientific research methods

2. Course Code:

3. Semester / Year:YEARLY

5. Available Attendance Forms:
Lectures are delivered in attendance to students according to the schedule announced in the Department

6. Number of Credit Hours (Total) / Number of Units (Total)
90 hours , (3 hours per week *30 weeks)   * 120 units , (4 units per week * 30 weeks)

7. Course administrator's name (mention all, if more than one name)
Name:prof .majid raheema al halfi   Email:majid.raheema @uomisan.edu.iq

8. Course Objectives

Course Objectives	1.teaching students that the progress of societies depends on the progress of scientific research in them . 2.teanching students on the principles of scientific research, its methods and the types of scientific research used. 3.Teaching students how to choose a research topic. That is, how he uses 3.the principles of scientific research in solving the pedagogical, psychological and socia

problems surrounding him.

4.teaching students how to use the appropriate tools to collect the information nee
for scientific research .

−5.teaching students how to use the principles of Statistics in the quantization of
psychological phenomena studied by scientific research.

6.teaching students on how to interpret and analyze the results that can be reached
by scientific research.

7−teaching students how to benefit society from the results of scientific research.

9. Teaching and Learning Strategies

Strategy	. Attendance lectures in classrooms. 1
	2. The style of discussion, surprise exams and methods of honing skills.
	3. Ask intellectual questions or hold a competition between students, arouse creative thought and a clear and quick answer to the problems received.
	4. Assigning students to possible extra-curricular activities th refine their abilities in the field of scientific research .

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
5 week	15 hours	the student will be a tounderstand the giv material	* - Introduction t scientific researc and its methods a definition of basi research terms a concepts	Attendane lectures	Quarterly and daily attendance exams
5 week	15 hours	the student will be able tounderstand the given material	**- *Types of research (basic and applied) * - Methods scientific research descriptive, historical, experimenta)**	Attendane lecctures	Quarterly and daily attendance exams
5 week	15 hours	the student will be able tounderstand the given material	**- *Samples i scientific researchMe urement too in scientific**	Attendane lectures	Quarterly and daily attendance exams

5 week	15 hours	the student will be able tounderstand the given material	- *The use of Statistics in scientific research * - Analysis of results in scientific research .	Attendane lectures	Quarterly and daily attendance exams
5 week	15 hours	the student will be able tounderstand the given material	* - Methods of recording information in scientific research .	Attendane lectures	Quarterly and daily attendance exams
5 week	15 hours	the student will be able tounderstand the given material	- *Sources, appendices and tables in scientific research * - Writing research plan	Attendane lectures	Quarterly and daily attendance exams

11. Course Evaluation

*Semi-daily and monthly tests and snap exams. *-
*-Extra-curricular activities consisting of preparing reports by students and presenting them inside the classroom
* - Assign students to office duties such as the use of sources, Research, previous studies and library indexing .

12. Learning and Teaching Resources

Required textbook (curricular books, if any)	* Scientific research methods-Mohammed Department of Mohammed 2009
Main references (sources)	Methods of scientific research and statistical analysis; the sincerity of Muhammad and Mustafa Bahi 1999
Recommended books and references (scientific journals, reports…)	Scientific research methods / van Dalen-* Psychological evaluation / Fouad Abu Hatab 1976-* -* Methods of scientific research Hamid Zahran 1989
Electronic Reference Websites	https://www.mathway.com Scientific research methods.

Sample course description

psychological counseling and educational guidance	Course name .١٤

١٥. رمز course Code:	
annual	١٦. year / Class :
	١٧. of date of preparation this
according to lectures are given in attendance to students the schedule announced in the section	١٨. forms of A attendance available:
(weeks ٣٠*hours per week ٢)hours, ٦٠* **(weeks ٣٠ units per week * ٤)units , ١٢٠ ***	١٩. number of academic number / (hours (total of units (total
M. Ali Mahmoud Khalaf :namea ali_mahmoud@uomisan.edu.iq@uomisan.edu.iq:Amil	٢٠. the name of the course administrator if more than one) (name is mentioned
٢١. of the course the objectives	

١. are to employ guidance material , basic principles and methods to achieve psychological, educational and social compatibility for students of the Faculty of Education ٢. activating the role of the teacher and the educational mentor to help the student to achieve psychological, educational and social compatibility ٣. guidance programs and their importance in addressing the problems facing students ٤. in guidance councils of parents and teachers and their role .	e objectives of the course

٢. Strategic teaching and learning

٣. lectures in classrooms . ٤. Discussion weekly, learning of examples as reality presenting in participation and surprise and quarterly exams ٥. , writing reports among the vocabulary of the material to encourage general knowledge . to contribute to the provision of educational culture in the field of guidance	strategies

٦. Built

week	hours	learning outcomes required	the name of the Beast or the project	learning method	assessment method
٥ weeks to	١٠ hours	udent the st is able to understand the	introduction to the concept of guidance and	lectures adversarial	exam quarterly and daily adversarial

		psychological justifications and goals / Direct guidance	material given to the		
exam quarterly and daily adversarial	lectures adversarial	relationship guidance to the world / areas of guidance counseling / therapeutic / counseling educational	the student le to is ab understand the material given to	١٠ hours	٥ weeks to
exam quarterly and daily adversarial	lectures adversarial	guidance marital / important / Nominal / kids /youth adults / / extraordinary	the student is able to d understan the material given	١٠ hours	٥ weeks to
exam quarterly and daily adversarial	lectures adversarial	ways and guideway / losophical, phi psychological, and ethical / information needed to process instructions methods of / collecting information	the student is able to understand the material given to	١٠ hours	٥ weeks to
exam quarterly and daily adversarial	lectures adversarial	ries of theo counseling / Download psychological behavioral / / human / existential / tests /note	the student is able to understand the material given to	١٠ hours	٥ Weeks
exam quarterly and daily adversarial	of adversarial lectures	guidance in the school / of boards parents and teachers /the need for programs guideway / problems addressed by	the student is able to understand the material given	١٠ hours	٥ Weeks

				the		

evaluation .٧

* follow up the developments of recent studies .
* Encourage knowledge of the vocabulary of the curriculum and the analysis of some guidance programs .
* Propose some ideas to turn them into future research projects among the educational, psychological and social problems of behaviors that are alien to the educational community .

Learning and teaching resources .٨

required course books (methodology if any)	● (theories of counseling and psychotherapy) Patterson ١/ ١٩٨١ ● (counseling and mental health) Sahib Abdul al Hassan Ali, Marzouk– Sayed ٢٠١١ ● mental health counseling / Fahem Hussein al– tuwaihi , Hussein Rabie Hammadi
main references(sources)	● (guidance and educational counseling) Zahran Hamid Abdus Salam ١٩٨٢.
recommended books and supporting references are recommended(scientific journals, reports….)	www.Aialibrary.com Arab International Academy
electronic references, Internet sites	https://aialibrary.com/product-category/%D9%85%D9%83%D8%AA%D8%

Course Description Form

Economics of education	Course name .١
	:Course code .١
annual	:Semester/Year .١
2024-2025	Date this description was .١ :prepared
Lectures are delivered to students in person according to the schedule announced in the department	:Available forms of attendance .1
(2 hours per week * 30 weeks) ٦٠ hours	Number of study hours .1 (total)/number of units (total)
Elafalswdane268@gmail.com **Name: M. M. Elaf Abdel Sattar Shweil**	Name of the course .1 administrator (if more than one name is mentioned)

	Course objectives .٢٢
1-Learn about the concept of education economics 2- Determine the reasons for the emergence of the science of education economics, its development, and its relationship with other sciences 3- Identify the aspects of spending in education, the importance of educational spending and the factors influencing it 4- Explaining productive efficiency in education and methods for measuring it 5- Identifying educational waste, in terms of its causes, results, and methods of measuring it 6-The ability to invest in education optimally 7- Estimating the value of the economics of education through economics in educational spending 8- Using mental abilities to determine a future vision for the reality of education	Objectives of the study subject
	Teaching and learning strategies .٣

	The strategy
1. In-person lectures in classrooms. 2. Discussion method, surprise exams, and methods of refining skills. 3. Asking intellectual questions or holding a competition between students, stimulating creative thinking and answering clearly and quickly to the problems presented.	The strategy

9. 1. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Quarterly and daily attendance exams	In-person lectures	Economics of education: concept and development... Areas of research in economics of education. The relationship between economics and other sciences.	The student is able to understand the given material	10hours	5Weeks
Quarterly and daily attendance exams	In-person lectures	Education and economic growth...the concept of economic growth...Rostow's theory of economic growth...	The student is able to understand the given material	10hours	5Weeks
Quarterly and daily attendance exams	In-person lectures	Types of economic growth And economic development Economic development goals Investing in human capital	The student is able to understand the given material	10hours	5Weeks
Quarterly and daily attendance exams	In-person lectures	Education costs Objectives of studying the cost of education Reasons for high cost Ways to reduce costs...	The student is able to understand the given material	10hours	5Weeks
Quarterly and	In-person	Education	The student	10hours	5Weeks

daily attendance exams	lectures	revenues The importance of education returns Measuring the returns to education	is able to understand the given material		
Quarterly and daily attendance exams	In-person lectures	Education funding Secondary sources in financing education Applications in finance in European countries	The student is able to understand the given material	10hours	5weeks

	Course evaluation .٢ .١٠

	Learning and teaching resources .3
The Economics of Education, Al-Rashdan, Abdullah, 2001, Wael Printing and Publishing House, Amman, Jordan. Education and the Economics of Education, Abu Samaha, Kamal, 1993, The Teacher's Letter, Volume 34, Issue 4, Amman. Education and Economic Development, Al-Habib, Mosaddeq Jameel, 1981, Al Sheid Printing and Publishing House, Baghdad.	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and . references (scientific journals, reports…
	Electronic references, Internet sites

Course Description Form

1. Course Name: **mantel health**

2. Course Code:
3. Semester / Year:YEARLY
5. Available Attendance Forms:
Lectures are delivered in attendance to students according to the schedule announced in the Department
6. Number of Credit Hours (Total) / Number of Units (Total)
60 hours , (2 hours per week *30 weeks)   * 120 units , (4 units per week * 30 weeks)
7. Course administrator's name (mention all, if more than one name)
Name:prof . majid raheema alhlfi   Email:majid.raheema@uomisan.edu.iq
8. Course Objectives

Course Objective	1.Introducing students of educational and psychological sciences to a brief history of the science of mental health and the stages it has passed through.
	2.Introducing students of educational and psychological sciences to some basic mental health concepts
	. Introduce students to the importance of studying mental health for the٣ individual and for society.
	4.Introducing students to some behavioral, social and moral deviations
	.5.Introducing students to the classification of mental illnesses that characterize individuals
	6. Introducing students to the methods of diagnosing psychological diseases .
	7. Introducing students to the methods of preventing mental disorders.
	..Introducing students to the methods and techniques of psychotherapy ٨
	9.Familiarizing students with models of the most widespread psychological and mental illnesses in society
	10. Introducing students to the phenomenon of addiction and all its types and how to prevent and t it .

9. Teaching and Learning Strategies

Strategy	Attendance lectures in classrooms١. 2.The style of discussion, surprise exams and methods of honin skills. 3.Ask intellectual questions or hold a competition between students, arouse creative thought and a clear and quick answer the problems received. 4. Field visits to health institutions, social welfare homes, psychiat

| | | | sanatoriums and correctional facilities | | |

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
5 week	15 hou	the student will be able tounderstand the given material	Introduction to mental health an definition of psychological ter and concepts	Attendane lecctures	Quarterly and daily attendan exams
5 week	15 hou	the student will be able tounderstand the given material	**The importance mental healt for the individual a society Mental healt goals Principles mental healt**	Attendane lecctures	Quarterly and daily attendan exams
5 week	15 hou	the student will be able tounderstand the given material	**The study of behavior The concept of behavior Types of behavior Right a wrong behavior**	Attendane lecctures	Quarterly and daily attendan exams
5 week	15 hou	the student will be able tounderstand the given material	The study of psychological compatibility Types of compatibility Compatibility and adaptation Incompatibility, i causes , treatmer	Attendane lecctures	Quarterly and daily attendan exams
5 week	15 hou	the student will be able tounderstand the given material	Psychologica and mental diseases Classification of diseases Causes, symptoms, treatment	Attendane lecctures	Quarterly and daily attendan exams

5 week	15 hou	the student will be able to understand the given material	Models of some psychological and mental diseases Its symptom causes, methods prevention treatment	Attendane lecctures	Quarterly and daily attendan exams

11. Course Evaluation

Semi-daily and monthly tests and snap exams. *
 *-Assign students to prepare (theoretical) reports on the types of mental and mental disorders and present them within the seminar.
* Students submit reports on some student cases when they go to the annual application because the course is taught for students of the finished stages (fourth stage)

12. Learning and Teaching Resources

Required textbo (curricular books, if any)	* Mental health (a study in the psychology of adaptation) Naim Rifai 2004
Main references (sources	Principles of mental health
Recommended books and references (scientific journals, reports…)	Psychological problems and their treatment . Boutros Ha Boutros 2008
Electronic Referend Websites	https://www.mathway.com/menteal health

Sample course description

of the Special Education Course	Name .٢٣
	:Course Code .٢٤
annual	: year /semester .٢٥
2024-2025	reparation of date of .٢٦ : description this
according to lectures are given in attendance to students the schedule announced in the section	forms of A .٢٧ :attendance available

	.٢٨	number of academic hours (total) / number (of units (total	(week ٣٠*per week hours ٣)hours, ٦٠* (weeks ٣٠ units per week * ٤)units, ١٢٠*

.٢٩	the name of the course administrator if more than one) (name is mentioned	M. Ali Mahmoud Khalaf :namea -Al ali_mahmoud@uomisan.edu.iq@uomisan.edu.iqAmil

course course objectives .٣٠

the objectives student	.٥ learns about the concept of special education, the basic terms and concepts in the psychology of properties and the theoretical foundations on which it is based. .٦ If the student gets acquainted with the history of special education .٧ The, the student should get acquainted with how to identify and define the target backwardness .٨ , enabling the student to measure backwardness of all kinds and identify methods of measuring backwardness .

Strategic teaching and learning .٤

strategies	.١١ and feedback style classroom lectures . .١٢ The method of Discussion, Analysis, surprise exams and methods of honing skills. .١٣ Asking intellectual questions or conducting a competition between students, arousing creative thought and a clear and quick answer to the problems received .

Built .١٤

week	hours	learning outcomes required	the name of the Beast or the project	learning method	assessment method
٥ Weeks	١٠ hours	the student is able to understand the material given to	the concept of Special Education idea on the / history of special education mental retardation definition / causes the / level of his	lectures adversarial	exam quarterly and daily adversarial
٥ Weeks	١٠ hours	the student is able to understand	theconstraints of the educational	lectures adversarial	exam quarterly and daily adversarial

				١٠ hours	
		demo / ng learni Definition / the diagnosis of	the material given		
exam quarterly and daily adversarial	lectures adversarial	todisorders emotionality definition of / sesuac' sepyt' / sisongaid ' disorders of speech and language	the student is able to understand the material given	١٠ hours	٥ Weeks
exam quarterly and daily adversarial	lectures adversarial	specialty audio / defined ' kinds of ' reasons ' diagnosis specialty / optical / definition ' Kinds of ' reasons ' gnosis of dia his	the student is able to understand the material given	١٠ hours	٥ Weeks
exam quarterly and aily adversariald	lectures adversarial	abandon physical / defined ' kinds of ' reasons ' diagnosis of his	the student is able to understand the material given to	١٠ hours	٥ Weeks
exam quarterly and daily adversarial	of adversarial lectures	tochildren early / definition of creativity ' The diagnosis of a child's early	the student is able to understand the material given	١٠ hours	٥ Weeks
assessment provided .١٥					
hanced curriculum concepts and terminology to establish a base foundation of the idea of my educational en * . . students Paying attention to the process of writing simple reports on any valuable information or term in special * . education some additions from new statistics for some disabilities and specialized studies in The course needs * special education					
learning and teaching .١٦					

introduction to special education /Taiseer Mufleh ● ٢٠٠٣l Aziz kawafeh 'Omar Fawaz Abdu educational programs for individuals with special ● ٢٠٠٦needs /Khawla Ahmed Yahya	urces required course books (methodology if any)
Psychology child psychology,	(main references (sources
www.noor-book.com	Books and supporting references that are recommended for people with special needs (scientific (….reports ,journals
https://aialibrary.com	electronic references, Internet sites

Course Description Form

31.	Course Name:**Teaching thinking**
32.	Course Code:
33.	Semester / Year:Yearly

35.Available Attendance Forms:
Giving lectures to students in an attendance manner according to a schedule in the Department

36.Number of Credit Hours (Total) / Number of Units (Total)
60 hours , (2 hours per week *30 weeks)   120 units , (4 units per week * 30 weeks)

37.	Course administrator's name (mention all, if more than one name)
Name: Ph. Dr. Ammar Tuama Jasim E.mail: prof.dr.ammar-alsaedi@uomisan.edu.iq	

38.	Course Objectives
Course Objectives	1. The student knows the concept of thinking, its importance, methods, characteristics and skills. 2. The student acquires directions of teaching thinking. 3. The student acquires thinking development strategies. 4. Knowledge of programs for the development of thinking and creativity.

	39.		Teaching and Learning Strategies		

Strategy	4. Attendance lectures in the classroom.
	5. Discussion, dialogue, quick and unannounced exams, as well as skills development strategies.
	6. Ask questions that excite students ' thinking, compete among them in answering them and immediately clarify the ambiguity.

40. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
5 week	15 Hours	The student is able to absorb the given material	Definition of thinking, its characteristics, types, importa and skills	Lecture attendance	Quarterly and daily attendance exams
5 week	15 hours	The student is able to absorb the given material	Directions of teaching think its processes and obstacles	Lecture attendance	Quarterly and daily attendance exams
5 week	15 Hours	The student is able to absorb the given material	Strategies of metacogni thinking, critical thinking creative thinking	Lecture attendance	Quarterly and daily attendance exams
5 week	15 Hours	The student is able to absorb the given material	Programs for teaching thinkir the court and brainstorming program	Lecture attendance	Quarterly and daily attendance exams
5 week	15 Hours	The student is able to absorb the given material	Problem solving types and classifications	Lecture attendance	Quarterly and daily attendance exams
5 week	15 Hours	The student is able to absorb the given material	Habits of mind and their type	Lecture attendance	Quarterly and daily attendance exams

41. Course Evaluation

4. Formative evaluation during each statistical topic .

5. Knowledge of previous knowledge and erroneous beliefs about the statistical subject that may interfere with learning.

6. Individual thinking, pairing and participation by asking a question to students while giving them time to share breakfast with a colleague or between them.

42. Learning and Teaching Resources

Required textbo (curricular books, if any)	5. Teaching thinking.. Theory and practice, Abu Jado, Saleh and Noufel Mohammed Bakr, Dar Al-Masirah publishing house, Amman, 2007.
	6. Programs for the development of thinking .. Types of them .. Thei strategies.. Her methods, Wahib, Mohammed Yassin and Zeidan, Nada Fattah, Dar Ibn al-Athir, Mosul, 2006.
	7. Teaching thinking and his skills .. Trainings and practical applications

	Abdul Aziz, Saad, Amman, House of culture , 2007.
Main references (sources)	Teaching thinking, Al-Harthy, Ibrahim bin Ahmed, 4th floor, Maq[...] House, Cairo, Egypt, 2009
Recommended books and references scientific journals, reports…)	noor-book.com/xo4ymc
Electronic Referen[...] Websites	https://kenanaonline.com/users/ahmedkordy/posts/210730

<div align="center">نموذج وصف المقرر</div>

Philosophy of education	١. Course name
	١. Course code:
Annual	١. Semester/Year:
2024−2025	١. Date this description was prepared:
Lectures are delivered to students in person according to the schedule announced in the department	1. Available forms of attendance:
٦٠ hours (2 hours per week * 30 weeks)	1. Number of study hours (total)/number of units (total)
tbarak752@gmail.com **Name: M. M. TabarakFaleh Hassan Abdullah**	1. Name of the course administrator (if more than one name is mentioned)
	١. Course objectives
Enhancing the philosophical and educational culture of students, as philosophy represents the theories, ideas, principles, opinions, and sayings of scholars, thinkers, and philosophers in successive historical stages that deal with the problems of life, including the problems of education. As for education, it represents the applied field for translating those theories and opinions	Objectives of the study subject

regarding organizing the process of raising individuals in a wise manner and with renewed thought. Innovative methods, high skills, and clear and precise mechanisms.

	Teaching and learning strategies .١
1. In-person lectures in classrooms. 2. Discussion method, surprise exams, and methods of refining skills. 3 .Asking intellectual questions or holding a competition between students, stimulating creative thinking and answering clearly and quickly to the problems presented.	**The strategy**

	Course structure .١ .١

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Quarterly and daily attendance exams	**In-person lectures**	**Introduction to the philosophy of education, topics or theories studied by philosophy, Philosophy of education (its meaning - definition), functions of philosophy of education.**	**The student is able to understand the given material**	**10hours**	**5Weeks**
Quarterly and daily attendance exams	**In-person lectures**	**The ideal educational philosophy, the ideal teacher - the ideal student...the ideal curriculum, the flags of ideal philosophy**	**The student is able to understand the given material**	10hours	**5Weeks**
Quarterly and daily attendance exams	**In-person lectures**	**Realistic educational philosophy: the realistic teacher - the realistic student, one of the figures of existential philosophy**	**The student is able to understand the given material**	**10hours**	**5Weeks**
Quarterly and daily attendance exams	**In-person lectures**	**Logical positivist educational philosophy...the goals of logical education. The logical teacher, one of the figures of logical positivist philosophy**	**The student is able to understand the given material**	**10hours**	**5Weeks**
Quarterly and daily attendance exams	**In-person lectures**	**Contemporary educational theories Second: Fundamental Third: Progressivism Four: renewal**	**The student is able to understand the given material**	**10hours**	**5Weeks**
Quarterly and daily attendance exams	**In-person lectures**	**Islamic educational philosophy...characteristics of Islamic education and its fields...from Muslim philosophers**	**The student is able to understand the given material**	**10hours**	**5weeks**

	Course evaluation ٢. ٢
* Semi-daily and monthly tests And surprise exams.	
	Daily class participation

	Learning and teaching resources 3.
1- The Republic, Plato: Translated by Hanna Khabbaz, Dar Al-Turath, Beirut, 1969 AD. **-2 Introduction to the Philosophy of Education, Connor, D. J.: Translated by Muhammad Saif al-Din Fahmy, Anglo-Egyptian Library, Cairo, 1982 AD.** **-3 IbnRushd and his philosophy between heritage and modernity, Al-Asam, Abdul Amir: Part 7, Bayt Al-Hikma, Baghdad, 1999 AD.**	**Required textbooks (methodology, if any)**
	Main references (sources)
	Recommended supporting books and . …references (scientific journals, reports
	Electronic references, Internet sites