

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



Academic Program and Course Description Guide

٢٠٢٦

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 ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ regarding the programs that adopt the Bologna Process as the basis for their work.

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

Concepts and terminology:

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

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

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

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

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

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

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

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

University Name: Al-Turath University

College/Institute: College of Education

Academic Department: Department of Educational and Psychological Sciences

Academic or Professional Program Name: Bachelor's Degree

Final Degree Title: Bachelor of Educational and Psychological Sciences

Study System: Annual System

Date of Specification Preparation: 28/8/2026

Date of File Completion: 28/8/2025



Signature:

Name of Head of Department:

Prof. Dr. Rahif Nasser Ali Al-Issawi

Date: 2026/09/18

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Name of Scientific Assistant:

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Date: 2026/09/18

File Reviewed by:

Quality Assurance and University Performance Unit

Name of Quality Assurance and University Performance Unit Head:

Date: 2026/09/18

Signature:



Approval by the Dean

١. Program Vision

To be a pioneering department in the service of educational sciences, understanding its interpretive implications, educational and psychological trends, and its scientific and cognitive schools. To be a pioneering department in the service of educational sciences, understanding its interpretive implications, educational and psychological orientations, and its scientific and cognitive schools. Therefore, the Department of Educational and Psychological Sciences at the College of Education aspires to be one of the distinguished and leading scientific departments with its educational system in higher education and scientific research.

٢. Program Mission

The program's mission is mentioned as stated in the university's brochure and website.

The department seeks to enrich Iraqi society with educational outputs characterised by a balanced educational personality, in addition to preparing educational and psychological studies and research aimed at solving contemporary problems.

The curricula of the Department of Educational and Psychological Sciences emphasise the importance of the three elements of education: the teacher, the student, and the scientific material, in order to prepare

educational and scientific cadres that will play a role in building Iraq.

٣. Program Objectives

The department aims to achieve the objectives listed below:

١. Preparing the specialised university school in the Department of Educational and Psychological Sciences by instilling the principles of our noble Islamic religion in the students' hearts.
 ٢. Developing self-monitoring and faith-based motivation in the graduates, and preparing them for scientific research and skill development in writing research papers and the ability to analyse and deduce.
 ٣. Keeping up with technological advancements by adopting effective teaching methods enhanced with modern technologies and advanced teaching tools that serve the educational and learning process. Keeping up with technological advancements in adopting effective teaching methods enhanced by modern technologies and advanced teaching tools that serve the educational and learning process.
- Periodic review of curricula to keep pace with scientific and cognitive development while maintaining educational and psychological constants, and benefiting from the rich educational heritage of our

Islamic scholars. ϵ . Periodic review of curricula to keep pace with scientific and cognitive development while maintaining educational and psychological constants, and benefiting from the rich educational heritage of our Islamic scholars.

ϕ . Openness to the community and supporting voluntary work to achieve the great message of Islam in spreading the principles of goodness in society.

ϵ . Program Accreditation

Credit Hours		Course name	Course code	/ Year Level
practical	Look			
	٣	General Psychology		First stage
٢	٢	Psychology of individual differences		
	١	Arabic		
	١	English language		
	١	computer		

	١	Democracy and human rights		
	٣	Educational sociology		
٢	١	Environmental education and sustainable development		
	٣	Principles of Education		
	٢	Ethics of the teaching profession		
٢	٢	Curricula and textbooks		Phase Two
٢	٢	Educational Psychology		
	٢	Social psychology		
٢	٢	Descriptive statistics		
	١	Ba'ath Party crimes		
	٣	Developmental psychology		
	١	English language		

١	١	computer		
	١	Arabic		
	٢	Educational planning		
	٢	Continuing education		
	٢	Psychological counseling and educational guidance		Phase Three
	٢	Personality psychology		
	٢	Physiological psychology		
٢	١	Experimental psychology		
٢	١	Educational technology and its applications		
١	٢	Inferential statistics		
٢	١	Teaching methods		
١	١	Scientific research methodology		

	۲	Cognitive psychology		
۲	۲	Comparative Education		
	۱	English language		
	۲	Mental health		Phase Four
۲	۱	Psychometrics and Educational Assessment		
	۲	Teaching thinking		
۲	۱	Diversification of behavior		
	۲	Philosophy of Education		
	۲	Economics of Education		
	۲	Educational leadership and management		
	۲	Special Needs Education		
۳	۱	Scientific education		

١. Expected learning outcomes of the program	
of Knowledge Pain	
Knowledge and –١ .understanding ٢– Preparing a university–level school specializing in educational and psychological sciences by instilling educational .principles in the students ٣– Adopting effective teaching methods enhanced by modern technologies and advanced teaching tools that serve the educational and learning process	Cognitive objectives
Skills	
,To master teaching –١ research etiquette, and debate ٢. The student will become familiar with the most important educational theories and their .names The student learns the – ٣ importance of psychology and its principles and is able to apply them	Skills objectives
The student masters research practices in their field of .specialization	Scientific research

Values	
Experiential learning – ١ Inquiry-based learning – ٢ Problem solving – ٣ Content analysis – ٤ Cooperative education – ٥	Assessment methods
١– Developing self-discipline and educational motivation in students ٢– Instilling a love of educational cooperation in the students ٣– Educating students on how to deal with educational behavior	Affective and value-based goals

٢. Teaching and learning strategies
Strategies and methods of teaching and learning adopted in the implementation of the program in .general Project Method Programmed learning method – Lecture method – Self-learning method Preparing educational research

٣. Assessment methods

Initial diagnostic assessment to determine and identify the scientific and cultural level

Developmental assessment through observation and monitoring

Optional achievement assessment through varied questions

Program Vision .١

Teaching students educational and psychological sciences and pedagogical skills, with attention to linguistic, legal, intellectual, psychological, and educational sciences. Working to spread the culture of Islam and its relationship to organizing the lives of societies and modifying individual behavior according to a humanistic vision

Program Message .٢

To present a balanced, scientific, and educational discourse to the public, in accordance with the philosophy of society and adhering to a methodology of respecting and accepting others in presenting and discussing their ideas, in pursuit of truth. To train specialized personnel in subjects related to educational sciences and philosophy. To strive to connect with other scientific and cultural communities ,through holding conferences, seminars, workshops .and field visits

Program Objectives .٣

Preparing qualified research and teaching staff in educational and psychological sciences (capable of clarifying educational facts and concepts and analyzing contemporary ideas related to it). Graduating competent researchers qualified to support educational ,and psychological research centers in all institutions and to undertake the task of establishing the intellectual foundation for the Islamic humanistic civilizational theory and respect for revealed and .secular religions

Academic accreditation .٤

.nothing

Other external influences .٥

.Is there a sponsor for the program? No

Program Structure .٦

commen ts	Percenta ge	Stud y unit	Numbe r of course s	Program structure

essential	%١٢	١٠	٥	Institutional requirements
specialty	%٢٢	٢٠	١٠	College requirements
specialty	%٥١	٧٠	٣٨	Department requirements
	%١٥	٦	١	Summer training
–	–	–	–	Other

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

Program Description .٧				
Standard hours		Course name	Course code	/ Year Level
practical	Theory			First stage
		Material		T
	٣	General Psychology		١
٢	٢	Psychology of individual differences		٢

	١	Arabic		٣
	١	Educational texts in English		٤
	١	computer		٥
	١	Democracy and human rights		٦
	٣	Educational sociology		٧
٢	١	Environmental education and sustainable development		٨
	٣	Principles of Education		٩
	٢	Ethics of the teaching profession		١٠
٦	١٧			the total
	Credit Hours			Phase Two
practical	theoretical	Name of the material		T
٢	٢	Curricula and textbooks		١
٢	٢	Educational Psychology		٢

	٢	Social psychology		٣
٢	٢	Descriptive statistics		٤
	١	Ba'ath Party crimes		٥
	٣	Developmental psychology		٦
	١	English language		٧
١	١	computer		٨
	١	Arabic		٩
	٢	Educational planning		١٠
	٢	Continuing education		-١١
٧	١٩ Credit Hours	-		the total

Professional Development

Orienting new faculty members

Compliance with the educational institution's –١ regulations

Respecting the teaching staff at the level of –٢ (Deanship – Assistants – Teachers)

Regarding new faculty members, to prepare and –٣ support new instructors to participate in intensive pilot programs (workshops and courses) due to their impact on developing the instructor's scientific capabilities

Professional development of faculty members

Building and strengthening the capabilities of academic communities in using digital platforms and emphasizing the use of diverse teaching methods that promote training in facing challenges in the pursuit of knowledge

Working to deliver high-quality work in the field of – humanities

				Phase Three
scientific	theoretical	Material		T
	٢	Psychological counseling and educational guidance		١
	٢	Personality psychology		٢
	٢	Physiological psychology		٣
٢	١	Experimental psychology		٤
٢	١	Educational technology and its applications		٥

١	٢	Inferential statistics		٦
٢	١	Teaching methods		٧
١	١	Scientific research methodology		٨
	٢	Cognitive psychology		٩
٢	٢	Comparative Education		١٠
	١	English language		١١
٨	٢٣			the total
	Credit Hours			Phase Four
practical	theoretical	Material		T
	٢	Mental health		١
٢	١	Psychometrics and Educational Assessment		٢
	٢	Teaching thinking		٣

٢	١	Diversification of behavior		٤
	٢	Philosophy of Education		٥
	٢	Economics of Education		٦
	٢	Educational leadership and management		٧
	٢	Special Needs Education		٨
٣	١	Scientific education		٩

Expected learning outcomes of the program .٨

Knowledge

Introducing undergraduate students– to the latest developments in contemporary psychology Graduating the student with extensive– knowledge in the fields of psychology To graduate a student proficient in – various educational theories in the field of teaching methods for educational and psychological sciences	The student will be a graduate of the Department of Educational ,Sciences carrying the
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	scientific material specific to the .sciences Enabling – the student to use diverse teaching .methods
Skills	
Developing students’ skills in – reconciling the theoretical and applied (field) aspects of professional work in the field of educational and psychological sciences in accordance with educational developments in the .educational process The graduating student possesses– the skill of classification and analysis and uses it in a way that enables him to deal with problems, whether they are .educational or pedagogical	– Graduating a student capable of evaluating and solving problems related to educational and psychologic .al sciences The – graduating student

	possesses various classroom teaching .skills
Values	
The student must possess the- ability to bear responsibility for building future generations and adhere to the principle of honesty .and sincerity in teaching Raising awareness of the – importance of educational and psychological sciences in the development and advancement .of society	Employing – modern technological techniques and educational programs, and adopting them in the educational process according to comprehensive quality .standards Contributing – to raising the level of mental health for different segments of society by providing guidance and psychological

	services and consultations
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Teaching and learning strategies .٩

.Dialogue and discussion based on brainstorming –
 .Lectures supported by modern technologies –
 Purposeful questioning supported by reinforcement –
 .and feedback
 artificial intelligence

Assessment Methods .١٠

Daily, weekly, monthly, and final exams

Preparing the teaching staff		Specialization		academic rank	Faculty members	T
		private	general			
lecturer	angel			Mr	.Dr Raheef Nasser Ali	١
	angel			Assistant Professor .r Dr	Dr. Ali Yassin Khudair	٢

lecturer				PhD	.Dr Mustafa Ahmed Ismail	٣
	angel			Master's	Nour Nemat Muhamma d Saleh	٤
	angel			Master's	Maryam Ali Hussein	٥
	angel			Professor Doctor	Nidal Najib Aref	٦
	angel			Mr	Qusay Muhamma d Latif Murad	٧
	angel			Master's	Mustafa Saeed Miran Saeed	٨
	angel			PhD	Yusra Turki Saeed Abdul Baqi	٩

٤. Admission standard

Central admission and interview
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◦. Key sources of information about the program
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Books on psychology, educational theories, teaching education, based on methods, and the foundations of the curriculum prescribed by the Ministry of Higher .Education and Scientific Research
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٦. Program development plan

Teamwork: Working effectively and actively within a .group
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Time management: Effective time management and – prioritization with the ability to work in an organized .manner according to schedules

.Leadership: The ability to guide and motivate others – Independence at work –
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Preparing scientific research and reports to analyze – .and critique events

Professional Development

Orienting new faculty members

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

correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Principles of Education	
	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Ethics of the teaching profession	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Curricula and textbooks	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Educational Psychology	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Social psychology	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Descriptive statistics	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Ba'ath Party crimes	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Developmental psychology	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	English language	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	computer	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Arabic	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Educational planning	

correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Continuing education	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Psychological counseling and educational guidance	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Personality psychology	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Physiological psychology	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Experimental psychology	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Educational technology and its applications	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Inferential statistics	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Teaching methods	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Scientific research methodology	

													and managem
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Special Ne Educatio	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Scientifi educatio	

Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed.

Course Description Model

١. Course Name: Teaching Profession Ethics

٢. Course Code: ٠١

٣. Semester/Year: ٢٠٢٥-٢٠٢٦

٤. Description Preparation Date: ٦/٧/٢٠٢٦

٥. Available Attendance Forms: Daily

٦. Total Study Hours / Total Units: ٢ hours / ٢ units

٧. Course Coordinator:

Name: Assistant Professor Ibrahim Sabri Mohammed

Email: sabri.Ibrahim@uoturath.edu.iq

٨. Course Objectives: Upon successful completion, the student should be able to understand the historical development of ethics; identify the conditions of moral action and moral development; apply moral education methods and the views of Ibn Khaldun, Al-Ghazali, Rousseau, and Dewey; understand the legal basis of professional ethics; and practice ethical leadership and sound decision-making in educational ethical dilemmas.

٩. Teaching and Learning Strategies: Problem-solving strategy; brainstorming; discussion method.

١٠. Course Structure and Weekly Distribution

The course is distributed over ٢٠ weeks at two hours per week, including the topic, learning method, and assessment method.

First Semester – Weeks ١-١٥

Week ١ — ٢ hours: Introduction to the concept of ethics and the difference between ethics and human sciences (psychology and sociology). Learning: Interactive lecture and guided discussion. Assessment: Introductory test and class participation.

Week ٢ — ٢ hours: Greek philosophical development of ethics: Socrates (knowledge and action) and Plato (purity of the soul and moral examination). Learning: Critical reading and guided dialogue. Assessment: Oral contributions.

Week ٣ — ٢ hours: Ethics according to Aristotle (ethics of happiness, virtue, and Nicomachean Ethics). Learning: Brainstorming, presentation, and discussion. Assessment: Short written assignment.

Week ٤ — ٢ hours: The concept of ethics in Islam (essence of religion, completion of noble character, and its purpose). Learning: Dialogue and group discussion. Assessment: Quiz.

Week ٥ — ٢ hours: Conditions of moral action (repetition and established habit, will, and free choice). Learning: Analysis of cases and real situations. Assessment: Case-analysis evaluation.

Week ٦ — ٢ hours: Emergence of ethics through three stages (Pythagoreanism, classical Greek thought, and contemporary thought and Sharia). Learning: Cooperative learning and working groups. Assessment: Group presentation.

Week ٧ — ٢ hours: Sources of ethics (social and personal values) and influencing factors (family, peers, teachers). Learning: Brainstorming and guided dialogue. Assessment: Individual analytical assignment.

Week ٨ — ٢ hours: Positive moral values (altruism, humility, modesty, chastity, and companionship of good people). Learning: Presentation and role-playing. Assessment: Performance and behavior observation using a rubric.

Week ٩ — ٢ hours: Continuation of positive values (responsibility, cleanliness, respect for others, loyalty, courage). Learning: Educational case-study discussion. Assessment: Small-group project evaluation.

Week ١٠ — ٢ hours: Community values (order, consultation, equality, patience, mercy, cooperation, and honoring parents). Learning: Guided dialogue and self-reflection. Assessment: Reflective report.

Week ١١ — ٢ hours: Importance of ethics for the individual (personality formation and self-control) and society (cohesion and prevention of deviance). Learning: Problem-based learning. Assessment: Quiz.

Week ١٢ — ٢ hours: Concept and importance of moral education (self-discipline and crime prevention). Learning: Simulation and group discussion. Assessment: Evaluation of critical contributions.

Week ١٣ — ٢ hours: Methods of moral education (role model, dialogue, critical thinking, and stories). Learning: Practical application and role-playing. Assessment: Classroom simulation performance.

Week ١٤ — ٢ hours: Roles of socialization institutions: family and school (curricula, activities, and the

teacher as a role model). Learning: Participatory learning and workshop. Assessment: Group worksheet.
 Week ١٥ — ٢ hours: Mid-year examination (first semester). Learning: Comprehensive written test.
 Assessment: Summative written evaluation.

Second Semester – Weeks ١٦–٣٠

Week ١٦ — ٢ hours: Modern challenges to moral education (media, cultural change, globalization).
 Learning: Brainstorming and open discussion. Assessment: Individual contributions.
 Week ١٧ — ٢ hours: Islamic educational thinker Ibn Khaldun (biography, works, and educational views).
 Learning: Presentation and critical reading. Assessment: Presentations and summaries.
 Week ١٨ — ٢ hours: Islamic educational thinker Ibn Sina (educational views in Al-Siyasah wa al-Najat).
 Learning: Cooperative learning. Assessment: Mini research paper.
 Week ١٩ — ٢ hours: Islamic educational thinker Abu Hamid Al-Ghazali (Ihya' Ulum al-Din and his views).
 Learning: Analytical reading and dialogue. Assessment: Quiz.
 Week ٢٠ — ٢ hours: Western educational thinker Jean-Jacques Rousseau (Émile and natural education).
 Learning: Comparative critical debate. Assessment: Argument and debate.
 Week ٢١ — ٢ hours: Western educational thinker John Dewey (pragmatism, learning by doing, and experience).
 Learning: Project-based learning. Assessment: Application of the educational idea.
 Week ٢٢ — ٢ hours: Kohlberg's theory of moral development: Level One (pre-conventional level).
 Learning: Ethical-dilemma study. Assessment: Ethical-dilemma analysis.
 Week ٢٣ — ٢ hours: Kohlberg's theory: Levels Two and Three and criticisms of the theory. Learning:
 Critical discussion and dilemma analysis. Assessment: Quiz.
 Week ٢٤ — ٢ hours: Relationship between religion and ethics and the difference between them (source, definition, scope, and purpose).
 Learning: Dialogue and critical discussion. Assessment: Written position paper.
 Week ٢٥ — ٢ hours: Standards of ethical behavior and decision-making and ethical leadership in education.
 Learning: Analysis of real ethical dilemmas. Assessment: Dilemma solutions using a rubric.
 Week ٢٦ — ٢ hours: Legal basis of teaching-profession ethics and approved national regulations.
 Learning: Interactive lecture and review of texts. Assessment: Quick knowledge test.
 Week ٢٧ — ٢ hours: Ethical aspects of the State Employees' Discipline Law (duties and penalties).
 Learning: Applied legal case studies. Assessment: Legal application to the case.
 Week ٢٨ — ٢ hours: Code of Ethics for the Teaching Profession and its relationship to professional and functional traditions.
 Learning: Code discussion and role-playing. Assessment: Critical worksheet on the code.
 Week ٢٩ — ٢ hours: Methods of preserving school traditions and the basic ethical qualities of the teacher.
 Learning: Workshop and professional reflection. Assessment: Cumulative portfolio.
 Week ٣٠ — ٢ hours: Personal qualities of the ideal teacher and reinforcement of ethics. Learning:
 Comprehensive review and dialogue/summary session. Assessment: Final evaluation of participation.

١١. Course Assessment

The course grade is distributed out of ١٠٠ according to assigned tasks, such as daily preparation, daily/oral/monthly/written examinations, reports, etc. Forty marks are allocated to annual coursework (including ٣٠ marks for written examinations and ١٠ marks for daily attendance/activity), and ٦٠ marks are allocated to the final examination.

Annual coursework: ٤٠ marks

١. Written examinations (monthly): ٣٠ marks

- ١٥ marks for the comprehensive written examination for the first semester (week ١٥).
- ١٥ marks for the comprehensive written examination for the second semester.

٢. Attendance and daily activity: ١٠ marks

- ٤ marks: attendance and regularity throughout the year.
- ٢ marks: daily preparation, oral participation, and contributions.
- ٢ marks: short oral and written quizzes.
- ٢ marks: individual reports, ethical-dilemma analysis, and presentations.

Final examination: ٦٠ marks

A comprehensive written examination at the end of the year covering all course components and learning outcomes (knowledge, legislative analysis, and dilemma solving).

Total: ١٠٠ marks.

Explanation of the ١٠ attendance/activity marks:

- Attendance and commitment (٤): Based on the student's absence rate and disciplined behavior in class.
- Participation and oral preparation (٧): Interaction during lectures, critical readings, and surprise questions.
- Quizzes (٧): Average of short tests during the two semesters to encourage continuous follow-up.
- Reports and practical activities (٧): Mini research papers, summaries of thinkers' ideas, and solutions to ethical and legal case scenarios.

١٢. Learning and Teaching Resources

Core textbooks and references:

- Aristotle, Nicomachean Ethics.
- Abu Hamid Al-Ghazali, Ihya' Ulum al-Din.
- Ibn Khaldun, Al-Muqaddimah (chapters related to education and teaching).
- Jean-Jacques Rousseau, Émile, or On Education.
- John Dewey, Democracy and Education.
- Modern specialized sources: approved books on philosophy of education and professional ethics in educational and psychological departments of Arab universities.
- Recent references in developmental psychology and moral development (application of Kohlberg's theory).

Regulatory and Legal Sources:

- State Employees and Public Sector Discipline Law No. ١٤ of ١٩٩١, as amended (Iraq).
- Code of Ethics for the Teaching Profession issued by the Ministry of Higher Education and Scientific Research and the Ministry of Education.
- Internal regulations and instructions concerning the discipline of students and teaching staff at the university.

Recommended supporting books and references:

- State Employees and Public Sector Discipline Law No. ١٤ of ١٩٩١, as amended (Iraq).
- Code of Ethics for the Teaching Profession issued by the Ministry of Higher Education and Scientific Research and the Ministry of Education.
- Internal regulations and instructions concerning the discipline of students and teaching staff at the university.

Electronic References, Websites, Digital Media and Supporting Technologies

- Learning Management Systems (LMS), such as Google Classroom, for publishing lectures and assignments and managing case studies.
- Interactive content: videos and cinematic or documentary analyses of real ethical situations and dilemmas for use in role-playing and discussion strategies.

		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Defi nes educ ation al soci olog y and its subj ect matt er. Und ersta ndin g: Expl ains the relati onsh ip betw een soci olog y and educ ation . Skill s: Disti ngui shes soci ologi cal from purel y psyc holo gical appr	Compulsory	Introduction to Educational Sociology	Not specified	st Stag
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										oaches to education . Values: Appreciates the value of viewing education within its social context.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Identifies the historical stages in the development of educational sociology. Understanding: Explains why education became	Compulsory	Emergence and Development of Educational Sociology	Not specified	

										an important field of sociological study. Skills: Arranges major developments chronologically. Values: Values scientific study of educational and social phenomena.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines the concept, nature, and scope of education	Compulsory	Concept, Nature, and Scope of Educational Sociology	Not specified	First S

										al sociolog y. Und ersta ndin g: Expl ains its majo r areas of stud y. Skill s: Clas sifie s educ ation al phen ome na acco rdin g to their socia l dime nsio ns. Valu es: Resp ects the com plexi ty of educ ation al and socia l life.				
		Short Test / Discussi				Lect ure / Dial				Kno wled ge:	Compulsory	Relationship between	Not specified	

		on / Class Activity				ogue and Disc ussio n				Ident ifies the main point s of inter actio n betw een soci olog y and educ ation . Und ersta ndin g: Expl ains how socie ty influ ence s educ ation and how educ ation influ ence s socie ty. Skill s: Anal yzes exa mple s of recip rocal influ ence . Valu es:		Sociology and Education		
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										Recognizes education as a social institution .				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines the concept of social institution and identifies education as one. Understanding: Explains the functions of education as a social institution . Skill s: Analyzes education	Compulsory	Education as a Social Institution	Not specified	First S

										al pract ices from an instit ution al pers pecti ve. Valu es: Valu es the role of educ ation in socia l stabi lity and deve lopment.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Ident ifies majo r soci ologi cal pers pecti ves used in stud ying educ ation . Und ersta ndin g: Expl ains	Compulsory	Major Sociological Theories and Education	Not specified	

										the basic assumptions of functionalist, conflict, and interactionist approaches. Skills: Compare theoretical perspectives. Values: Respects intellectual diversity in sociological explanation.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Explains the basic concepts of	Compulsory	Functionalist Perspective of Education	Not specified	First S

										functionalism. Understanding: Describes the social functions of education from a functionalist perspective. Skills: Applies functionalist concepts to educational examples. Values: Appreciates the role of cooperation and social				
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										integ ratio n.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Kno wled ge: Defi nes the main conc epts of confl ict theor y. Und ersta ndin g: Expl ains how pow er and ineq ualit y may shap e educ ation al oppo rtuni ties. Skill s: Anal yzes educ ation al situa tions usin g confl ict conc epts. Valu	Compulsory	Conflict Perspective of Education	Not specified	

										es: Reje cts unju st discr imin ation and uneq ual oppo rtuni ty.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Defi nes sym bolic inter actio nism and its basic conc epts. Und ersta ndin g: Expl ains the impo rtanc e of inter actio n, mea ning s, and label s in educ ation al setti ngs. Skill s:	Compulsory	Symbolic Interactionism and Education	Not specified	First S

										Anal yzes class roo m inter actio ns usin g an inter actio nist pers pecti ve. Valu es: Valu es resp ectfu l com muni catio n and posit ive inter actio n.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Defi nes socia lizati on and ident ifies its main form s. Und ersta ndin g: Expl ains the	Compulsory	Socialization and Education	Not specified	First S

										role of education in socialization. Skills: Analyzes examples of formal and informal socialization. Values: Appreciates the importance of responsible social participation.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Identifies family and school as major agents of socialization.	Compulsory	Agents of Socialization: Family and School	Not specified	First Semester

									lization. Understanding: Explains their complementary roles in personality and social development. Skills: Compares their influences on learners. Values: Respects the family and school partnership.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Disc			Knowledge: Identifies peer group	Compulsory	Peer Groups and Educational Socialization	Not specified	First S

						ussion				ps and their characteristics . Understanding: Explains their influence on attitudes, behavior, and learning. Skills: Analyzes positive and negative peer influence s. Values: Values cooperation and responsible peer relationships.				
		Short Test / Discussion				Lecture / Dial				Knowledge:	Compulsory	Mass Media and Socialization	Not specified	First S

		on / Class Activity				ogue and Disc ussio n				Ident ifies majo r educ ation al and socia l funct ions of mass medi a. Und ersta ndin g: Expl ains how medi a can influ ence valu es, attitu des, and beha vior. Skill s: Eval uates educ ation al medi a mess ages critic ally. Valu es: Uses medi a resp onsi				
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										bly and ethic ally.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Kno wled ge: Ident ifies the com muni ty as an educ ation al envir onm ent. Und ersta ndin g: Expl ains how com muni ty instit ution s contr ibute to socia l learn ing. Skill s: Map s com muni ty reso urce s relev ant to educ ation	Compulsory	Community and Educational Socialization	Not specified	First S

										. Valu es: Valu es com muni ty parti cipat ion and socia l resp onsi bilit y.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Kno wled ge: Defi nes cultu re and its main com pone nts. Und ersta ndin g: Expl ains the relati onsh ip betw een cultu re and educ ation al pract ices. Skill s: Anal yzes	Compulsory	Culture and Education	Not specified	First S

										cultural influences on schooling. Values: Respects cultural diversity.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines social class and social stratification. Understanding: Explains how social class may influence educational opportunities and outcomes. Skills:	Compulsory	Social Class and Education	Not specified	First S

									Anal yzes exa mple s of class - relat ed educ ation al diffe renc es. Valu es: Supp orts fairn ess and equa l oppo rtuni ty.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n			Know led ge: Defi nes socia l strati ficati on and educ ation al ineq ualit y. Und ersta ndin g: Expl ains mec hani sms thro ugh	Compulsory	Social Stratification and Educational Inequality	Not specified	First S

										which inequality may be reproduced in education. Skill s: Identifies forms of educational inequality. Values: Rejects unjust educational inequality.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines social mobility and its major forms. Understanding	Compulsory	Social Mobility and Education	Not specified	First S

										g: Explains the potential role of education in social mobility. Skills: Analyzes educational pathways and mobility opportunities. Values: Values education as a means of expanding opportunities.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Identifies major concepts relat	Compulsory	Gender and Education	Not specified	First S

										ed to gend er and educ ation . Und ersta ndin g: Expl ains how socia l expe ctati ons may influ ence educ ation al expe rienc es. Skill s: Anal yzes gend er- relat ed educ ation al patte rns with out stere otypi ng. Valu es: Resp ects equa lity and digni ty				
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										for all learners.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Identifies social and environmental factors affecting rural and urban education. Understanding: Explains how location and resources may shape educational opportunities. Skills: Compares educational	Compulsory	Rural, Urban, and Environmental Differences in Education	Not specified	First S

										cont exts. Valu es: Supp orts equit able acce ss to educ ation .				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Ident ifies fami ly facto rs asso ciate d with educ ation al achi eve ment . Und ersta ndin g: Expl ains how fami ly supp ort, reso urce s, and relati onsh ips may affec t learn	Compulsory	Family Structure and Educational Achievement	Not specified	First S

										ing. Skill s: Anal yzes fami ly- scho ol case s obje ctive ly. Valu es: Resp ects fami ly diver sity and indiv idual circu msta nces.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Defi nes the scho ol as a socia l orga nizat ion. Und ersta ndin g: Expl ains roles , nor ms, auth ority , and	Compulsory	School as a Social Organization	Not specified	First S

										relationships within schools. Skills: Analyzes school organization and interaction patterns. Values: Values cooperation, responsibility, and institutional ethics.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Identifies major elements of teacher-student interaction	Compulsory	Teacher-Student Relationship	Not specified	First S

										n. Understanding: Explains how relationships influence classroom climate and learning. Skills: Applies effective communication principles to classroom situations . Values: Values respect, fairness, and empathy.				
		Short Test / Discussion /				Lecture / Dialogue				Knowledge: Definition	Compulsory	Classroom Social Interaction	Not specified	First S

		Class Activity				and Disc ussio n				nes class roo m inter actio n and grou p proc esses . Und ersta ndin g: Expl ains how inter actio n patte rns affec t learn ing and beha vior. Skill s: Anal yzes class roo m inter actio n scen arios . Valu es: Pro mote s resp ectu l and inclu sive				
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										inter actio n.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Kno wled ge: Ident ifies the socia l dime nsio ns of curri culu m. Und ersta ndin g: Expl ains how curri culu m com muni cates kno wled ge, nor ms, and valu es. Skill s: Anal yzes expli cit and impl icit mess ages in curri culu m. Valu es:	Compulsory	Curriculum and Social Values	Not specified	First S

										Values balanced and socially responsible educational content.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines social values and social control. Understanding: Explains the role of education in transmitting norms and regulating behavior. Skills: Distinguishing	Compulsory	Education, Values, and Social Control	Not specified	First S

										shes cons truct ive socia l regul ation from coer cive pract ices. Valu es: Pro mote s ethic al resp onsi bilit y and resp ect for right s.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Ident ifies the relati onsh ip betw een educ ation and socia l chan ge. Und ersta ndin g: Expl ains how	Compulsory	Education and Social Change	Not specified	First S

										education can contribute to social transformation. Skill s: Analyzes examples of educational change. Values: Supports constructive and peaceful social development.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines multicultural education and social inclusion. Und	Compulsory	Multicultural Education and Social Inclusion	Not specified	First S

										understanding: Explains the importance of inclusive educational environments. Skills: Designs simple practices that accommodate cultural diversity. Values: Values inclusion, tolerance, and equal participation.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Identifies selected content	Compulsory	Contemporary Educational Social Issues	Not specified	First S

										emporary social issues affecting education. Understanding: Explains their educational and social implications. Skills: Analyzes an educational issue using sociological concepts. Values: Demonstrates responsible and evidence				
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										- base d judg ment .				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Revi ews the majo r conc epts, theor ies, and them es of the cour se. Und ersta ndin g: Integ rates soci ologi cal conc epts to expl ain educ ation al phen ome na. Skill s: Appl ies cour se know led ge to anal yze	Compulsory	Comprehensiv e Review and Applied Educational Sociology	Not specified	First S

s Plan

ning	Outcomes of program									practical educational cases. Values: Demonstrates objectivity, social responsibility, and respect for diversity.				

Please place a check mark in the boxes corresponding to the individual program learning outcomes subject to assessment. ●

Course Description Form

Course Name					
Educational Sociology					
Course Code					
Not specified					
Semester/Year					
٢٠٢٥-٢٠٢٦					
Stage					
First Stage					
Total Study Hours					
٣٠ hours / ٣٠ lectures					
Course Instructor					
Dr. Nidal Najeeb Arif					
Email					
nuha.najah@uoturath.edu.iq					
Course Objectives					
١. Introduce students to the concept, scope, and importance of educational sociology. ٢. Explain the relationship between education and society. ٣. Examine major sociological theories and their educational applications. ٤. Analyze the role of family, school, peer groups, media, and community in socialization. ٥. Explain social stratification, inequality, and their relationship to educational opportunities. ٦. Develop students' ability to interpret educational issues from a sociological perspective. ٧. Promote respect for social and cultural diversity and equal educational opportunities.			١. Introduce students to the concept, scope, and importance of educational sociology. ٢. Explain the relationship between education and society. ٣. Examine major sociological theories and their educational applications. ٤. Analyze the role of family, school, peer groups, media, and community in socialization. ٥. Explain social stratification, inequality, and their relationship to educational opportunities. ٦. Develop students' ability to interpret educational issues from a sociological perspective. ٧. Promote respect for social and cultural diversity and equal educational opportunities.		
Teaching and Learning Strategies					
Organized lecture, dialogue and discussion, cooperative learning, brainstorming, case study, problem solving, classroom activities, and e-learning.				Organized lecture, dialogue and discussion, cooperative learning, brainstorming, case study, problem solving, classroom activities, and e-learning.	
Assessment Methods					
Continuous assessment, short tests, classroom	Continuous assessment, short tests,	Continuous assessment, short tests, classroom activities, assignments,	Continuous assessment, short tests, classroom	Continuous assessment	Continuous assessment

activities, assignments, participation and discussion, monthly examinations, and final examination.	classroom activities, assignments, participation and discussion, monthly examinations, and final examination.	participation and discussion, monthly examinations, and final examination.	activities, assignments, participation and discussion, monthly examinations, and final examination.	, short tests, classroom activities, assignments, participation and discussion, monthly examinations, and final examination.	ent, short tests, classroom activities, assignments, participation and discussion, monthly examinations, and final examination.
Course Structure	Course Structure	Course Structure	Course Structure	Course Structure	Course Structure
Knowledge: Lists the main stages and ideas in the history of psychology. Understanding: Explains the development of psychological thought into a science. Skills: Arranges the historical ideas and stages according to their sequence. Values: Appreciates the importance of scientific knowledge in the study of human beings.					
Knowledge: Explains the transition of psychology to the stage of modern science and scientific independence. Understanding: Explains the importance of scientific independence for psychology. Skills: Distinguishes between the philosophical stage and the scientific stage. Values: Adheres to the scientific method in dealing with psychological phenomena.					
Knowledge: Defines psychology and identifies its subject matter. Understanding: Explains the subject matter and fields of psychology. Skills: Identifies the subject matter of psychology in simple situations. Values: Respects diversity in human behavior and individual differences.					
Short Test / Discussion / Class Activity			Main References: Ballantine, J. H., & Hammack, F. M. (٢٠١٢). The Sociology of Education: A Systematic Analysis (٧th ed.). Routledge. Boronski, T., & Hassan, N. (٢٠٢٠). Sociology of Education (٢nd ed.). SAGE Publications.		
Short Test / Discussion / Class Activity			Supporting References: Sadovnik, A. R., & Coughlan, R. W. (Eds.). (٢٠١٦). Sociology of Education: A Critical Reader (٣rd ed.). Routledge. Ainsworth, J. (Ed.). (٢٠١٣). Sociology of Education: An A-to-Z Guide. SAGE Publications.		
Short Test / Discussion / Class Activity			Supporting References: Davidoff, Linda. (١٩٨٨). Introduction to General Psychology. Al-Obaidi, Muhammad J. Muhammad. (٢٠١٣). Introduction to General Psychology.		

Short Test / Discussion / Class Activity			Lecture Dialogue and Discussion		
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Emergence and Development of Individual Differences Psychology	Knowledge: Lists the stages in the emergence and development of the study of individual differences Understanding: Interprets the development of scientific interest in individual differences Skills: Organizes the main stages and ideas. Values: Appreciates the value of scientific research.	۲
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Fields of Individual Differences	Knowledge: Identifies the fields of individual differences Understanding: Distinguishes among the different fields. Skills: Classifies examples of	۲

				differences according to their field. Values: Respects individual diversity.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Sources of Individual Differences and Influencing Factors	Knowledge: Identifies the sources of individual differences. Understanding: Interprets the factors influencing them. Skills: Analyzes an example of individual differences. Values: Deals objectively with individual differences.	ε
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Heredity, Environment, and Individual Differences	Knowledge: Explains the role of heredity and environment. Understanding: Compares the effects of hereditary and environmental factors.	ε

				Skills: Analyzes a situation illustrating their interaction. Values: Avoids preconceived judgments.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Individual Differences in Mental Abilities	Knowledge: Identifies differences in mental abilities. Understanding: Interprets the nature of differences in abilities. Skills: Distinguishes among types of abilities. Values: Takes individual differences into account.	v
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Intelligence: Concept and Nature	Knowledge: Defines intelligence and explains its nature. Understanding: Explains the importance of intelligence in behavior and learning. Skills: Uses the	v

				concept of intelligence to interpret a situation. Values: Deals with individual abilities without stigmatization.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Theories of Intelligence	Knowledge: Explains the main theories of intelligence. Understanding: Compares the theories. Skills: Distinguishes differences among theoretical interpretations. Values: Respects diversity in scientific interpretations.	Λ
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Measurement of Intelligence and Intelligence Tests	Knowledge: Explains the concept and types of intelligence measurement. Understanding: Interprets the importance	9

				e and conditions of measurement. Skills: Distinguishes appropriate uses of tests. Values: Adheres to measurement ethics.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Specific Mental Abilities	Knowledge: Defines specific mental abilities. Understanding: Distinguishes between general and specific abilities. Skills: Classifies examples of abilities. Values: Takes diversity in abilities into account.	۱۰
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Aptitudes and Abilities	Knowledge: Defines aptitudes and abilities. Understanding: Explains the relationship between them. Skills: Analyzes an	۱۱

				example of an aptitude or ability. Values: Respects individual potential.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Creativity, Innovation, and Individual Differences	Knowledge: Defines creativity and innovation . Understanding: Explains their relationship to individual differences . Skills: Identifies indicators of creative behavior. Values: Encourages respect for new ideas.	١٢
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Personality and Individual Differences	Knowledge: Explains the relationship between personality and individual differences . Understanding: Interprets personality differences among individuals . Skills: Uses personality	١٣

				concepts to analyze a situation. Values: Respects personality privacy.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Personality Theories and Their Relationship to Individual Differences	Knowledge: Explains the main theories of personality. Understanding: Compares theoretical interpretations. Skills: Links the theory to an applied example. Values: Accepts scientific diversity.	١٤
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Personality Traits and Their Measurement	Knowledge: Defines personality traits and methods of measuring them. Understanding: Explains the role of traits in interpreting behavior. Skills: Distinguishes traits from temporary states. Values: Respects individual privacy.	١٥

Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Temperament and Individual Differences	Knowledge: Defines temperament and temperamental differences · Understanding: Explains factors related to temperament. Skills: Describes an example of temperamental differences · Values: Accepts differences in emotional responses.	١٦
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Motivation and Individual Differences	Knowledge: Explains motivation and its relationship to individual differences · Understanding: Interprets differences in motivation among individuals · Skills: Proposes an appropriate approach for	١٧

				motivating different learners. Values: Takes individual needs into account.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Interests and Preferences	Knowledge: Defines interests and preferences. Understanding: Explains their importance in choice and learning. Skills: Distinguishes between interests and abilities. Values: Respects the interests of others.	١٨
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	values and Attitudes	Knowledge: Defines values and attitudes. Understanding: Explains their differences among individuals. Skills: Analyzes a situation reflecting a value or attitude. Values: Respects	١٩

				intellectual diversity.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Individual Differences in Academic Achievement	Knowledge: Explains differences in academic achievement. Understanding: Interprets the factors associated with them. Skills: Proposes approaches for accommodating differences. Values: Believes in equal learning opportunities.	۲۰
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Individual Differences in learning	Knowledge: Explains individual differences in learning. Understanding: Interprets differences in learning styles and pace. Skills: Selects an activity appropriate for learner differences. Values: Takes learners'	۲۱

				needs into account.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Individual Differences in the Classroom Environment	Knowledge: Identifies manifestations of differences in the classroom. Understanding: Explains their effect on education. Skills: Proposes appropriate classroom practices. Values: Respects all students.	۲۲
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Individual Differences, Sex, and Age	Knowledge: Explains the effect of age and sex on some differences. Understanding: Interprets findings with scientific caution. Skills: Distinguishes individual differences from stereotypes. Values: Avoids discrimination.	۲۳

		Short Test / Discussion / Class Activity	Individual Differences, Culture, and Social Environment	Knowledge: Explains the effect of culture and the social environment. Understanding: Interprets the interaction between the environment and the individual. Skills: Analyzes a cultural and social situation. Values: Respects cultural and social diversity.	٢٤
		Short Test / Discussion / Class Activity	Individual Differences and Psychological and Social Adjustment	Knowledge: Explains the relationship between differences and adjustment. Understanding: Explains the effect of accommodating differences on adjustment. Skills: Proposes an appropriate	٢٥

				educational intervention. Values: Respects individual needs.	
		Short Test / Discussion / Class Activity	Individual Differences and Mental Health	Knowledge: Explains the relationship between individual differences and mental health. Understanding: Explains the importance of accommodating differences in psychological support. Skills: Distinguishes natural variation from a psychological problem. Values: Adheres to objectivity and avoids stigmatization.	٢٦
		Short Test / Discussion / Class Activity	Psychological Measurement of Individual Differences	Knowledge: Defines psychological measurement and its basic concepts. Understanding:	٢٧

				Explains the importance of measurement in studying differences. Skills: Distinguishes appropriate measurement tools. Values: Adheres to accuracy and academic integrity.	
		Short Test / Discussion / Class Activity	Psychological Tests and Conditions for Their Use	Knowledge: Lists the conditions for using psychological tests. Understanding: Explains validity, reliability, and objectivity at a basic level. Skills: Identifies the appropriate use of a test. Values: Maintains the confidentiality of test results.	٢٨
		Short Test / Discussion / Class Activity	Educational Applications of Individual Differences	Knowledge: Identifies applications of	٢٩

				individual differences in education. Understanding: Links concepts to educational situations. Skills: Proposes applications for accommodating differences. Values: Supports fairness and equal opportunities.	
		Short Test / Discussion / Class Activity	Comprehensive Review and Applications in Individual Differences Psychology	Knowledge: Reviews the basic concepts of the course. Understanding: Links the topics of individual differences to one another. Skills: Applies knowledge to analyze practical situations. Values: Adheres to objectivity and respect for individual differences.	۳۰

Course Instructor: Dr. Nidal Najeeb Arif

Head of Department: Dr. Raheef Ali Nasser

Scientific Assistant: Dr. Taha Al-Jazaa

Main and Supporting References

١. Ballantine, J. H., & Hammack, F. M. (٢٠١٢). The Sociology of Education: A Systematic Analysis (٧th ed.). Routledge.

٢. Boronski, T., & Hassan, N. (٢٠٢٠). Sociology of Education (٢nd ed.). SAGE Publications.

٣. Sadovnik, A. R., & Coughlan, R. W. (Eds.). (٢٠١٦). Sociology of Education: A Critical Reader (٢rd ed.). Routledge.

٤. Ainsworth, J. (Ed.). (٢٠١٣). Sociology of Education: An A-to-Z Guide. SAGE Publications.

Course Description

١. Course Name
English (ESL) for first stage
٢. Code
٣. Term/ Year
٢٠٢٦-٢٠٢٥
٤. Date of Course Description
١/١٢/٢٠٢٥- Date of filling the form: ١٥/٨/٢٠٢٦
٥. Type of Attendance
Physical
٦. Number of credits/ Number of hr./week
٢- ١ hr./ week
٧. Name of Faculty member in charge
Hutham Faraj Abdulazeez- e-mail: hutham.faraj@uoturath.edu.iq

A. The Course Goals					
The student should recognize the importance of the English language at the university level, as it is the language of the modern era and the dominant language used in academic research, seminars, and regional and international conferences. The student should overcome the fear of learning a second language other than their mother tongue. The student should understand the factors that influence learning, including the mastery of a second language. The student should apply the cognitive objectives and benefit from the most important learning outcomes.				Course Goals	
B. Strategies of Teaching & Learning					
• Lecture method: Delivering the lecture, followed by opening floor for discussion and dialogue, and asking questions. • Educational discussion: Using discussion to exchange ideas and identify the best approaches to learning. • Brainstorming: Using brainstorming to recall students' prior knowledge of English, particularly since they have studied the language for at least eight years before entering university.				Strategies	
C. Course Structure					
Assessment Method	Teaching Method	Unit/ Topic	Required Learning Outcomes: it is to	hours	Week
Brainstorming and assessing students' engagement with the material	Lecturing and discussion	English Language: Selected Topics	Refresh students' memory through a brief review of the material they studied before university.	1	1 st
-	Lecturing and discussion	1. Verb (BE): Forms and Uses 2. There is/ There are	Understand the main groups of verbs in English.	1	2 nd
Quiz	Lecturing and discussion	Auxiliaries in English	Distinguish between dynamic/action verbs and auxiliary verbs.	1	3 rd
Students' participation to assess their understanding	Lecturing and discussion	Present Simple: Forms and Uses	Understand the tenses of English verbs.	1	4 th

Students' participation to assess their understanding	Lecturing and discussion	Present Continuous: Forms and Uses	Understand the tenses of English verbs.	١	٥ th
Students' participation to assess their understanding	Students' participation	Introduce Yourself	To enable students to talk about their daily routines using what they have learned about verb tenses.	١	٦ th
Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam	١	٧ th
Students' participation to assess their understanding	Lecturing and discussion	Occupations	Learning names of occupations and how to use verb (be)	١	٨ th
Students' participation to assess their understanding	Lecturing and discussion	Past Simple and Past Continuous: Forms and Uses	English Verb Tenses	١	٩ th
Students' participation to assess their understanding	Lecturing and discussion	Negation and Interrogation	Learning types of sentences	١	١٠ th
-	Lecturing and discussion	English Pronouns	Learning types of English pronouns	١	١١ th
Assess students' comprehension	Lecturing and discussion	Simple Text: "Child in a New School"	Learning how to deal with simple English texts	١	١٢ th
-	Lecturing and discussion	Vocabulary of Psychology	Learning vocabulary related to students' specialization	١	١٣ th
Identifying student with low proficiency levels and supporting them.	Lecturing and discussion	Comprehensive review	Clarifying difficulties and addressing challenges faced by students throughout previous lectures.	١	١٤ th
		Monthly exam	Monthly exam	١	١٥ th
Students' participation to assess their understanding	Lecturing and discussion	Where I live & What I do	Learning how to use language to talk about daily routines	١	١٦ th
Assessing students' comprehension.	Lecturing and discussion	A Busy Mind	Subjecting students to more advanced texts .	١	١٧ th

-	Lecturing and discussion	A Message to my Boss/ Father/ Friend	Learning how to write messages	١	١٨ th
Assessing students' performance in doing homework.	Following students' homework	A Message to my Boss/ Father/ Friend	Learning how to do homework	١	١٩ th
-	Lecturing and discussion	Why Do People Feel Anxiety?	Advanced vocabulary and expressions and terminology	١	٢٠ th
		Monthly exam	Monthly exam	١	٢١ st
-	Lecturing and discussion	English Conjunctions:	learn how to use conjunctions.	١	٢٢ nd
Students' participation to assess their understanding	Lecturing and discussion	My Family and Friends	Developing students' comprehension	١	٢٣ rd
-	Lecturing	presentation tools.	Learn how to make a ٥-minute presentation.	١	٢٤ th
Assessing students' presentations	Presentation	Students' Presentations	Learn how to make a ٥-minute presentation.	١	٢٥ th
Assessing students' presentations	Presentation	Students' Presentations	Learn how to make a ٥-minute presentation.	١	٢٦ th
Assessing students' participations	Lecturing and discussion	Let's go Shopping	Learning daily interactions.	١	٢٧ th
Assessing students' participations	Lecturing and discussion	Changing Bad Habits	a comprehensive text covering all the skills students have acquired throughout the academic year	١	٢٨ th
-	Lecturing and discussion	Comprehensive review	Help students overcome special difficulties.	١	٢٩ th
		Monthly exam	Monthly exam	١	٣٠ th
١١. Course Assessment					
٤٠ marks are distributed according to the tasks assigned to the students, such as daily preparation, class participation, and daily and monthly examinations.					
١٢. Teaching & Learning Sources					

-New Headway Plus/ Beginner John and Liz Soars Oxford - New Headway Plus/ Pre-intermediate John and Liz Soar Oxford	Text Books
-New Headway Plus/ Beginner John and Liz Soars Oxford New- Headway Plus/ Pre-intermediate John and Liz Soar	Main References
http://learnenglish.britishcouncil.org https://englishforpsychology.eu AI tool used: ChatGPT (OpenAI) is used an auxiliary tool to assist in collecting, organizing and simplifying information. The fact information was verified against the original academic and educational sources.	Website References

١. Main References (Sources)

A. Books and References Recommended (Scientific Journals, Reports, etc.)

- University Arabic for Non-Specialists, authored by Dr. Abduh Al-Rajhi.
- Arabic Language for Non-Specialized Departments, authored by Dr. Muhyi Hilal.
- Al-Imla' Al-Wadih, authored by Ali Al-Jarim and Ahmad Amin.
- Al-Nahw Al-Wafi, authored by Dr. Abbas Hassan.

B. Electronic References / Internet Websites

Videos uploaded to the YouTube channel, and on Zoom and Classroom; workshops, periodicals, software, and electronic websites.

Course Description Form / Arabic Language / First Stage

١. Course Name

General Arabic Language.

٢. Course Code / Center

Department of Educational and Psychological Sciences / First Stage.

٣. Semester / Academic Year

٢٠٢٥-٢٠٢٦.

٥. Date of Preparation of this Description

٨/٢/٢٠٢٦.

٦. Available Attendance Forms

Direct in-person attendance.

٧. Total Study Hours / Total Units

٣٠ hours / ٢ units.

٨. Person Responsible for the Course

Name: Assistant Lecturer Dr. Nagham Shakir Jabbar. Email: nagham.shaker@uoturath.edu.iq

٩. Course Objectives

- Students' acquisition of Arabic Language skills.
- Enabling students to express themselves orally and in writing.
- Using the language correctly.

١٠. Teaching and Learning Strategies

The strategy is to broaden students' awareness so that they recognize the importance of the Arabic Language and its arts in developing their literary and expressive skills.

١١. Course Structure

Week	Hours	Required Learning Outcomes	Unit / Topic	Learning Method	Assessment Method
First	١	Lecture / syllabus items	Syllabus items	Lecture	Tests
				Discussion and induction	Various

Course Description Form / Third Stage / Research Methodology and Textual Verification

Course Instructor: Dr. Nagham Shakir Jabbar

This course description provides a concise summary of the most important characteristics of the course, its outcomes, and the expected learning outcomes that the student is expected to achieve, demonstrating whether the student has benefited from the available learning opportunities. It must be linked to the program description.

Item	Information
٩. Educational Institution	Ministry of Higher Education / Al-Turath University / College of Education
١٠. Scientific Department	Educational and Psychological Sciences
١١. Course Name / Code	Research Methodology and Textual Verification / Third Stage
١٢. Available Attendance Forms	Daily
١٣. Semester / Academic Year	٢٠٢٥-٢٠٢٦
١٤. Total Study Hours	٤ hours per week / ٦٠ hours

١١. Course Assessment

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

٦٠ marks for the final examination – ١٥% for each semester; ٥ marks for activity and attendance are added to each semester.

١٢. Learning and Teaching Resources

Category	Details
Required textbooks (methodological, if any)	Curriculum of the College of Education / University of Baghdad
Main references (sources)	History of Arabic Literature / Al-Nahw Al-Wadih
Supporting books and references recommended (journals, reports, etc.)	Available works in language and literature
Electronic references / Internet websites	Available electronic websites

١٥. Date of Preparation of this Description

٢/٢/٢٠٢٦.

١٦. Course Objectives

- Introduce the student to libraries and their types.
- Introduce the student to types of library catalogues.
- Introduce the student to sources and references.
- Introduce the student to the characteristics of good research and the qualities of a good researcher.
- Teach the student how to prepare a complete scientific research paper.
- Introduce the student to scientific research methodologies and the methodologies most commonly used in Islamic studies.
- Teach the student how to verify old Islamic texts.

١٧. Course Outcomes, Teaching and Learning Methods, and Assessment

A. Cognitive Objectives

- Define the concept of a library.
- Enumerate the types of libraries.
- Enumerate the types of library catalogues.
- Distinguish between the concept of sources and the concept of references.
- Define the characteristics of research and the qualities of a good researcher.
- State the steps for preparing scientific research and its components.
- Enumerate scientific research methodologies.
- Carry out the verification of old Islamic texts.

B. Course-Specific Skills Objectives

- Learn how to use library catalogues.
- Use information sources in preparing scientific research.
- Learn how to prepare a complete scientific research paper.
- Carry out the verification of old Islamic texts.

Teaching and Learning Methods

- Use the board and soft pen as an illustrative teaching aid.
- Present electronic PowerPoint lectures accompanied by pictures, drawings, and illustrative diagrams.
- Require students to visit the library, become familiar with its sections, and write a visit report.
- Assign students to prepare a complete scientific research paper on an Islamic topic.
- Encourage students to participate in lectures through discussion and explanation of the academic material.

Assessment Methods

- Conduct monthly examinations (two examinations each semester).
- Conduct daily examinations.
- Assign a grade for the scientific research prepared by the student (١٠ marks).
- Allocate ٥ marks for daily preparation, classroom participation, and attendance.
- Allocate ٥ motivational marks for practical assignments assigned to the student.

C. Affective and Value Objectives

- Encourage students to visit libraries and become familiar with them.
- Develop students' love of reading and consulting information sources.
- Enable the student to acquire the scientific habit of scientific research.
- Introduce the student to the value of manuscripts and their verification.

Teaching and Learning Methods

- Manage the lecture in a way that makes the importance of time felt.
- Assign students some group activities and assignments.
- Allocate a percentage of the grade to group activities.

Assessment Methods

- Daily examination.
- Monthly examination.
- Scientific research assigned to the student.

D. Transferable General and Qualifying Skills

- Talent.
- Follow-up.
- Determining library work and field study.
- Collecting information and data related to libraries, scientific research, and scientific research methodologies.

١٢. Infrastructure

Week	Hours	Required Learning Outcomes	Unit / Topic	Teaching Method	Assessment Method
١	٢	Define the library linguistically and terminologically and identify its units and divisions	Introduction to Libraries	Discussion and brainstorming	Written and oral tests
٢	٢	Explain types and objectives of libraries	Types of Libraries	Discussion and brainstorming	Written and oral tests
٣	٢	Define the concept of a catalogue and explain types of library catalogues	Types of Library Catalogues	Discussion and brainstorming	Written and oral tests

٤	٢	Define sources and references and explain the difference between them	Sources, References and Basic Concepts	Discussion and brainstorming	Written and oral tests
٥	٢	Define characteristics of good research and qualities of a successful researcher	Research Characteristics and Researcher Qualities	Discussion and brainstorming	Written and oral tests
٦	٢	Introduce the steps for preparing scientific research	Researcher's Work (Research Preparation Steps)	Discussion and brainstorming	Written and oral tests
٧	٢	Teach how to select a research topic/problem and formulate its title	Selecting the Topic and Formulating the Title	Discussion and brainstorming	Written and oral tests
٨	٢	Teach how to prepare a research plan with application	Research Structure / Research Plan	Discussion and brainstorming	Written and oral tests
٩	٢	Teach how to write the preliminary elements preceding the introduction	Research Complements / Preliminary Elements	Discussion and brainstorming	Written and oral tests
١٠	٢	Introduce the components of the introduction and conclusion and how to write them	Introduction and Conclusion	Discussion and brainstorming	Written and oral tests
١١	٢	Introduce research complements after the conclusion: organizing information	Research Complements Following the Conclusion	Discussion and brainstorming	Written and oral tests

		sources, appendices, and indexes			
١٢	٢	Introduce traditional and computerized information- gathering tools, questionnaire, interview, and observation	Collection of Scientific Material	Discussion and brainstorming	Written and oral tests

Week	Hours	Required Learning Outcomes	Unit / Topic	Teaching Method	Assessment Method
١٣	٢	Teach methods of documenting information, documenting it on cards, and sorting it according to the research plan	Recording Material on Cards	Discussion and brainstorming	Written and oral tests
١٤	٢	Teach how to formulate the material and begin writing it	Formulating the Material and Beginning Its Writing	Discussion and brainstorming	Written and oral tests
١٥	٢	Teach how to classify the material	Classifying the Scientific Material	Discussion and brainstorming	Written and oral tests
١٦	٢	Teach how to write the material in the main text with additions and comments, types of information, and presenting it in the research	Writing the Main Text	Discussion and brainstorming	Written and oral tests
١٧	٢	Introduce methods of documenting international sources	Footnote Documentation / Documentation Methods	Discussion and brainstorming	Written and oral tests
١٨	٢	Teach how to document information sources in research: books, journals, theses, electronic sources, and others	Footnote Documentation (Books, Periodicals, Theses and Electronic Sources)	Discussion and brainstorming	Written and oral tests
١٩	٢	Introduce the concept of research methodology	Scientific Research Methodologies	Discussion and brainstorming	Written and oral tests

		linguistically and terminologically, and its types and classification according to some Arab and foreign scholars	/ Definition and Types		
٢٠	٢	Introduce the historical research method, its steps, source criticism, evaluation, and examples of studies	Historical Research Method	Discussion and brainstorming	Written and oral tests
٢١	٢	Introduce the descriptive research method, its steps and techniques, evaluation, and examples of studies	Descriptive Research Method	Discussion and brainstorming	Written and oral tests
٢٢	٢	Introduce the experimental research method, its steps, evaluation, and examples of studies	Experimental Research Method	Discussion and brainstorming	Written and oral tests
٢٣	٢	Introduce the comparative research method, its steps, data-collection tools, evaluation, and examples of studies	Comparative Research Method	Discussion and brainstorming	Written and oral tests
٢٤	٢	Introduce the exploratory research method, its	Exploratory Research Method	Discussion and brainstorming	Written and oral tests

		steps, data-collection tools, evaluation, and examples of studies			
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Week	Hours	Required Learning Outcomes	Unit / Topic	Teaching Method	Assessment Method
٢٥	٢	Define verification linguistically and terminologically and identify its elements	Manuscript Verification / Definition of Verification	Discussion and brainstorming	Written and oral tests
٢٦	٢	Introduce the basic elements involved in verification, including the verifier responsible for verification, and his/her qualities and skills	Elements of Verification	Discussion and brainstorming	Written and oral tests

١٢. Infrastructure – Required Textbooks

- Methods of Scientific Research and Sources of Islamic Studies — Muhammad Rakan Al-Daghmi.
- Insights into Research and Sources — Abd al-Rahman Amirah.
- Verification and Publication of Texts — Abd al-Salam Muhammad Harun.
- How to Write a Research Paper or Thesis — Ahmad Shalabi.
- Lectures on Text Verification — Hilal Naji, Beirut: Dar al-Gharb al-Islami, ١٩٩٤.
- Libraries in Islam: Their Origins, Development and Destinies — Muhammad Mahirah Hamadah.
- How to Write a Research Paper or Thesis — Ahmad Shalabi.

٢. Main References (Sources)

- Usul al-Bahth — Abd al-Hadi al-Fadli.
- Library and the Principles of Research — Muhyi Hilal al-Sarhan and Hamoudi Zain al-Abidin.
- Verification and Publication of Texts — Abd al-Salam Muhammad Harun.
- Abjadiyyat al-Bahth fi al-Ulum al-Shar'iyyah — Farid al-Ansari.
- Insights into the Library, Research and Sources — Muhammad Ajaj al-Khatib.
- Research Skills and Information Sources — Kingdom of Saudi Arabia.

A. Books and References Recommended (Scientific Journals, Reports, etc.)

- Journal of the College of Islamic Sciences, University of Baghdad.
- Journal of Fiqh, College of Fiqh, University of Kufa.
- Journal of Religious Studies, Bayt al-Hikmah.
- Al-Ustadh Journal, Ibn Rushd College of Education for Human Sciences.

B. Electronic References / Internet Websites

- Ahl al-Bayt Library (peace be upon them).
- Al-Maktaba Al-Shamela.
- Al-Rashad Library.
- Al-Jami' Al-Kabir Library.
- Al-Waqfeya Library website.
- Bibliotheca Alexandrina website.
- Al-Mustafa Electronic Library website.
- Global Shi'a Library website.

١٣. Course Development Plan

Benefit from Internet websites to download various methodological books and familiarize students with scientific research methods and approaches.

Seek the assistance of competent professors from outside Iraq to become familiar with mechanisms of rigorous scientific research that keep pace with modernity and development.

Al-Turath University

College of Education

Department of Educational and Psychological Sciences

Introduction to Psychology Course Description

First Stage

Academic Year ٢٠٢٥ / ٢٠٢٦

Instructor: Assist. Prof. Dr. Nuha Najah Abdullah
Fifth: Course Content and Time Distribution – ٣٠ Weeks

The week	Course topic
١	Introduction to General Psychology
٢	History of Psychology: Ideas and Early Stages
٣	History of Psychology: Modern Science and Scientific Independence
٤	Concept and Subject of Psychology
٥	Objectives of Psychology: Understanding, Explanation, Prediction, and Control
٦	Branches of Psychology: Theoretical and Basic Branches
٧	Branches of Psychology: Applied Branches

٨	Relationship of Psychology with Other Sciences
٩	Contemporary Schools of Psychology: Behavioral School
١٠	Contemporary Schools of Psychology: Purposive Behaviorism
١١	Contemporary Schools of Psychology: Other Approaches and Schools Included in the Course
١٢	Behavior: Concept and Types
١٣	Behavior: Influencing Factors – Heredity and Environment
١٤	Sensation: Concept, Forms, and Senses
١٥	Perception: Concept and Types
١٦	Perception: Influencing Factors, Laws, and Educational Applications
١٧	Attention: Concept and Types
١٨	Attention: Influencing Factors and Applications
١٩	Learning: Concept, Characteristics, and Conditions
٢٠	Learning, Maturation, Practice, and Training
٢١	Learning Theories and Educational Applications
٢٢	Insight Learning and Educational Applications
٢٣	Memory and Forgetting
٢٤	Thinking and Problem Solving
٢٥	Motives: Concept, Function, and Types of Motives
٢٦	Emotions: Concept, Causes, and Aspects
٢٧	Emotions: Characteristics and Accompanying Physiological Changes
٢٨	Intelligence and Individual Differences
٢٩	Personality and Factors Influencing It
٣٠	Comprehensive Review and Linking Psychological Concepts to Educational Situations

Sixth: Teaching and Learning Strategies

Strategy	Use in the Course
Lecture	Presentation of the basic concepts, principles, and theories of the course.
Discussion and Dialogue	Discussion of psychological concepts, phenomena, and situations.
Cooperative Learning	Implementation of activities and academic tasks collectively.
Case Study	Analysis of behavioral and educational situations in light of psychological concepts.
Brainstorming	Stimulating thinking about psychological problems and phenomena.
Problem Solving	Employing psychological concepts to interpret situations and solve problems.
E-learning	Using approved electronic educational sources and media.

Seventh: Assessment Methods

Assessment Tool	Assessment Area
Written Examinations	Measuring knowledge, understanding, and comprehension.
Short Quizzes	Continuous monitoring of achievement.
Multiple Choice	Measuring concepts and information.
Essay Questions	Measuring understanding, explanation, and analysis.

Discussion and Classroom Activities	Measuring participation, application, and communication.
Assignments and Tasks	Monitoring understanding and ability to apply.
Reports	Developing research, analysis, and organization of information.
Midterm Examination	Assessing intermediate achievement.
Final Examination	Comprehensive assessment of course learning outcomes.

Eighth: Course Skills Map and Linking Learning Outcomes to the Course

Code	Description
A ¹	Knowledge of the basic scientific concepts of the specialization
A ²	Understanding theoretical principles and deep knowledge content
A ³	Awareness of the relationship of the specialization to society or other sciences
A ⁴	Knowledge of ethical and legal frameworks
B ¹	Mental/analytical skills such as analysis and interpretation
B ²	Professional and applied skills
B ³	Skills in using technologies or tools
B ⁴	Critical thinking and decision-making skills
C ¹	Commitment to professional ethics
C ²	Teamwork and human communication
C ³	Professional commitment and discipline
C ⁴	Continuous learning and self-development

Tenth: Sources and References.

Eleventh: Approval

Instructor Name	Assist. Prof. Dr. Nuha Najah Abdullah
Signature	
Head of Department	
Date	

Sources and References

About Shamsi, Abdul Amir. (٢٠١٣). Introduction to General and Educational Psychology. Davidoff, Linda. (١٩٨٨). Introduction to General Psychology. Translated by Sayed Al-Tawab et al. McGraw-Hill.
 Al-Obaidi, Mohammed Jasim Mohammed. (٢٠١٣). Introduction to General Psychology. Amman: Dar Al-Thaqafa for Publishing and Distribution.

		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Defi nes educ ation al soci olog y and its subj ect matt er. Und ersta ndin g: Expl ains the relati onsh ip betw een soci olog y and educ ation . Skill s: Disti ngui shes soci ologi cal from purel y psyc holo gical appr	Compulsory	Introduction to Educational Sociology	Not specified	First S
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										oaches to education . Values: Appreciates the value of viewing education within its social context.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Identifies the historical stages in the development of educational sociology. Understanding: Explains why education became	Compulsory	Emergence and Development of Educational Sociology	Not specified	

										an important field of sociological study. Skills: Arranges major developments chronologically. Values: Values scientific study of educational and social phenomena.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines the concept, nature, and scope of education	Compulsory	Concept, Nature, and Scope of Educational Sociology	Not specified	First S

										al sociolog y. Und ersta ndin g: Expl ains its majo r areas of stud y. Skill s: Clas sifie s educ ation al phen ome na acco rdin g to their socia l dime nsio ns. Valu es: Resp ects the com plexi ty of educ ation al and socia l life.				
		Short Test / Discussi				Lect ure / Dial				Kno wled ge:	Compulsory	Relationship between	Not specified	

		on / Class Activity				ogue and Disc ussio n				Ident ifies the main point s of inter actio n betw een soci olog y and educ ation . Und ersta ndin g: Expl ains how socie ty influ ence s educ ation and how educ ation influ ence s socie ty. Skill s: Anal yzes exa mple s of recip rocal influ ence . Valu es:		Sociology and Education		
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										Recognizes education as a social institution .				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines the concept of social institution and identifies education as one. Understanding: Explains the functions of education as a social institution . Skill s: Analyzes education	Compulsory	Education as a Social Institution	Not specified	First S

										al pract ices from an instit ution al pers pecti ve. Valu es: Valu es the role of educ ation in socia l stabi lity and deve lopment.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussion				Know ledge: Ident ifies majo r soci ologi cal pers pecti ves used in stud ying educ ation . Und ersta ndin g: Expl ains	Compulsory	Major Sociological Theories and Education	Not specified	

										the basic assumptions of functionalist, conflict, and interactionist approaches. Skills: Compare theoretical perspectives. Values: Respects intellectual diversity in sociological explanation.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Explains the basic concepts of	Compulsory	Functionalist Perspective of Education	Not specified	First S

										functionalism. Understanding: Describes the social functions of education from a functionalist perspective. Skills: Applies functionalist concepts to educational examples. Values: Appreciates the role of cooperation and social				
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										integ ratio n.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Kno wled ge: Defi nes the main conc epts of confl ict theor y. Und ersta ndin g: Expl ains how pow er and ineq ualit y may shap e educ ation al oppo rtuni ties. Skill s: Anal yzes educ ation al situa tions usin g confl ict conc epts. Valu	Compulsory	Conflict Perspective of Education	Not specified	

										es: Reje cts unju st discr imin ation and uneq ual oppo rtuni ty.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Defi nes sym bolic inter actio nism and its basic conc epts. Und ersta ndin g: Expl ains the impo rtanc e of inter actio n, mea ning s, and label s in educ ation al setti ngs. Skill s:	Compulsory	Symbolic Interactionism and Education	Not specified	First S

										Anal yzes class roo m inter actio ns usin g an inter actio nist pers pecti ve. Valu es: Valu es resp ectfu l com muni catio n and posit ive inter actio n.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Defi nes socia lizati on and ident ifies its main form s. Und ersta ndin g: Expl ains the	Compulsory	Socialization and Education	Not specified	First S

										role of education in socialization. Skills: Analyzes examples of formal and informal socialization. Values: Appreciates the importance of responsible social participation.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Identifies family and school as major agents of socialization.	Compulsory	Agents of Socialization: Family and School	Not specified	First Semester

									lization. Understanding: Explains their complementary roles in personality and social development. Skills: Compares their influences on learners. Values: Respects the family and school partnership.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Disc			Knowledge: Identifies peer group	Compulsory	Peer Groups and Educational Socialization	Not specified	First S

						ussion				ps and their characteristics . Understanding: Explains their influence on attitudes, behavior, and learning. Skills: Analyzes positive and negative peer influence s. Values: Values cooperation and responsible peer relationships.				
		Short Test / Discussion				Lecture / Dial				Knowledge:	Compulsory	Mass Media and Socialization	Not specified	First S

		on / Class Activity				ogue and Disc ussio n				Ident ifies majo r educ ation al and socia l funct ions of mass medi a. Und ersta ndin g: Expl ains how medi a can influ ence valu es, attitu des, and beha vior. Skill s: Eval uates educ ation al medi a mess ages critic ally. Valu es: Uses medi a resp onsi				
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										bly and ethic ally.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Kno wled ge: Ident ifies the com muni ty as an educ ation al envir onm ent. Und ersta ndin g: Expl ains how com muni ty instit ution s contr ibute to socia l learn ing. Skill s: Map s com muni ty reso urce s relev ant to educ ation	Compulsory	Community and Educational Socialization	Not specified	First S

										. Valu es: Valu es com muni ty parti cipat ion and socia l resp onsi bilit y.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Kno wled ge: Defi nes cultu re and its main com pone nts. Und ersta ndin g: Expl ains the relati onsh ip betw een cultu re and educ ation al pract ices. Skill s: Anal yzes	Compulsory	Culture and Education	Not specified	First S

										cultural influences on schooling. Values: Respects cultural diversity.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines social class and social stratification. Understanding: Explains how social class may influence educational opportunities and outcomes. Skills:	Compulsory	Social Class and Education	Not specified	First S

									Anal yzes exa mple s of class - relat ed educ ation al diffe renc es. Valu es: Supp orts fairn ess and equa l oppo rtuni ty.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n			Know ledg e: Defi nes socia l strati ficati on and educ ation al ineq ualit y. Und ersta ndin g: Expl ains mec hani sms thro ugh	Compulsory	Social Stratification and Educational Inequality	Not specified	First S

										which inequality may be reproduced in education. Skill s: Identifies forms of educational inequality. Values: Rejects unjust educational inequality.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines social mobility and its major forms. Understanding	Compulsory	Social Mobility and Education	Not specified	First S

										g: Expl ains the pote ntial role of educ ation in socia l mobi lity. Skill s: Anal yzes educ ation al path ways and mobi lity oppo rtuni ties. Valu es: Valu es educ ation as a mea ns of expa ndin g oppo rtuni ty.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Kn owled ge: Ident ifies majo r conc epts relat	Compulsory	Gender and Education	Not specified	First S

										ed to gend er and educ ation . Und ersta ndin g: Expl ains how socia l expe ctati ons may influ ence educ ation al expe rienc es. Skill s: Anal yzes gend er- relat ed educ ation al patte rns with out stere otypi ng. Valu es: Resp ects equa lity and digni ty				
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										for all learners.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Identifies social and environmental factors affecting rural and urban education. Understanding: Explains how location and resources may shape educational opportunities. Skills: Compares educational	Compulsory	Rural, Urban, and Environmental Differences in Education	Not specified	First S

										cont exts. Valu es: Supp orts equit able acce ss to educ ation .				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Ident ifies fami ly facto rs asso ciate d with educ ation al achi eve ment . Und ersta ndin g: Expl ains how fami ly supp ort, reso urce s, and relati onsh ips may affec t learn	Compulsory	Family Structure and Educational Achievement	Not specified	First S

										ing. Skill s: Analyzes family-school case s objectively. Values: Respects family diversity and individual circumstances.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines the school as a social organization. Understanding: Explains roles , norms, authority , and	Compulsory	School as a Social Organization	Not specified	First S

										relationships within schools. Skills: Analyzes school organization and interaction patterns. Values: Values cooperation, responsibility, and institutional ethics.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Identifies major elements of teacher-student interaction	Compulsory	Teacher-Student Relationship	Not specified	First S

										n. Und ersta ndin g: Expl ains how relati onsh ips influ ence class roo m clim ate and learn ing. Skill s: Appl ies effec tive com muni catio n princ iples to class roo m situa tions . Valu es: Valu es resp ect, fairn ess, and emp athy.				
		Short Test / Discussi on /				Lect ure / Dial ogue				Know ledge: Defi	Compulsory	Classroom Social Interaction	Not specified	First S

		Class Activity				and Disc ussio n				nes class roo m inter actio n and grou p proc esses . Und ersta ndin g: Expl ains how inter actio n patte rns affec t learn ing and beha vior. Skill s: Anal yzes class roo m inter actio n scen arios . Valu es: Pro mote s resp ectfu l and inclu sive				
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										inter actio n.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Kno wled ge: Ident ifies the socia l dime nsio ns of curri culu m. Und ersta ndin g: Expl ains how curri culu m com muni cates kno wled ge, nor ms, and valu es. Skill s: Anal yzes expli cit and impl icit mess ages in curri culu m. Valu es:	Compulsory	Curriculum and Social Values	Not specified	First S

										Values balanced and socially responsible educational content.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines social values and social control. Understanding: Explains the role of education in transmitting norms and regulating behavior. Skills: Distinguish	Compulsory	Education, Values, and Social Control	Not specified	First S

										shes cons truct ive socia l regul ation from coer cive pract ices. Valu es: Pro mote s ethic al resp onsi bilit y and resp ect for right s.				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Ident ifies the relati onsh ip betw een educ ation and socia l chan ge. Und ersta ndin g: Expl ains how	Compulsory	Education and Social Change	Not specified	First S

										education can contribute to social transformation. Skill s: Analyzes examples of educational change. Values: Supports constructive and peaceful social development.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Defines multicultural education and social inclusion. Und	Compulsory	Multicultural Education and Social Inclusion	Not specified	First S

										understanding: Explains the importance of inclusive educational environments. Skills: Designs simple practices that accommodate cultural diversity. Values: Values inclusion, tolerance, and equal participation.				
		Short Test / Discussion / Class Activity				Lecture / Dialogue and Discussion				Knowledge: Identifies selected content	Compulsory	Contemporary Educational Social Issues	Not specified	First S

										emporary social issues affecting education. Understanding: Explains their educational and social implications. Skills: Analyzes an educational issue using sociological concepts. Values: Demonstrates responsible and evidence				
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										- base d judg ment .				
		Short Test / Discussi on / Class Activity				Lect ure / Dial ogue and Disc ussio n				Know led ge: Revi ews the majo r conc epts, theor ies, and them es of the cour se. Und ersta ndin g: Integ rates soci ologi cal conc epts to expl ain educ ation al phen ome na. Skill s: Appl ies cour se kno wled ge to anal yze	Compulsory	Comprehensiv e Review and Applied Educational Sociology	Not specified	First S

ning	Outcomes of program									practical educational cases. Values: Demonstrates objectivity, social responsibility, and respect for diversity.				

Please place a check mark in the boxes corresponding to the individual program learning outcomes subject to assessment.

Course Description Form

Course Name					
Educational Sociology					
Course Code					
Not specified					
Semester/Year					
٢٠٢٥-٢٠٢٦					
Stage					
First Stage					
Total Study Hours					
٣٠ hours / ٣٠ lectures					
Course Instructor					
Dr. Nidal Najeeb Arif					
Email					
nuha.najah@uoturath.edu.iq					
Course Objectives					
١. Introduce students to the concept, scope, and importance of educational sociology. ٢. Explain the relationship between education and society. ٣. Examine major sociological theories and their educational applications. ٤. Analyze the role of family, school, peer groups, media, and community in socialization. ٥. Explain social stratification, inequality, and their relationship to educational opportunities. ٦. Develop students' ability to interpret educational issues from a sociological perspective. ٧. Promote respect for social and cultural diversity and equal educational opportunities.			١. Introduce students to the concept, scope, and importance of educational sociology. ٢. Explain the relationship between education and society. ٣. Examine major sociological theories and their educational applications. ٤. Analyze the role of family, school, peer groups, media, and community in socialization. ٥. Explain social stratification, inequality, and their relationship to educational opportunities. ٦. Develop students' ability to interpret educational issues from a sociological perspective. ٧. Promote respect for social and cultural diversity and equal educational opportunities.		
Teaching and Learning Strategies					
Organized lecture, dialogue and discussion, cooperative learning, brainstorming, case study, problem solving, classroom activities, and e-learning.				Organized lecture, dialogue and discussion, cooperative learning, brainstorming, case study, problem solving, classroom activities, and e-learning.	
Assessment Methods					
Continuous assessment, short tests, classroom	Continuous assessment, short tests,	Continuous assessment, short tests, classroom activities, assignments,	Continuous assessment, short tests, classroom	Continuous assessment	Continuous assessment

activities, assignments, participation and discussion, monthly examinations, and final examination.	classroom activities, assignments, participation and discussion, monthly examinations, and final examination.	participation and discussion, monthly examinations, and final examination.	activities, assignments, participation and discussion, monthly examinations, and final examination.	, short tests, classroom activities, assignments, participation and discussion, monthly examinations, and final examination.	ent, short tests, classroom activities, assignments, participation and discussion, monthly examinations, and final examination.
Course Structure	Course Structure	Course Structure	Course Structure	Course Structure	Course Structure
Knowledge: Lists the main stages and ideas in the history of psychology. Understanding: Explains the development of psychological thought into a science. Skills: Arranges the historical ideas and stages according to their sequence. Values: Appreciates the importance of scientific knowledge in the study of human beings.					
Knowledge: Explains the transition of psychology to the stage of modern science and scientific independence. Understanding: Explains the importance of scientific independence for psychology. Skills: Distinguishes between the philosophical stage and the scientific stage. Values: Adheres to the scientific method in dealing with psychological phenomena.					
Knowledge: Defines psychology and identifies its subject matter. Understanding: Explains the subject matter and fields of psychology. Skills: Identifies the subject matter of psychology in simple situations. Values: Respects diversity in human behavior and individual differences.					
Short Test / Discussion / Class Activity			Main References: Ballantine, J. H., & Hammack, F. M. (٢٠١٢). The Sociology of Education: A Systematic Analysis (٧th ed.). Routledge. Boronski, T., & Hassan, N. (٢٠٢٠). Sociology of Education (٢nd ed.). SAGE Publications.		
Short Test / Discussion / Class Activity			Supporting References: Sadovnik, A. R., & Coughlan, R. W. (Eds.). (٢٠١٦). Sociology of Education: A Critical Reader (٣rd ed.). Routledge. Ainsworth, J. (Ed.). (٢٠١٣). Sociology of Education: An A-to-Z Guide. SAGE Publications.		
Short Test / Discussion / Class Activity			Supporting References: Davidoff, Linda. (١٩٨٨). Introduction to General Psychology. Al-Obaidi, Muhammad J. Muhammad. (٢٠١٣). Introduction to General Psychology.		

Short Test / Discussion / Class Activity			Lecture Dialogue and Discussion		
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Emergence and Development of Individual Differences Psychology	Knowledge: Lists the stages in the emergence and development of the study of individual differences Understanding: Interprets the development of scientific interest in individual differences Skills: Organizes the main stages and ideas. Values: Appreciates the value of scientific research.	۲
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Fields of Individual Differences	Knowledge: Identifies the fields of individual differences Understanding: Distinguishes among the different fields. Skills: Classifies examples of	۲

				differences according to their field. Values: Respects individual diversity.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Sources of Individual Differences and Influencing Factors	Knowledge: Identifies the sources of individual differences. Understanding: Interprets the factors influencing them. Skills: Analyzes an example of individual differences. Values: Deals objectively with individual differences.	ε
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Heredity, Environment, and Individual Differences	Knowledge: Explains the role of heredity and environment. Understanding: Compares the effects of hereditary and environmental factors.	ε

				Skills: Analyzes a situation illustrating their interaction. Values: Avoids preconceived judgments.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Individual Differences in Mental Abilities	Knowledge: Identifies differences in mental abilities. Understanding: Interprets the nature of differences in abilities. Skills: Distinguishes among types of abilities. Values: Takes individual differences into account.	v
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Intelligence: Concept and Nature	Knowledge: Defines intelligence and explains its nature. Understanding: Explains the importance of intelligence in behavior and learning. Skills: Uses the	v

				concept of intelligence to interpret a situation. Values: Deals with individual abilities without stigmatization.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Theories of Intelligence	Knowledge: Explains the main theories of intelligence. Understanding: Compares the theories. Skills: Distinguishes differences among theoretical interpretations. Values: Respects diversity in scientific interpretations.	Λ
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Measurement of Intelligence and Intelligence Tests	Knowledge: Explains the concept and types of intelligence measurement. Understanding: Interprets the importance	9

				e and conditions of measurement. Skills: Distinguishes appropriate uses of tests. Values: Adheres to measurement ethics.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Specific Mental Abilities	Knowledge: Defines specific mental abilities. Understanding: Distinguishes between general and specific abilities. Skills: Classifies examples of abilities. Values: Takes diversity in abilities into account.	۱۰
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Aptitudes and Abilities	Knowledge: Defines aptitudes and abilities. Understanding: Explains the relationship between them. Skills: Analyzes an	۱۱

				example of an aptitude or ability. Values: Respects individual potential.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Creativity, Innovation, and Individual Differences	Knowledge: Defines creativity and innovation Understanding: Explains their relationship to individual differences Skills: Identifies indicators of creative behavior. Values: Encourages respect for new ideas.	١٢
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Personality and Individual Differences	Knowledge: Explains the relationship between personality and individual differences Understanding: Interprets personality differences among individuals Skills: Uses personality	١٣

				concepts to analyze a situation. Values: Respects personality privacy.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Personality Theories and Their Relationship to Individual Differences	Knowledge: Explains the main theories of personality. Understanding: Compares theoretical interpretations. Skills: Links the theory to an applied example. Values: Accepts scientific diversity.	١٤
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Personality Traits and Their Measurement	Knowledge: Defines personality traits and methods of measuring them. Understanding: Explains the role of traits in interpreting behavior. Skills: Distinguishes traits from temporary states. Values: Respects individual privacy.	١٥

Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Temperament and Individual Differences	Knowledge: Defines temperament and temperamental differences · Understanding: Explains factors related to temperament. Skills: Describes an example of temperamental differences · Values: Accepts differences in emotional responses.	١٦
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Motivation and Individual Differences	Knowledge: Explains motivation and its relationship to individual differences · Understanding: Interprets differences in motivation among individuals · Skills: Proposes an appropriate approach for	١٧

				motivating different learners. Values: Takes individual needs into account.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Interests and Preferences	Knowledge: Defines interests and preferences. Understanding: Explains their importance in choice and learning. Skills: Distinguishes between interests and abilities. Values: Respects the interests of others.	١٨
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	values and Attitudes	Knowledge: Defines values and attitudes. Understanding: Explains their differences among individuals. Skills: Analyzes a situation reflecting a value or attitude. Values: Respects	١٩

				intellectual diversity.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Individual Differences in Academic Achievement	Knowledge: Explains differences in academic achievement. Understanding: Interprets the factors associated with them. Skills: Proposes approaches for accommodating differences. Values: Believes in equal learning opportunities.	۲۰
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Individual Differences in learning	Knowledge: Explains individual differences in learning. Understanding: Interprets differences in learning styles and pace. Skills: Selects an activity appropriate for learner differences. Values: Takes learners'	۲۱

				needs into account.	
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Individual Differences in the Classroom Environment	Knowledge: Identifies manifestations of differences in the classroom. Understanding: Explains their effect on education. Skills: Proposes appropriate classroom practices. Values: Respects all students.	۲۲
Short Test / Discussion / Class Activity	Lecture Dialogue and Discussion	Short Test / Discussion / Class Activity	Individual Differences, Sex, and Age	Knowledge: Explains the effect of age and sex on some differences. Understanding: Interprets findings with scientific caution. Skills: Distinguishes individual differences from stereotypes. Values: Avoids discrimination.	۲۳

		Short Test / Discussion / Class Activity	Individual Differences, Culture, and Social Environment	Knowledge: Explains the effect of culture and the social environment. Understanding: Interprets the interaction between the environment and the individual. Skills: Analyzes a cultural and social situation. Values: Respects cultural and social diversity.	٢٤
		Short Test / Discussion / Class Activity	Individual Differences and Psychological and Social Adjustment	Knowledge: Explains the relationship between differences and adjustment. Understanding: Explains the effect of accommodating differences on adjustment. Skills: Proposes an appropriate	٢٥

				educational intervention. Values: Respects individual needs.	
		Short Test / Discussion / Class Activity	Individual Differences and Mental Health	Knowledge: Explains the relationship between individual differences and mental health. Understanding: Explains the importance of accommodating differences in psychological support. Skills: Distinguishes natural variation from a psychological problem. Values: Adheres to objectivity and avoids stigmatization.	٢٦
		Short Test / Discussion / Class Activity	Psychological Measurement of Individual Differences	Knowledge: Defines psychological measurement and its basic concepts. Understanding:	٢٧

				Explains the importance of measurement in studying differences. Skills: Distinguishes appropriate measurement tools. Values: Adheres to accuracy and academic integrity.	
		Short Test / Discussion / Class Activity	Psychological Tests and Conditions for Their Use	Knowledge: Lists the conditions for using psychological tests. Understanding: Explains validity, reliability, and objectivity at a basic level. Skills: Identifies the appropriate use of a test. Values: Maintains the confidentiality of test results.	٢٨
		Short Test / Discussion / Class Activity	Educational Applications of Individual Differences	Knowledge: Identifies applications of	٢٩

				individual differences in education. Understanding: Links concepts to educational situations. Skills: Proposes applications for accommodating differences. Values: Supports fairness and equal opportunities.	
		Short Test / Discussion / Class Activity	Comprehensive Review and Applications in Individual Differences Psychology	Knowledge: Reviews the basic concepts of the course. Understanding: Links the topics of individual differences to one another. Skills: Applies knowledge to analyze practical situations. Values: Adheres to objectivity and respect for individual differences.	۳۰

Course Instructor: Dr. Nidal Najeeb Arif
Head of Department: Dr. Raheef Ali Nasser
Scientific Assistant: Dr. Taha Al-Jazzaa
Main and Supporting References

١. Ballantine, J. H., & Hammack, F. M. (٢٠١٢). The Sociology of Education: A Systematic Analysis (٧th ed.). Routledge.
٢. Boronski, T., & Hassan, N. (٢٠٢٠). Sociology of Education (٢nd ed.). SAGE Publications.
٣. Sadovnik, A. R., & Coughlan, R. W. (Eds.). (٢٠١٦). Sociology of Education: A Critical Reader (٣rd ed.). Routledge.
٤. Ainsworth, J. (Ed.). (٢٠١٣). Sociology of Education: An A-to-Z Guide. SAGE Publications.

Stage: Second

This course description provides a concise summary of the most important characteristics of the course and its learning outcomes expected of the student, demonstrating whether the student has benefited from the available learning opportunities. These should be linked to the program description.

١. Educational Institution: Al-Turath University – College of Education
٢. Academic Department: Educational and Psychological Sciences
٣. Course Name / Code: Developmental Psychology
٤. Available Attendance Forms: Traditional
٥. Semester / Academic Year: ٢٠٢٥–٢٠٢٦
٦. Total Study Hours: ٢ hours weekly / ٦٠ hours total
٧. Date of Preparation: ٥/١٢/٢٠٢٥

Course Objectives

The course aims to introduce students to:

١. The concept, nature, and importance of developmental psychology.
 ٢. The objectives of developmental psychology.
 ٣. Development and the factors influencing it.
 ٤. Research methods in developmental psychology.
 ٥. Physical, cognitive, linguistic, emotional, and social development at each stage.
 ٦. The effect of age stages on psychological development.
 ٧. Theories dealing with psychological development.
 ٨. Course Outcomes, Teaching and Learning Methods, and Assessment
- A. Cognitive Objectives

- ١. The student recognizes the importance of developmental psychology and its theoretical and applied fields in society.
- ٢. The student acquires the ability to understand changes occurring in behavior and its overt and covert forms at each age stage.
- ٣. Awareness of the meaning of physical, cognitive, linguistic, emotional, and social development at each stage.

B. Course-Specific Skills Objectives

- ١. Draws a diagram showing how age, environment, and heredity affect human behavior.
- ٢. Is able to discuss and present ideas effectively.

Teaching and Learning Methods

- ١. Lecture/presentation, discussion and dialogue, questioning, presentations, self-directed activities, brainstorming, problem solving, cooperative learning, and reciprocal teaching.
- ٢. Use of educational discussion and instructional dialogue based on exchanging ideas to reach facts.
- ٣. Use of learning groups to prepare for the lesson topic.

Assessment Methods

Weekly and monthly tests, in addition to requiring each student to prepare research papers on the lecture topic.

C. Affective and Values Objectives

- ١. Create student motivation by linking the basic concepts of developmental psychology with students' interests and society.
- ٢. Develop students' attitudes toward developmental psychology.
- ٣. Develop students' attitudes toward the ethical and value-related aspects associated with the course.
- ٤. Develop students' ability to discuss and engage in dialogue based on objectivity and logic.

Teaching and Learning Methods

Preparing a plan for presenting questions and conducting daily quick examinations; video lectures; PowerPoint; use of electronic applications.

Assessment Methods

Daily and semester examinations.

- ١٠. General and Transferable Skills (Other skills related to employability and personal development)
- D-١. Talent: following external sources.
- D-٢. Following up and preparing external questions from those sources.
- D-٣. Following classroom discussion methods; identifying library work and field-study activities.
- D-٤. Collecting information and data about the geographical phenomenon and identifying relationships among them; encouraging students to follow educational series presented as videos through official scientific links.

١١. Course Structure

Week	Hours	Unit / Topic	Teaching Method	Assessment Method
First	٢	Developmental psychology: definition, importance, meaning of development	Lecture and discussion	Achievement tests and daily participation
Second	٢	General laws and principles of development	—	—
Third	٢	Factors affecting development	—	—
Fourth	٢	Genetic and environmental factors	—	—
Fifth	٢	Research methods in developmental psychology	—	—
Sixth	٢	Longitudinal, cross-sectional, experimental, and correlational methods	—	—
Seventh	٢	Childhood: definition, importance, and stages	—	—
Eighth	٢	Cognitive and linguistic development	—	—
Ninth	٢	Social, emotional, and moral development	—	—
Tenth	٢	Role of social institutions in the child's socialization	—	—
Eleventh	٢	Adolescence	—	—
Twelfth	٢	Adolescent and society	—	—
Thirteenth	٢	Adolescents' attitudes and interests	—	—
Fourteenth	٢	Some problems of adolescents	—	—
Fifteenth	٢	Factors affecting adolescents' attitudes and interests	—	—
Sixteenth	٢	Educational psychology: definition and historical development	—	—
Seventeenth	٢	Objectives, fields, and topics of educational psychology	—	—

Eighteenth	۲	Educational objectives, their levels, and formulation	—	—
Nineteenth	۲	Learning and teaching	—	—
Twentieth	۲	The concept and nature of the learning process	—	—
Twenty-first	۲	Characteristics	—	—
Twenty-second	۲	Difference between learning and teaching	—	—
Twenty-third	۲	Factors affecting teaching	—	—
Twenty-fourth	۲	Theories of learning and teaching	—	—
Twenty-fifth	۲	Educational applications	—	—
Twenty-sixth	۲	Thorndike	—	—
Twenty-seventh	۲	Pavlov	—	—
Twenty-eighth	۲	Skinner	—	—
Twenty-ninth	۲	Gestalt	—	—
Thirtieth	۲	Social learning	—	—

١٢. Infrastructure

١. Required Textbook

Developmental Psychology, Prof. Dr. Jamal Hussein Al-Alousi.

٢. Main References (Sources)

١. Fundamentals of Developmental Psychology, Shafiq Faleh Alawneh.

٢. Developmental Psychology, Alaa Al-Din Kafafi.

A. Recommended Books and References (scientific journals, reports, etc.)

All internationally recognized electronic books and websites related to developmental psychology.

B. Electronic References, Internet Websites, etc.

- Government websites.
- University / College website.
- American Board of Forensic Psychology — <http://www.com>

١٣. Course Development Plan

Develop the course material according to the annual plan for updating the approved academic programs in the college.

١١. Teaching Staff

Academic rank: Assistant Professor (PhD)

Name: Ibrahim Sabri Mohammed

General specialization: Educational and Psychological Sciences

Specific specialization: Educational Psychology

Status: Staff member.

Professional Development – Orientation of New Teaching Staff

Academic institutions adopt a comprehensive organizational mechanism to orient teaching staff (new, visiting, full-time, and part-time) to ensure smooth integration into the educational system.

١. Institution-level orientation (university/college)

- General orientation meeting: Workshops introducing the institution's vision, mission, academic values, organizational structure, and academic leadership.
- Regulations and systems: Detailed explanation of rights and duties, the State Employees' Discipline Law, quality standards, professional ethics, research policies, and assessment.
- Technical and logistical support: Provide teaching staff with digital accounts, access to Learning Management System (LMS) platforms, and information about office and administrative services.

٢. Academic department-level orientation

- Academic briefing: Provide approved curricula and course components, guidelines for preparing teaching portfolios, and distribution of schedules and credit hours.
- Professional mentoring: Assign a mentor or experienced colleague to accompany the new or visiting teacher and facilitate daily duties.
- Environmental integration and communication: Introduce department members and permanent committees, meeting procedures, and regulations for academic supervision and student advising.

Professional Development of Teaching Staff

The academic and professional development plan is based on a comprehensive strategy aimed at improving teaching staff competence and educational outcomes through three main areas:

١. Modern teaching and learning strategies

- Interactive training workshops on modern teaching methods such as problem-based learning, blended learning, and cooperative learning.
- Technology integration: Training teaching staff to use digital tools, educational platforms, and artificial-intelligence applications in preparing lectures and engaging students.

- Student-centered education: Shifting the role from lecturer to guide and facilitator by stimulating critical thinking and free discussion.

٢. Learning outcomes assessment

- Formulating outcomes and completing course portfolios: Training staff to formulate expected learning outcomes (Knowledge, Skills, Values) and design assessment tools appropriate to each outcome.
- Developing innovative assessment methods: Expanding the use of rubrics for projects, presentations, and critical research instead of relying solely on traditional written examinations.
- Results analysis and feedback: Workshops to analyze student examination results and identify knowledge gaps in order to update curricula and teaching plans.

٣. Continuous professional and academic development

- Research development: Supporting participation in international conferences, publication in approved journals, and training in research methodology and statistics.
- Academic exchange and partnerships: Activating academic visiting and hosting programs with advanced universities and educational institutions to exchange expertise.
- Self- and peer-assessment: Applying peer-review/peer-observation systems and providing constructive feedback among colleagues to improve classroom performance.
- Ethical responsibility and leadership: Programs on professional ethics, academic leadership, and classroom-environment management to strengthen the teacher's role as a role model and mentor.

١٢. Admission Criteria

Direct admission.

١٣. Major Sources of Information about the Program

The quality and accuracy of the Teaching Profession Ethics course depend on an integrated set of approved scientific and legislative information sources:

١. Approved academic and philosophical sources

- Classical philosophical and educational works:
 - Greek thought: Aristotle's Nicomachean Ethics and Plato's dialogues (The Republic).
 - Islamic thought: Ihya' Ulum al-Din by Abu Hamid Al-Ghazali; Al-Siyasah wa al-Najat by Ibn Sina; Al-Muqaddimah by Ibn Khaldun.
 - Modern Western thought: Émile by Jean-Jacques Rousseau and John Dewey's works on Democracy and Education.
- Peer-reviewed scientific journals: Articles and research published in educational psychology journals and approved journals specializing in philosophy and professional ethics.

٢. National legislative and legal sources

- Government laws in force: State Employees and Public Sector Discipline Law No. ١٤ of ١٩٩١, as amended in Iraq, for duties, penalties, and professional discipline.
- Regulations and professional codes: Code of Ethics for the Teaching Profession issued by the Ministry of Education or Ministry of Higher Education and Scientific Research, and universities' internal regulations.

٣. International organizations and scientific platforms

- International organization documents: UNESCO publications and reports and Education International materials relating to teachers' ethical standards, rights, and duties.
- Digital platforms and databases: Approved academic databases such as JSTOR and Google Scholar for the latest psychological and educational studies in moral development, including Kohlberg's theory.

١٤. Program Development Plan

The development plan for the Teaching Profession Ethics course follows a comprehensive strategic approach aimed at periodically updating the course to keep pace with scientific, technological, and legislative developments.

١. Knowledge and scientific updating

- Incorporate the latest research: Review course content annually and enrich it with the latest studies published in peer-reviewed scientific journals in educational psychology and moral philosophy.
- Digital ethics: Introduce teaching units on artificial intelligence, digital citizenship, and academic integrity in the era of smart technology and blended learning.

٢. Feedback review and response

- Student and graduate questionnaires: Analyze student evaluations of the course at the end of each semester and use graduates' field feedback to identify gaps between theoretical study and field reality.
- Teaching staff reports: Hold periodic review sessions within the department to identify teaching challenges and develop teaching and assessment methods accordingly.

٣. Alignment with legislative and social developments

- Update regulations and laws: Regularly review the legislative component to reflect recent amendments to the State Employees' Discipline Law or national teaching-profession codes.
- Address emerging educational issues: Include case studies and new ethical dilemmas reflecting contemporary social and educational challenges in the school environment.

٤. Logistical and technological development

- Digital teaching portfolios: Convert parts of the course into interactive electronic content, including analytical videos and illustrated case studies, through LMS platforms.
- Question and scenario banks: Build and update a bank of questions and ethical dilemmas measuring critical-thinking and analytical skills rather than relying on memorization and rote learning.

Program Skills Matrix

Individual program learning outcomes subject to assessment are marked in the corresponding boxes. The source document lists the course "Social Psychology" for ٢٠٢٥-٢٠٢٦ as a basic course and marks the knowledge, skills, and values outcomes across the matrix.

Course Description Model

١. Course Name: Teaching Profession Ethics

٢. Course Code: ٠١

٣. Semester/Year: ٢٠٢٥-٢٠٢٦

٤. Description Preparation Date: ٦/٧/٢٠٢٦

٥. Available Attendance Forms: Daily

٦. Total Study Hours / Total Units: ٢ hours / ٢ units

٧. Course Coordinator:

Name: Assistant Professor Ibrahim Sabri Mohammed

Email: sabri.Ibrahim@uoturath.edu.iq

٨. Course Objectives: Upon successful completion, the student should be able to understand the historical development of ethics; identify the conditions of moral action and moral development; apply moral education methods and the views of Ibn Khaldun, Al-Ghazali, Rousseau, and Dewey; understand the legal basis of professional ethics; and practice ethical leadership and sound decision-making in educational ethical dilemmas.

٩. Teaching and Learning Strategies: Problem-solving strategy; brainstorming; discussion method.

١٠. Course Structure and Weekly Distribution

The course is distributed over ٢٠ weeks at two hours per week, including the topic, learning method, and assessment method.

First Semester – Weeks ١-١٥

Week ١ — ٢ hours: Introduction to the concept of ethics and the difference between ethics and human sciences (psychology and sociology). Learning: Interactive lecture and guided discussion. Assessment: Introductory test and class participation.

Week ٧ — ٧ hours: Greek philosophical development of ethics: Socrates (knowledge and action) and Plato (purity of the soul and moral examination). Learning: Critical reading and guided dialogue. Assessment: Oral contributions.

Week ٨ — ٧ hours: Ethics according to Aristotle (ethics of happiness, virtue, and Nicomachean Ethics). Learning: Brainstorming, presentation, and discussion. Assessment: Short written assignment.

Week ٩ — ٧ hours: The concept of ethics in Islam (essence of religion, completion of noble character, and its purpose). Learning: Dialogue and group discussion. Assessment: Quiz.

Week ١٠ — ٧ hours: Conditions of moral action (repetition and established habit, will, and free choice). Learning: Analysis of cases and real situations. Assessment: Case-analysis evaluation.

Week ١١ — ٧ hours: Emergence of ethics through three stages (Pythagoreanism, classical Greek thought, and contemporary thought and Sharia). Learning: Cooperative learning and working groups. Assessment: Group presentation.

Week ١٢ — ٧ hours: Sources of ethics (social and personal values) and influencing factors (family, peers, teachers). Learning: Brainstorming and guided dialogue. Assessment: Individual analytical assignment.

Week ١٣ — ٧ hours: Positive moral values (altruism, humility, modesty, chastity, and companionship of good people). Learning: Presentation and role-playing. Assessment: Performance and behavior observation using a rubric.

Week ١٤ — ٧ hours: Continuation of positive values (responsibility, cleanliness, respect for others, loyalty, courage). Learning: Educational case-study discussion. Assessment: Small-group project evaluation.

Week ١٥ — ٧ hours: Community values (order, consultation, equality, patience, mercy, cooperation, and honoring parents). Learning: Guided dialogue and self-reflection. Assessment: Reflective report.

Week ١٦ — ٧ hours: Importance of ethics for the individual (personality formation and self-control) and society (cohesion and prevention of deviance). Learning: Problem-based learning. Assessment: Quiz.

Week ١٧ — ٧ hours: Concept and importance of moral education (self-discipline and crime prevention). Learning: Simulation and group discussion. Assessment: Evaluation of critical contributions.

Week ١٨ — ٧ hours: Methods of moral education (role model, dialogue, critical thinking, and stories). Learning: Practical application and role-playing. Assessment: Classroom simulation performance.

Week ١٩ — ٧ hours: Roles of socialization institutions: family and school (curricula, activities, and the teacher as a role model). Learning: Participatory learning and workshop. Assessment: Group worksheet.

Week ٢٠ — ٧ hours: Mid-year examination (first semester). Learning: Comprehensive written test. Assessment: Summative written evaluation.

Second Semester – Weeks ٢١-٣٠

Week ٢١ — ٧ hours: Modern challenges to moral education (media, cultural change, globalization). Learning: Brainstorming and open discussion. Assessment: Individual contributions.

Week ٢٢ — ٧ hours: Islamic educational thinker Ibn Khaldun (biography, works, and educational views). Learning: Presentation and critical reading. Assessment: Presentations and summaries.

Week ٢٣ — ٧ hours: Islamic educational thinker Ibn Sina (educational views in *Al-Siyasah wa al-Najat*). Learning: Cooperative learning. Assessment: Mini research paper.

Week ٢٤ — ٧ hours: Islamic educational thinker Abu Hamid Al-Ghazali (*Ihya' Ulum al-Din* and his views). Learning: Analytical reading and dialogue. Assessment: Quiz.

Week ٢٥ — ٧ hours: Western educational thinker Jean-Jacques Rousseau (*Émile* and natural education). Learning: Comparative critical debate. Assessment: Argument and debate.

Week ٢٦ — ٧ hours: Western educational thinker John Dewey (pragmatism, learning by doing, and experience). Learning: Project-based learning. Assessment: Application of the educational idea.

Week ٢٧ — ٧ hours: Kohlberg's theory of moral development: Level One (pre-conventional level). Learning: Ethical-dilemma study. Assessment: Ethical-dilemma analysis.

Week ٢٨ — ٧ hours: Kohlberg's theory: Levels Two and Three and criticisms of the theory. Learning: Critical discussion and dilemma analysis. Assessment: Quiz.

Week ٢٩ — ٧ hours: Relationship between religion and ethics and the difference between them (source, definition, scope, and purpose). Learning: Dialogue and critical discussion. Assessment: Written position paper.

Week ٣٠ — ٧ hours: Standards of ethical behavior and decision-making and ethical leadership in education. Learning: Analysis of real ethical dilemmas. Assessment: Dilemma solutions using a rubric.

Week ٣١ — ٧ hours: Legal basis of teaching-profession ethics and approved national regulations.

Learning: Interactive lecture and review of texts. Assessment: Quick knowledge test.
 Week ٢٧ — ٢ hours: Ethical aspects of the State Employees' Discipline Law (duties and penalties).
 Learning: Applied legal case studies. Assessment: Legal application to the case.
 Week ٢٨ — ٢ hours: Code of Ethics for the Teaching Profession and its relationship to professional and functional traditions. Learning: Code discussion and role-playing. Assessment: Critical worksheet on the code.
 Week ٢٩ — ٢ hours: Methods of preserving school traditions and the basic ethical qualities of the teacher.
 Learning: Workshop and professional reflection. Assessment: Cumulative portfolio.
 Week ٣٠ — ٢ hours: Personal qualities of the ideal teacher and reinforcement of ethics. Learning: Comprehensive review and dialogue/summary session. Assessment: Final evaluation of participation.

١١. Course Assessment

The course grade is distributed out of ١٠٠ according to assigned tasks, such as daily preparation, daily/oral/monthly/written examinations, reports, etc. Forty marks are allocated to annual coursework (including ٣٠ marks for written examinations and ١٠ marks for daily attendance/activity), and ٦٠ marks are allocated to the final examination.

Annual coursework: ٤٠ marks

١. Written examinations (monthly): ٣٠ marks

- ١٥ marks for the comprehensive written examination for the first semester (week ١٥).
- ١٥ marks for the comprehensive written examination for the second semester.

٢. Attendance and daily activity: ١٠ marks

- ٤ marks: attendance and regularity throughout the year.
- ٢ marks: daily preparation, oral participation, and contributions.
- ٢ marks: short oral and written quizzes.
- ٢ marks: individual reports, ethical-dilemma analysis, and presentations.

Final examination: ٦٠ marks

A comprehensive written examination at the end of the year covering all course components and learning outcomes (knowledge, legislative analysis, and dilemma solving).

Total: ١٠٠ marks.

Explanation of the ١٠ attendance/activity marks:

- Attendance and commitment (٤): Based on the student's absence rate and disciplined behavior in class.
- Participation and oral preparation (٢): Interaction during lectures, critical readings, and surprise questions.
- Quizzes (٢): Average of short tests during the two semesters to encourage continuous follow-up.
- Reports and practical activities (٢): Mini research papers, summaries of thinkers' ideas, and solutions to ethical and legal case scenarios.

١٢. Learning and Teaching Resources

Core textbooks and references:

- Aristotle, *Nicomachean Ethics*.
- Abu Hamid Al-Ghazali, *Ihya' Ulum al-Din*.
- Ibn Khaldun, *Al-Muqaddimah* (chapters related to education and teaching).
- Jean-Jacques Rousseau, *Émile, or On Education*.
- John Dewey, *Democracy and Education*.
- Modern specialized sources: approved books on philosophy of education and professional ethics in educational and psychological departments of Arab universities.
- Recent references in developmental psychology and moral development (application of Kohlberg's theory).

Regulatory and Legal Sources:

- State Employees and Public Sector Discipline Law No. ١٤ of ١٩٩١, as amended (Iraq).
- Code of Ethics for the Teaching Profession issued by the Ministry of Higher Education and Scientific Research and the Ministry of Education.

- Internal regulations and instructions concerning the discipline of students and teaching staff at the university.

Recommended supporting books and references:

- State Employees and Public Sector Discipline Law No. ١٤ of ١٩٩١, as amended (Iraq).
- Code of Ethics for the Teaching Profession issued by the Ministry of Higher Education and Scientific Research and the Ministry of Education.
- Internal regulations and instructions concerning the discipline of students and teaching staff at the university.

Electronic References, Websites, Digital Media and Supporting Technologies

- Learning Management Systems (LMS), such as Google Classroom, for publishing lectures and assignments and managing case studies.
- Interactive content: videos and cinematic or documentary analyses of real ethical situations and dilemmas for use in role-playing and discussion strategies.

Course description template

(-) Number of hours: Theory (✓) Practical Number of units (٤) Phase: Second	Course :Instructor .Prof. Dr Qusay Muhammad Latif Murad	Continuing education	Name of the material
.Understand the concept of lifelong learning – .A statement of the concept of lifelong learning – .Distinguishing between alternative forms of continuing education – .Balancing the roles of continuing education institutions Designing lesson plans based on alternative forms of continuing education			Course Objectives
Raising awareness among students about the concept of continuing education, its goals and characteristics, and how students can continue education in its contemporary sense in a way that suits the changes of the .times			Basic details of the material
Continuing Education Book			Textbooks
- Theories of Distance Learning and Terminology of E-Learning. Lee Archerlosser, translated by Professor Nabil Gad Azmy, ٢٠١٥ ,Self-learning using educational models, Prof. Dr. Fakhri Al-Sherbini – ٢٠١٣			External sources

, Technology in Open Education, J.S. Drony, translated by: Insaf Abbas – Al-Quds Open University, ٢٠١٣					
Final exam	Other activities	Daily exams	Research and Reports	semester	Chapter estimates
%٥٠	%١٠	%١٠	%١٠	%٥٠	
(%) End of first semester (%) End of second semester					Completion rate

Study vocabulary

Theoretical material	Week	Theoretical material	Week
Alternative educational forms in continuing education	Sixteenth	The concept of lifelong learning and definitions by some theorists	the first
self-learning	seventeenth	Principles and Types of Continuing Education	the second
The concept of self-directed (mastery) learning	eighteenth	Basic education	the third
The importance of self-learning	nineteenth	lifelong learning	Fourth
programmed learning	twenty	Goals of continuing education	Fifth
Correspondence education	Twenty-first	Characteristics of continuing education	Sixth
– The concept of correspondence education Reasons for correspondence education	twenty two	Krupley and Dave's Properties	Seventh
Causes and obstacles to continuing education	Twenty-three	Characteristics of some theorists	Eighth
Principles of correspondence education	Twenty-four	Continuing education in history	Ninth
Correspondence education methods	Twenty-five	Continuing education in Arab-Islamic civilization	tenth
Educational television (distance learning)	Twenty-six	Continuing education in the modern era	eleventh
Audio-visual aids	Twenty-seven	Continuing Education Institutions	twelfth

The relationship between education and technology	Twenty-eight	formal formal education	thirteenth
Education using mass communication technologies (open education)	Twenty-nine	Non-formal education	fourteenth
e-learning	thirty	Non-formal education	fifteenth

Course description template

(-) Number of hours: Theory (٧) Practical Number of units (٤) Phase: Second				Course :Instructor .Prof. Dr Qusay Muhammad Latif Murad	Educational planning	Name of the material
.Understanding the fundamentals of educational planning .Understanding the importance of educational planning Introducing students to the concept of educational planning and the educational map, and highlighting the problems facing the planning .process						Course Objectives
A key topic in teacher preparation programs: Educational planning (the conscious process by which the best method or course of action is chosen to .ensure the achievement of a specific goal						Basic details of the material
.Educational planning						Textbooks
Contemporary Educational Management Strategies and Educational .Planning, Karim Fakhri Hilal, ٢٠١٠ Principles of Educational Planning, Muhammad Hassan, ١٩٩٩						External sources
Final exam	Other activities	Daily exams	Research and Reports	semester		Chapter estimates
%٥٠,	%١٠,	%١٠,	%١٠,	%٥٠,		
(% End of first semester (% End of second semester						Completion rate

Study vocabulary

Theoretical material	Week	Theoretical material	Week
Linking economic and social development with higher education	Sixteenth	Educational planning concepts	the first
The structure of education in Arab countries and the requirements for scientific progress	seventeenth	Types	the second
The structure of education in Arab countries and the requirements for scientific progress	eighteenth	His methods	the third
Admission policies for different educational stages and types	nineteenth	Quantitative methods for educational planning	Fourth

Admission policies for different educational stages and types	twenty	Quantitative methods for educational planning	Fifth
The systematic study of necessary statistics and educational planning	Twenty-first	Qualitative methods of educational planning	Sixth
The relationship between statistics and educational planning	twenty two	Qualitative methods of educational planning	Seventh
How is an organic link established between educational statistics and educational ?planning	Twenty-three	Systems analysis in educational planning	Eighth
How is an organic link established between educational statistics and educational ?planning	Twenty-four	Systems analysis in educational planning	Ninth
Integration between educational planning and educational administration	Twenty-five	The role of educational planning in addressing educational problems in Arab countries	tenth
Integration between educational planning and educational administration	Twenty-six	The role of educational planning in addressing educational problems in Arab countries	eleventh
Educational administration develops according to the requirements of .educational planning	Twenty-seven	The link between educational planning and the state's general plan	twelfth
Educational administration develops according to the requirements of .educational planning	Twenty-eight	The link between educational planning and the state's general plan	thirteenth

Structure of the educational planning apparatus	Twenty– nine	The relationship between education and development	fourteenth
Its functions	thirty	Linking economic and social development with higher education	fifteenth

Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Quality Assurance and Academic Accreditation Department
Accreditation Division

Guide for Academic Program and Course Description

٢٠٢٥

Introduction

The educational program is considered a coordinated and organized package of academic courses that include procedures and experiences organized in the form of study vocabulary, 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 and external audit procedures and programs, such as the external examiner program.

The academic program description provides a brief summary of the main characteristics of the program and its courses, indicating the skills that students are expected to acquire, based on the objectives of the academic program. The importance of this description lies in the fact that it represents the cornerstone for obtaining program accreditation, and it is written by the teaching staff under the supervision of scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and updates of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, semester system), as well as the adoption of the academic program description circulated pursuant to the letter of the Studies Department No. T.M.٣/٢٩٠٦ dated ٣/٥/٢٠٢٣ regarding programs that adopt the Bologna path as a basis for their work.

In this field, we can only emphasize the importance of writing academic program and course descriptions to ensure the proper functioning of the educational process.

Concepts and Terms

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 expected learning outcomes that the student is expected to achieve, demonstrating whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision:

An ambitious image of the future of the academic program to be a developed, inspiring, motivating, realistic, and applicable program.

Program Mission:

Clarifies the objectives and activities necessary to achieve them briefly, as well as determining the development paths and directions of the program.

Program Objectives:

Statements that describe what the academic program intends to achieve during a specific period of time, and they must be measurable and observable.

Curriculum Structure:

All academic courses / study materials included in the academic program according to the adopted education system (semester, annual, Bologna path), whether they are requirements (ministry, university, college, and scientific department) with the number of study units.

Learning Outcomes:

A compatible set of knowledge, skills, and values that the student has acquired after successfully completing the academic program. Learning outcomes must be determined for each course in a way that achieves the program objectives.

Teaching and Learning Strategies:

The strategies used by the teaching staff to develop student teaching and learning, and they are plans followed to reach learning objectives. That is, they describe all classroom and extracurricular activities to achieve the program's learning results.

Academic Program Description Model

Institute Name:

Scientific Department: Department of

Academic or Vocational Program Name: Diploma in

Final Certificate Name: Diploma in

Study System: Annual or Courses

Date of Description Preparation: ...

Date of File Completion: ...

Signature:

Department Head Name:

Date:

Signature:

Scientific Assistant Name:

Date:

File Reviewed by:

Quality Assurance and University Performance Division

Quality Assurance and University Performance Division Director Name:

Date:

Signature:

Dean's Endorsement

١. Program Vision
Ishtar Medical Technical Institute seeks to prepare graduates in the field of technologies to work in government departments and to benefit from specialization in the practical and applied field.

٢. Program Mission
Working to prepare and graduate leading scientific and leadership competencies in the field and in developing the knowledge base in the field of scientific research to serve the local, regional, and international community, as well as training and refining students' minds scientifically and cognitively, and emphasizing social and cultural values and responding to the requirements of the local market.

٣. Program Objectives
١.
٢.
٣.

٤. Program Accreditation
None

٥. Other External Influences
None

٦. Program Structure				
Program Structure	Number of Courses	Study Unit	Percentage	Notes *
Institution Requirements				
Institute Requirements				
Department Requirements				
Summer Training				
Other				

* Notes may include whether the course is compulsory or elective.

٧. Program Description			
Year / Level	Course Code or Track	Course or Track Name	Credit Hours

٨. Expected Program Learning Outcomes
Knowledge
- Keeping up with the development of the medical field
- Communicating with everything new or useful and developing it
Skills
Values
Developing students' abilities to share ideas

٩. Teaching and Learning Strategies
١. Explaining the scientific material to students in detail.
٢. Students' participation in scientific laboratories.
٣. Discussion and dialogue about vocabulary related to the subject.

١٠. Assessment Methods
Weekly, monthly, and daily exams, and end-of-year exam.

Professional Development
Guiding New Teaching Staff Members
Professional Development for Teaching Staff Members

١١. Admission Criteria
Mention the systems related to admission to the institute, whether central admission or others.

١٢. Main Sources of Information about the Program (mention briefly)

١٣. Program Development Plan
- Using new concepts in the medical field and using electronic devices to display information and basic concepts.

Program Skills Map
Required Program Learning Outcomes

Please place a mark in the boxes corresponding to the individual program learning outcomes subject to evaluation.

Course Description Model

١. Course Name:	Crimes of the Dissolved Baath Party / Educational and Psychological Sciences
٢. Course Code	
٣. Semester / Year:	Annual
٤. Date of Preparation of this Description:	٧/٨/٢٠٢٦
٥. Attendance Pattern Available:	Weekly (Practical + Theoretical)
٦. Number of Study Hours (Total) / Number of Units (Total) (٩ Hours / ٦ Units)	
٧. Course Coordinator Name (if more than one name is mentioned)	Name: A. M. Dr. Ali Yassin Khudhair Email: ali.yassen@uoturath.edu.iq
٨. Course Objectives	

Course Objectives:

- The student must define what crime is and its types through explanation and clarification of the crimes of the dissolved Baath Party.
- Raising student awareness of the crimes of the dissolved party system in Iraq by shedding light on those crimes.
- The student should be able to give examples of crimes that occurred.
- The student must identify the environmental impacts committed by the dissolved party in Iraq.
- Introducing students to mass graves with determining their locations and times.

١. Teaching and Learning Strategies	
Strategy	١- Holding seminars on what the crime is ٢- Describing these seminars ٣- Dialogue and discussion sessions ٤- Self-learning

Week	Hours	Required Learning Outcomes	Unit Name or Topic	Teaching Method			Assessment Method	
١	٩	Introducing students to the concept of crime as a language and terminology and what are the dangers of this crime on society members	Understanding the crimes of the dissolved Baath Party and its categories				First semester theoretical exam, first semester practical exam, daily exam, and activity ١٥ marks.	
٢	٩	The most prominent crimes and their types defined by human rights organizations and crimes committed against the Iraqi people by the defunct regime	Crimes of the dissolved Baath Party				Second semester theoretical exam ٥ marks. Second semester practical exam, daily exam, and activity ١٥ marks.	

٣	٩	The negative economic, social, and intellectual effects resulting from those crimes	Iraqi Criminal Law ٢٠٠٥				Final theoretical exam ٣٠ marks and practical ٣٠.	
٤	٩	Clarifying the crimes committed since the defunct party took over in ١٩٦٨ until ٢٠٠٣	Crimes against the environment committed by the Baath regime in Iraq					
٥	٩	Clarifying the suffering of the disappeared in the prisons of the defunct party						
٦	٩	The defunct party used prohibited weapons against the Iraqi people						
٧	٩	Identifying the most prominent environmental violations committed by the Baath regime in Iraq						
٨	٩	٤C Clarifying the most prominent areas exposed to military pollution						
٩	٩	٦C Enumerating the mass						

		graves committed by the Baath regime in Iraq						
١٠	٩	The events of the Sha'baniyah uprising in ١٩٩١						
١١	٩	Crimes committed in northern Iraq in Halabja						
١٢	٩	The Friday Prayer crime committed against the Iraqi religious authority Muhammad Sadiq al-Sadr						
١٣	٩	The crime of liquidating Iraqi merchants						
١٤	٩	Liquidation of Iraqi religious scholars and thinkers						
١٥	٩	Identifying the mass graves that were placed by the defunct regime against the Iraqi people						
١٦	٩	The most prominent uprisings that occurred in modern Iraqi history against the defunct Baath regime						

١١. Course Assessment (Distribution of the ١٠٠ grade according to the tasks assigned to the student such as daily preparation, daily and monthly exams, semester and semester exams, research, freedom, and reports... etc.)

١٢. Learning and Teaching Resources
Required Textbooks (Curriculum if any)
Main References (Sources)
Supporting References (Scientific journals, reports...)
Electronic References, Internet Sites

Course Description Form

١. Course Name: Descriptive Statistics	
٢. Course Code:	
٣. Semester / Year: Second Stage, Annual System, 2025-2026	
٤. Description Preparation Date: 21/9/2025	
٥. Available Attendance Forms: Full-time attendance at scheduled times	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
٣ hours per week	
٧. Course administrator's name (mention all, if more than one name)	
Name: dr.ammar kuti nasser	
Email: ammar.kuti@uoturath.edu.iq	
٨. Course Objectives	
Course Objectives	• Equipping the student with the fundamental rules for dealing with descriptive statistics, organizing data, and analyzing it. • Enabling the student to perform statistical calculations and prepare tables, graphs, and analytical reports.

	• Introducing the student to the use of statistical computer software and applying it in psychological and educational scientific research. • Developing the student's skills in the accurate and ethical use of statistical methods when handling research data.
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٩. Teaching and Learning Strategies

Strategy	• Interactive lecturing and direct explanation of fundamental concepts in descriptive statistics. • Demonstrative presentation using tables, charts, and slideshows to explain measures of central tendency, dispersion, and correlation. • Practical learning through applying computational skills on the computer, such as using statistical software to analyze data. • Problem-based learning, by presenting simple research problems related to psychological and educational data and discussing their statistical solutions. • Discussion and dialogue, engaging students in analyzing topics related to statistics and the ethics of handling research data. • Cooperative learning through implementing practical statistical activities or applications within small groups. • Guided self-learning by assigning students to follow reliable electronic sources and apply statistical skills outside lecture time. • Continuous feedback through daily tests, oral questions, and monitoring students' practical performance in statistical analysis
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١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
١	٣	Understand the concept, origin, and importance of statistics in psychological and educational sciences	Introduction to Descriptive Statistics	Theoretical	Daily tests

٢	٣	Identify the branches of statistics and its fields of use and sources	Introduction to Descriptive Statistics	Theoretical	Daily tests
٣	٣	Identify types of data levels of measurement, and their classification	Introduction to Descriptive Statistics	Theoretical	Daily tests
٤	٣	Organize raw data and construct a simple frequency table	Data Organization and Presentation	Theoretical	Daily tests
٥	٣	Construct grouped frequency distributions (class intervals)	Data Organization and Presentation	Theoretical	Daily tests
٦	٣	Represent data graphically (histogram and frequency polygon)	Data Organization and Presentation	Theoretical	Daily tests
٧	٣	Represent data graphically (pie chart, bar chart, cumulative curve)	Data Organization and Presentation	Theoretical	Daily tests
٨	٣	Calculate the arithmetic mean and its various methods	Measures of Central Tendency	Theoretical	Daily tests
٩	٣	Calculate the median, its properties, and uses	Measures of Central Tendency	Theoretical	Daily tests
١٠	٣	Calculate the mode, its properties, and uses	Measures of Central Tendency	Theoretical	Daily tests
١١	٣	Compare measures of central tendency and their advantages and disadvantages	Measures of Central Tendency	Theoretical	Daily tests
١٢	٣	Understand the concept of dispersion and calculate the range	Measures of Dispersion	Theoretical	Daily tests
١٣	٣	Calculate the mean deviation	Measures of Dispersion	Theoretical	Daily tests
١٤	٣	Calculate the variance and its methods	Measures of Dispersion	Theoretical	Daily tests
١٥	٣	Calculate the standard deviation and its properties	Measures of Dispersion	Theoretical	Daily tests
١٦	٣	Understand the coefficient of variation and its uses	Measures of Dispersion	Theoretical	Daily tests
١٧		Mid-Year Break	—	—	—

۱۸	۳	Identify percentiles, quartiles, and a value's position within the distribution	Relative Positions and Standard Scores	Theoretical	Daily tests
۱۹	۳	Understand the Z-score and its applications	Relative Positions and Standard Scores	Theoretical	Daily tests
۲۰	۳	Understand the T-score and standard IQ score	Relative Positions and Standard Scores	Theoretical	Daily tests
۲۱	۳	Understand the normal curve and properties	The Normal Curve and Its Applications	Theoretical	Daily tests
۲۲	۳	Use the table of areas under the normal curve	The Normal Curve and Its Applications	Theoretical	Daily tests
۲۳	۳	Understand the concept of skewness and its types	Skewness and Kurtosis	Theoretical	Daily tests
۲۴	۳	Understand the concept of kurtosis and its types	Skewness and Kurtosis	Theoretical	Daily tests
۲۵	۳	Understand the concept of correlation, its types and the relationship between two variables	Correlation and Regression	Theoretical	Daily tests
۲۶	۳	Calculate the Pearson correlation coefficient	Correlation and Regression	Theoretical	Daily tests
۲۷	۳	Calculate the Spearman rank correlation coefficient	Correlation and Regression	Theoretical	Daily tests
۲۸	۳	Understand the principles of simple linear regression and the equation of the straight line	Correlation and Regression	Theoretical	Daily tests
۲۹	۳	Apply concepts to real psychological and educational data	Applications and General Review	Theoretical	Daily tests
۳۰	۳	Comprehensive final review and preparation for the final exam	Applications and General Review	Theoretical	Daily tests
۱۱. Course Evaluation					
Distributing the score out of ۱۰۰ according to the tasks assigned to the student:					

Student coursework (٤٠ points): Attendance, preparation, and daily participation (٥ points), daily and oral tests (٥ points), first monthly exam (١٠ points), second monthly exam (١٠ points), reports or practical applications (١٠ points). Final written examination (٦٠ points). Total (١٠٠ points).

١٢. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Al-Mashhadani, Mahmoud. Principles of Statistics.
Main references (sources)	Al-Mashhadani, Mahmoud. Principles of Statistics. Al-Bayati, Abdul Jabbar Tawfiq. Statistics and Its Applications Educational and Psychological Sciences.
Recommended books and references (scientific journals, reports...)	Recent books, scientific journals, and reports on computer fundamentals, operating systems, information security, and office applications.
Electronic References, Websites	• Iraqi Virtual Science Library (ivsl.iq) • Comprehensive Digital Library (shamela.ws) • Relevant statistical software and educational statistics resources

Course Description Form

١٣.	Course Name: Descriptive Statistics
١٤.	Course Code:
١٥.	Semester / Year: Second Stage, Annual System, 2025-2026
١٦.	Description Preparation Date: 21/9/2025
١٧.	Available Attendance Forms: Full-time attendance at scheduled times
١٨.	Number of Credit Hours (Total) / Number of Units (Total)
	٣ hours per week

١٩. Course administrator's name (mention all, if more than one name)	
Name: dr.ammar kuti nasser Email: ammar.kuti@uoturath.edu.iq	
٢٠. Course Objectives	
Course Objectives	• Equipping the student with the fundamental rules for dealing with descriptive statistics, organizing data, and analyzing it. • Enabling the student to perform statistical calculations and prepare tables, graphs, and analytical reports. • Introducing the student to the use of statistical computer software and applying it in psychological and educational scientific research. • Developing the student's skills in the accurate and ethical use of statistical methods when handling research data.
٢١. Teaching and Learning Strategies	
Strategy	• Interactive lecturing and direct explanation of fundamental concepts in descriptive statistics. • Demonstrative presentation using tables, charts, and slideshows to explain measures of central tendency, dispersion, and correlation. • Practical learning through applying computational skills on the computer, such as using statistical software to analyze data. • Problem-based learning, by presenting simple research problems related to psychological and educational data and discussing their statistical solutions. • Discussion and dialogue, engaging students in analyzing topics related to statistics and the ethics of handling research data. • Cooperative learning through implementing practical statistical activities or applications within small groups.

	• Guided self-learning by assigning students to follow reliable electronic sources and apply statistical skills outside lecture time. • Continuous feedback through daily tests, oral questions, and monitoring students' practical performance in statistical analysis
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۲۲. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Subject Name	Learning Method	Evaluation Method
۱	۳	Understand the concept, origin, and importance of statistics in psychological and educational sciences	Introduction to Descriptive Statistics	Theoretical	Daily tests
۲	۳	Identify the branches of statistics and its fields of use and data sources	Introduction to Descriptive Statistics	Theoretical	Daily tests
۳	۳	Identify types of data levels of measurement, and their classification	Introduction to Descriptive Statistics	Theoretical	Daily tests
۴	۳	Organize raw data and construct a simple frequency table	Data Organization and Presentation	Theoretical	Daily tests
۵	۳	Construct grouped frequency distributions (class intervals)	Data Organization and Presentation	Theoretical	Daily tests
۶	۳	Represent data graphically (histogram and frequency polygon)	Data Organization and Presentation	Theoretical	Daily tests
۷	۳	Represent data graphically (pie chart, bar chart, cumulative curve)	Data Organization and Presentation	Theoretical	Daily tests
۸	۳	Calculate the arithmetic mean and its various methods	Measures of Central Tendency	Theoretical	Daily tests
۹	۳	Calculate the median, its properties, and uses	Measures of Central Tendency	Theoretical	Daily tests
۱۰	۳	Calculate the mode, its properties, and uses	Measures of Central Tendency	Theoretical	Daily tests

۱۱	۳	Compare measures of central tendency and their advantages and disadvantages	Measures of Central Tendency	Theoretical	Daily tests
۱۲	۳	Understand the concept of dispersion and calculate the range	Measures of Dispersion	Theoretical	Daily tests
۱۳	۳	Calculate the mean deviation	Measures of Dispersion	Theoretical	Daily tests
۱۴	۳	Calculate the variance and its methods	Measures of Dispersion	Theoretical	Daily tests
۱۵	۳	Calculate the standard deviation and its properties	Measures of Dispersion	Theoretical	Daily tests
۱۶	۳	Understand the coefficient of variation and its use	Measures of Dispersion	Theoretical	Daily tests
۱۷		Mid-Year Break	—	—	—
۱۸	۳	Identify percentiles, quartiles, and a value's position within the distribution	Relative Positions and Standard Scores	Theoretical	Daily tests
۱۹	۳	Understand the Z-score and its applications	Relative Positions and Standard Scores	Theoretical	Daily tests
۲۰	۳	Understand the T-score and standard IQ score	Relative Positions and Standard Scores	Theoretical	Daily tests
۲۱	۳	Understand the normal curve and its properties	The Normal Curve and Its Applications	Theoretical	Daily tests
۲۲	۳	Use the table of areas under the normal curve	The Normal Curve and Its Applications	Theoretical	Daily tests
۲۳	۳	Understand the concept of skewness and its types	Skewness and Kurtosis	Theoretical	Daily tests
۲۴	۳	Understand the concept of kurtosis and its types	Skewness and Kurtosis	Theoretical	Daily tests
۲۵	۳	Understand the concept of correlation, its types, and the relationship between two variables	Correlation and Regression	Theoretical	Daily tests
۲۶	۳	Calculate the Pearson correlation coefficient	Correlation and Regression	Theoretical	Daily tests
۲۷	۳	Calculate the Spearman rank correlation coefficient	Correlation and Regression	Theoretical	Daily tests

٢٨	٣	Understand the principles of simple linear regression and the equation of the straight line	Correlation and Regression	Theoretical	Daily tests
٢٩	٣	Apply concepts to real psychological and educational data	Applications and General Review	Theoretical	Daily tests
٣٠	٣	Comprehensive final review and preparation for the final exam	Applications and General Review	Theoretical	Daily tests

٢٣. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student:

Student coursework (٤٠ points): Attendance, preparation, and daily participation (٢٠ points), daily and oral tests (٢٠ points), first monthly exam (١٠ points), second monthly exam (١٠ points), reports or practical applications (١٠ points). Final written examination (٦٠ points). Total (١٠٠ points).

٢٤. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Al-Mashhadani, Mahmoud. Principles of Statistics.
Main references (sources)	Al-Mashhadani, Mahmoud. Principles of Statistics. Al-Bayati, Abdul Jabbar Tawfiq. Statistics and Its Applications Educational and Psychological Sciences.
Recommended books and references (scientific journals, reports...)	Recent books, scientific journals, and reports on computer fundamentals, operating systems, information security, and office applications.

Course Description Form

٢٥.	Course Name:
Comparative Education	
٢٦.	Course Code:

٢٧.	Semester / Year:
٢٠٢٦-٢٠٢٥	
٢٨.	Description Preparation Date:
٢٩.	Available Attendance Forms:
My Existence	
٣٠.	Number of Credit Hours (Total) / Number of Units (Total)
٢ hours per week	
٣١.	Course administrator's name (mention all, if more than one name)
Name: Eng. Dr. Mustafa Ahmed Ismail / external lecturer / temporary Email:	
٣٢.	Course Objectives
Course Objectives	• Reforming and developing education systems in light of the experiences of different countries. • Studying educational problems in a way that contributes to their reform, taking into account the principles of relevance, capability, and utilization. • Enhancing understanding of educational issues and gaining a deeper understanding of Arab and foreign education systems to inform our perspective on educational issues in our country.

	• Identifying the factors influencing education systems. • Evaluating the subject of studying education systems objectively and without bias. • Studying the characteristics and trends of educational principles throughout different eras. • Enriching educational thought and theory. To familiarize the student with the importance of motivation in the field of educational psychology. • To familiarize the student with the concept of the transfer of learning and its educational applications. • To enable the student to understand the nature of concepts and their relationship to scientific and creative thinking. • To familiarize the student with the meaning of feedback, its types, and its importance for the teacher. • To familiarize the student with learning theories and their educational applications.
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			• To enable the student to understand the factors influencing learning. • To familiarize the student with skills and competencies, as well as the implications of their absence in the learning process. •		
٣٣. Teaching and Learning Strategies					
Strategy					
٣٤. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	٢	Introducing student comparative education	Comparative Education: Development and Evolution; Historical Context Comparative Education; Modern Era	Dialogue and Discussion	Asking and answering questions by the student
Second	٢	Introducing student to concept comparative education, objectives, and Julian Plan Action.	The concept comparative education, objectives, and Julian Plan Action comparative education.	Dialogue and Discussion	Asking and answering questions

					by the student
Third	٢	Introducing student to comparative education studies in the 20th century	Key studies and scholarly opinions comparative education in the 20th century	Dialogue and Discussion	Asking and answering questions by the student
Fourth	٢	Introducing student to the most important research methods comparative education	Research Methods Comparative Education	Dialogue and Discussion	Asking and answering questions by the student
Fifth	٢	introducing students education in Iraq during Ottoman and British occupations:	Education in Iraq during the Ottoman and British occupations	Dialogue and Discussion	Asking and answering questions by the student
Sixth	٢	Introducing students to education system in Republic of Iraq	Education in Republic of Iraq from the 2003 regime change to present day	Dialogue and Discussion	Asking and answering questions

					by the student
Seventh	٢	Introducing students education systems capitalist countries	Characteristics education systems capitalist countries	Dialogue and Discussion	Asking and answering questions by the student
Eighth	٢	Exam	First Monthly Exam	Dialogue and Discussion	Asking and answering questions by the student
Ninth	٢	Introducing students education systems in socialist countries	Characteristics education systems in socialist countries	Dialogue and Discussion	Asking and answering questions by the student
Tenth	٢	Introducing students education systems in foreign countries	Education systems in some Arab and foreign countries	Dialogue and Discussion	Asking and answering questions

					by the student
Eleventh	٢	Introducing students to the Swedish education system	The Swedish Education System	Dialogue and Discussion	Asking and answering questions by the student
Twelfth	٢	Introducing students to French education system	The French Education System	Dialogue and Discussion	Asking and answering questions by the student
Thirteenth	٢	Introducing students to education system in United States America	The Education system in United States America	Dialogue and Discussion	Asking and answering questions by the student
Fourteenth	٢	Introducing students to education system in Arab countries	The education system in some Arab countries	Dialogue and Discussion	Asking and answering questions

					by the student
Fifteenth	٢	Exam	Second month exam	Dialogue and Discussion	Asking and answering questions by the student

٣٥. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٣٦. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Comparative Education
Main references (sources)	In Comparative Education
Recommended books and references (scientific journals, reports...)	None
Electronic References, Websites	None

١. The course name
Physiological psychology
٢. The course code
science self Physiological/Stage Third/ Bachelor's
٣. the chapter / year
٢٠٢٥-٢٠٢٦
٤. Description this numbers date
٥/٧/٢٠٢٦

Available forms of attendance .٥					
daily					
Number of study hours (total) / Number of units (total) .٦					
٢ hours weekly/٦٠ hours The whole					
Name of the course coordinator (if there is more than one, please mention it). .٧					
Name: DYusra Turki Saeed Email :yousra.turki@uorutath.edu.iq					
Course objectives .٨					
-Studying and understanding the functions of the human body organs in a way that contributes to scientific and cognitive awareness, taking into account the principles of generality, ability, and benefit. -Understanding the factors that affect the function of the organs of the human body. -Studying the history and origins of physiological psychology in different eras - Enriching educational thought through understanding and applying the foundations of physiological psychology in the learning and teaching process, according to educational theory.					Course objectives Study
Teaching and learning strategies .٩					
the lecture method involves discussion, dialogue, and asking questions. using educational discussion to exchange ideas and arrive at the truth					strategy
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests Daily	Lecture and discussion	Definition and history of physiological psychology.	Teaching students the nature and definition of physiological psychology, its relationship to	٢	the first

			psychology and other sciences, and the history of its emergence.		
Tests Daily	Lecture and discussion	The sciences branching out from physiological psychology, its goals and research methods in physiological psychology.	Teaching students the importance of the branches of physiological psychology, such as sensory psychology, hormonal psychology, pharmacological psychology, and neuropsychology, and highlighting its main objectives and research methodologies.	۲	the second
Tests Daily	Lecture and discussion	A nerve cell.	Teaching the student about the nerve cell, its characteristics, parts, and classification according to its function and appearance.	۲	the third
Tests Daily	Lecture and discussion	The nerve impulse and how it is transmitted	Teaching the student how a nerve impulse occurs, how it travels, and what a nerve synapse means.	۲	Fourth
exam month the first	exam month the first	First month exam	First month exam	۲	Fifth
Tests Daily	Lecture and discussion	nervous system	Teaching the student about the nervous system and its parts: the central nervous system (brain and spinal cord) and the peripheral nervous system.	۲	Sixth

exam month the first	exam month the first	The three parts of the brain	Teaching students the three parts of the brain	۲	Seventh
Tests Daily	Lecture and discussion	Functions of the cerebral cortex	Teaching students about the functions of the cerebral cortex, its parts and how it works	۲	Eighth
Tests Daily	Lecture and discussion	The midbrain. The posterior cerebral cortex.	Teaching students about the midbrain, its components and function, and the hindbrain and its parts: the cerebellum, medulla oblongata, and pons.	۲	Ninth
Tests Daily	Lecture and discussion	The spinal cord and reflex arc.	Teaching students about the spinal cord, its importance, the reflex arc, and its functions	۲	tenth
Second month exam.	Second month exam.	The autonomic peripheral nervous system (APNS).	Students learn about the peripheral (automatic) nervous system and its sympathetic and parasympathetic components.	۲	eleventh
Second month exam	Second month exam	Second month exam	Second month exam	۲	twelfth
Tests Daily	Lecture and discussion	The relationship of glands to the nervous system and behavior.	Teaching students what glands are and their types (endocrine, combined, exocrine)	۲	thirteenth
Tests Daily	Lecture and discussion	The most important endocrine glands in the human body.	Teaching students about the most important glands in the human body, including the pituitary gland	۲	fourteenth
Daily tests	Lecture and discussion	The thyroid gland and the adrenal gland.	Teaching students about the adrenal thyroid gland, its	۲	fifteenth

			characteristics and disorders.		
Tests Daily	Lecture and discussion	common glands	Teaching students what common glands are, their definitions, and types, including the pancreas and reproductive glands.	۲	Sixteenth
Tests Daily	Lecture and discussion	Exocrine glands.	Teaching students what exocrine glands are, their characteristics, and examples of them.	۲	seventeenth
Third month exam	Third month exam	Third month exam	Third month exam	۲	eighteenth
Tests Daily	Lecture and discussion	Senses and senses	Teaching students what the senses are, their types, and how they work, including the optical receptor.	۲	nineteenth
Tests Daily	Lecture and discussion	Audio receiver	Teaching students about how an audio receiver works	۲	Twenty
Daily tests	Lecture and discussion	Chemical receivers	Teaching students about chemoreceptors and how they work: the senses of smell and taste	۲	Twenty-first
Tests Daily	Lecture and discussion	bodily sensations	Teaching students about bodily sensations such as touch and how they work	۲	Twenty-second
Tests Daily	Lecture and discussion	Sleep physiology	Teaching students about the physiology of sleep, its patterns and stages	۲	Twenty-third
Tests Daily	Lecture and	electroencephalography	Teaching students about what electroencephalography	۲	Twenty-fourth

	discussion		phy (EEG) is and the most important sleep cycles		
Tests Daily	Lecture and discussion	Physiological basis of sleep	Teaching students what neural mechanisms regulate the sleep-wake cycle	۲	Twenty-fifth
Tests Daily	Lecture and discussion	Physiology of drives and emotions	Teaching students the most important types of motivation, which are physiological motivations such as hunger and thirst.	۲	Twenty-sixth
Tests Daily	Lecture and discussion	Physiology of emotion	Teaching students the most important physiological foundations of emotion, the types of emotions, and their various aspects	۲	Twenty-seventh
Tests Daily	Lecture and discussion	The physiological basis of learning and memory	Teaching students the most important physiological foundations of the learning, remembering, and forgetting processes	۲	Twenty-eighth
Fourth month exam	Fourth month exam	Fourth month exam	Fourth month exam	۲	Twenty-ninth
		Comprehensive review	Comprehensive review	۲	thirty
Course evaluation .۱۱					
distribution Degree from 100 on according to Tasks The assigned In it student like Preparation Daily and exams Daily oral and monthly and liberation and reports ...etc.					
Learning and teaching resources .۱۲					

-Lectures in Physiological Psychology (College of Education – Al-Mustansiriya University) Dr. Suhaila Redha Askar	Required textbooks (methodology, if applicable)
- Physiological psychology.	Main references (sources)
-science self Physiological (M.D. Ahmed Akkaya) - science self Physiological (Dr. Sar slave (forces)	Recommended supporting books and references (scientific journals, reports...)
https://www.sciencedirect.com https://ar.wikipedia.org	Electronic references, websites

course description template

Course Description Form

٣٧.	Course Name: Personality Psychology
٣٨.	Course Code: PSY-P89
٣٩.	Semester / Year: Third Year / 2025–2026
٤٠.	Description Preparation Date: 2026
٤١.	Available Attendance Forms:
٤٢.	Number of Credit Hours (Total) / Number of Units (Total)
٤٣.	Course administrator's name (mention all, if more than one name)
	Name: Lecturer Mustafa Saeed Email: Mustafa.miran@uoturath.edu.iq

Course Objectives		
Course Objectives	• Define the concept of “personality” and distinguish between its stable and general components	
	• Compare major theories of personality (Freud’s psychoanalysis, Skinner’s behaviorism, Maslow’s humanism)	
	• Apply standardized personality measures (e.g., MBTI, trait scales) and analyze results accurately.	
	• Observe behaviors indicating defense mechanisms (e.g., denial, sublimation) in clinical studies	
	• Demonstrate self-awareness by acknowledging strengths and weaknesses through objective self-assessment.	
	• Show tolerance and respect for diversity in personality types and individual differences	
Teaching and Learning Strategies		
Strategy	• Case Study Analysis • Role-Playing (therapist vs. client) • Problem-Based Learning (e.g., digital-age introversion) • Cooperative Learning (Jigsaw method for major theories) • Critical Thinking & Brainstorming (evaluating MBTI, Eysenck tests)	
Course Structure		
Week	Theoretical & Practical Content	Additional Details
First	Concept of Personality in Psychological Heritage	Horney
Second	Determinants of Personality – Personality Dynamics	Sullivan
Third	Dimensions of Personality Construction	Field Theory
Fourth	Dimensions of Personality Development	Gestalt
Fifth	Personality Theories: Constitutional (Typological) – Hippocrates	Needs Theory – Murray’s Personality Psychology
Sixth	Kretschmer – Sheldon	Self Theory – Rogers
Seventh	Organismic Approach – Kurt Goldstein	Personality Assessment
Eighth	Traits – Gordon Allport	Theoretical Foundations of Personality Assessment
Ninth	Theories Based on Environmental Determinism	Approaches to Personality Assessment

Tenth	Behavioral Theories	Psychometric Measurement
Eleventh	Theories Based on Interactive Determinism	Educational Measurement
Twelfth	Psychological Theories	Personality Measurement Tools
Thirteenth	Social – Neo-Freudian	Psychological Tools
Fourteenth	Adler	Educational Tools
Fifteenth	Fromm	Clinical Tools
Sixteenth	Family Counseling	Tests
Seventeenth	Child Counseling	Observation
Eighteenth	Youth Counseling	Interview
Nineteenth	Adult Counseling	Educational Counseling in Schools
Twentieth	Counseling for Special Needs	Role of Parent–Teacher Councils in Educational Counseling
Twenty-first	Counseling Methods	The Need for Counseling Programs
Twenty-second	Foundations of Counseling: Philosophical	Problems Addressed by Educational Counseling

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

٤٧. Course Evaluation

Admission Criteria

- Academic GPA (55%)
- Aptitude & Personality Test (20%)
- Structured Interview (20%)
- Language & Digital Skills Test (15%)
- Target Groups: High school graduates, educators, social workers, career changers.

٤٨. Learning and Teaching Resources

Required textbooks (curricular books, if any)	smart classrooms, psychology labs, specialized library
Main references (sources)	Digital databases (EBSCO, ScienceDirect, AlMandumah).
Recommended books and references (scientific journals, reports...)	LMS platforms (Moodle, Google Classroom).
Electronic References, Websites	Statistical software (SPSS, AMOS).

Course Name		١٣.
Teaching methods		
Course code		١٤.
Teaching Methods / Third Stage / Bachelor's		
Semester/ Year		١٥.
٢٠٢٦-٢٠٢٥		
Date this description was prepared		١٦.
٢٠٢٥/١١/١٣		
Available forms of attendance		١٧.
daily		
Number of study hours (total) / Number of units (total)		١٨.
hours per week / ٦٠ hours total ٢		
Name of course coordinator (if applicable) More than one (name is mentioned)		١٩.
:tends A The letter M.M. Nour Nemat Mohamed :Nameyousra.turki@uorutath.edu		
objectives Course		٢٠.
The student should become familiar with teaching methods -- both old and new The student should understand the meaning of educational -- goals, classify them, and transform them into learning objectives The student should become familiar with educational theories -- and their educational applications The student should understand the factors that influence -- learning To implement behavioral objectives and identify the most important -- educational outcomes	Course objectives Study	
Teaching and learning strategies		٢١.

e lecture method involves discussion and dialogue, and asking • . questions nd arrive at the truth to exchange ideas educational discussion • ing brainstorming methods to generate as many ideas and solutions as ssible	strategy
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Course structure ٢٢

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
tests Daily	Lecture and discussion	His education and historical development	Students learned the concept of teaching	٢	the first
Daily tests	Lecture and discussion	Objectives of teaching methods	Introducing students to commonly used teaching methods	٢	the second
Daily tests	Lecture and discussion	Topics in educational psychology	Teaching students goals and areas according to Bloom's Taxonomy	٢	the third
Daily tests	Lecture and discussion	Levels of educational objectives	Teaching students ,educational goals their levels, and how to formulate .them	٢	Fourth
Daily tests	Lecture and discussion	Classification of behavioral goals	Teaching students behavioral objectives	٢	Fifth
Daily tests	Lecture and discussion	The importance of psychology for teachers	Teaching students the importance of teaching methods	٢	Sixth
First month exam	First month exam	First month exam	First month exam	٢	Seventh
Daily tests	Lecture and	Teaching students to compare teaching .and learning	Teaching students to compare teaching .and learning	٢	Eighth

	discussion				
Daily tests	Lecture and discussion	Factors affecting learning	Teaching students sensory learning and education	۲	Ninth
Daily tests	Lecture and discussion	Teaching students how to use the lecture method: its advantages and disadvantages	Teaching students learning theories and laws	۲	tenth
Daily tests	Lecture and discussion	Teaching the relationship between teaching and learning	Students compare the concepts of teaching and education	۲	eleventh
Daily tests	Lecture and discussion	Teaching students the principles and conditions of questioning	Introducing students to the questioning method	۲	twelfth
Daily tests	Lecture and discussion	Teaching students the steps of induction and levels of its application	Introducing students to the methods of induction and deduction	۲	thirteenth
Daily tests	Lecture and discussion	,Its principles foundations, and application standards	Introducing students to role-playing techniques	۲	fourteenth
Second month exam	Second month exam	Second month exam	Second month exam	۲	fifteenth
Daily tests	Lecture and discussion	Students understand the importance of lesson planning and teaching principles	Introducing students to the concept of instructional planning	۲	Sixteenth
Daily tests	Lecture and discussion	Introducing students to types of planning and the most important steps of scientific planning	Teaching students the most important characteristics of good planning	۲	seventeenth

Daily tests	Lecture and discussion	Steps for scientific teaching planning	Teaching students the steps to prepare a semester plan	۲	eighteenth
Daily tests	Lecture and discussion	Components of a daily teaching plan	Teaching students the most important technical components of planning	۲	nineteenth
Daily tests	Lecture and discussion	The goal is known in the educational field	Teaching students is one of the main goals of the school curriculum	۲	Twenty
Third month exam	Third month exam	Third month exam	Third month exam	۲	Twenty-first
Daily tests	Lecture and discussion	The concept of general educational goals Specific educational objectives Behavioral procedural teaching objectives	Teaching students the levels of educational objectives	۲	Twenty-second
Daily tests	Lecture and discussion	Classification according to Bloom's Taxonomy	Teaching students to classify learning objectives	۲	Twenty-third
Daily tests	Lecture and discussion	Definition of the concept of educational technology	Teaching students to use modern technology in teaching	۲	Twenty-fourth
Daily tests	Lecture and discussion	Advantages of e-learning Disadvantages of e-learning	Teaching students about technological innovations	۲	Twenty-fifth
Daily tests	Lecture and discussion	Multimedia concept	Teaching students the meaning of multimedia	۲	Twenty-sixth

Daily tests	Lecture and discussion	Definition of educational assessment	Teaching students to evaluate aspects of education	٢	Twenty-seventh
Daily tests	Lecture and discussion	Defining the concept of measurement and evaluation	Teaching students the relationship between assessment and measurement	٢	Twenty-eighth
Daily tests	Lecture and discussion	Defining the ,concept of testing ,test construction and test construction steps	Teaching students test design	٢	Twenty-ninth
Fourth month exam	Fourth month exam	Fourth month exam	Fourth month exam	٢	thirty
Course evaluation .٢٣					
The grade out of ١٠٠ is distributed according to the tasks assigned to the student, such as daily .preparation, daily, oral, monthly, and written exams, reports , etc					
Learning and teaching resources .٢٤					
Modern teaching methods and – techniques (Hamza Al-Jabali) General teaching methods (Abdul Karim Ali) Yemeni Lectures on teaching methods (College– of Education – Al-Mustansiriya University)			Required textbooks (methodology, if applicable)		
General teaching methods and their educational applications (Dr. Jawdat (Ahmed Saadeh			Main references (sources)		
An Introduction to Teaching Methods (Nabil Abdel Wahab)			Recommended supporting books and references (...scientific journals, reports)		

http://www.tandfonline.com https://psd/chdogydoorway.com Taylor & Fraise Online Topics in educational psychology	references , websites
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