

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



استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

University: Tikrit University

College/Institute: College of Education for Humanities

Scientific Department: Educational and Psychological Sciences

File completion date : ٢٠٢٤ - ٢٠٢٥

Signature: Signature

Head of Department: Asst. Prof. Dr. Omar Kazim Ali Scientific Assistant:
Tayef Ibrahim-Al Prof. Dr. Rashid

Date: Date

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Quality Assurance and University Performance Division

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

the date

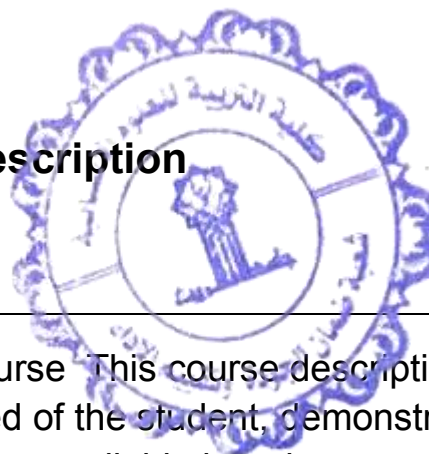
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Dean's approval



Academic Program Description

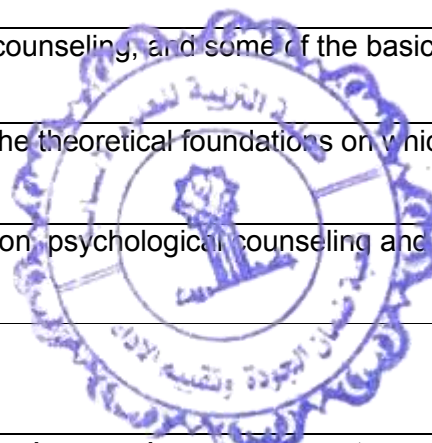


provides a concise summary of the main course. This course description features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

For the Humanities

Ministry of Higher Education and Scientific Research / Tikrit University	1. Educational institution
College of Education for Human Sciences / Department of Educational and Psychological Sciences	2. Scientific Department / Center
Study of educational and psychological sciences	3. Academic or Name of a professional program
Bachelor of Educational and Psychological Sciences	4. Final Certificate Name
annual	5. Academic system Annual/Courses/Other
Blended learning	6. Accredited Certification Program
Observation, application, and applied research	7. Other external influences
٢٠٢٥-٢٠٢٤	8. Description preparation date
9. Academic program objectives	
1- Providing the Ministry of Education with specialized staff to work as educational guides.	
2- The principles of educational and psychological sciences to master Enabling students	

- | |
|--|
| 3- Enhancing the concepts of education and psychological counseling, and some of the basic terms and concepts associated with it |
| 4- educational and psychological sciences Understanding the theoretical foundations on which are based |
| 5- Providing the graduate with skills and methods in education psychological counseling and educational administration |



10. Required program outcomes, teaching, learning and assessment methods

Program objectivesCognitiv

First: The cognitive dimension, which includes the following objectives:

- 1- Preparing students scientifically, professionally and culturally, enabling them to know educational and psychological facts, concepts the basic principles that qualify them and theories, and to comprehend for teaching, scientific research, and psychological and educational guidance in the institutions of the Ministry of Education and other social, psychological and educational institutions.
- 2- Apply scientific methods in addressing life and Enabling students to a professional problems and situations, and developing the ability to analyze these methods and judge them according to specific criteria.
- 3- Enabling graduates to continue their postgraduate studies, and scientific developments and advancements in the field of comprehensive educational and psychological sciences, and master scientific research methods.
- 4- Deepening scientific cooperation in educational and social institutions, implementing courses, holding seminars and study groups, and workshops and programs in the field of continuing education related to educational and psychological sciences.

Program skill objectives -B

- 1- Enabling students to acquire basic skills related to the profession of scientific research, educational and psychological guidance, teaching, scientific and working on developing and enhancing them to perform their work successfully and face life situations with high efficiency while practicing the profession.

- 2- members of society towards Developing and guiding students and
ation skills, expanding their horizons and developing educ-acquiring self
their competencies so that they become able to access sources of
knowledge and culture on their own and benefit from them.

Teaching and learning methods

There are many teaching and learning methods used in the Department of Educational and Psychological Sciences. The most important of these methods are: (theoretical and practical lectures, discussion and dialogue, specific topics, students' theoretical and field visits, discussion groups on specific topics, practical research, office activities)

Evaluation methods

- 1- .Attendance and participation
- 2- .Periodic tests

Outdoor activities - 3

.Emotional and value goals -C

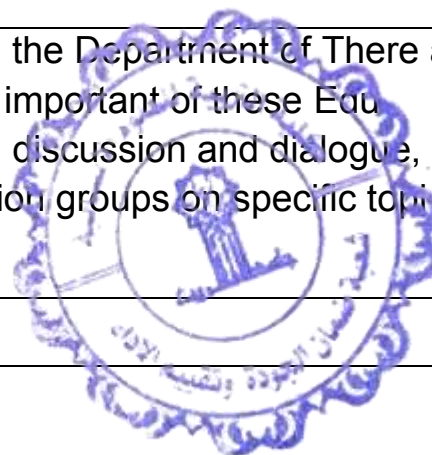
1- d values in line Helping students acquire beneficial attitudes and with our Arab values and the principles of the true Islamic religion and other heavenly religions, leading them to the highest levels of intellectual and psychological progress and maturity.

-2 s and desires and enhancing Developing students' attitudes, inclination their capabilities towards the profession of teaching, scientific research, educational and psychological guidance in facing current challenges, civilizational change and contemporary problems.

-3 cal attitudes and values especially in Developing and enhancing ethical the profession of teaching, scientific research and psychological guidance and preventing the misuse of their responsibilities in the educational and psychological field.

Teaching and learning methods

There are many teaching and learning methods used in the Department of Educational and Psychological Sciences. The most important of these Educational methods are: (theoretical and practical lectures, discussion and dialogue, field visits, students' theoretical and practical research, office activities and outdoor activities).



Evaluation methods

4- Attendance and participation

5- Periodic tests

6- Outdoor activities

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

D¹- Scientific dialogue and discussion skills

D²- Modern technology skills in communications, documentation and communication with scientific institutions and centers

D³- Teamwork skills, especially in scientific research

D⁴- Skills in solving educational problems using educational and psychological programs and methods

Teaching and learning methods

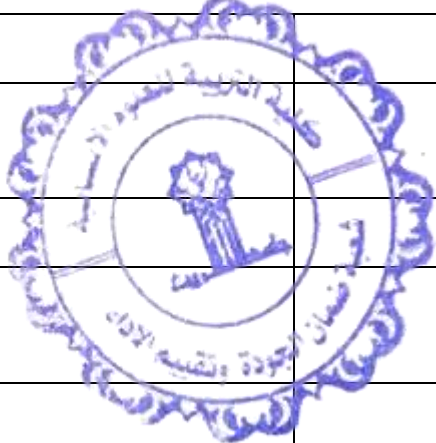
There are many teaching and learning methods used in the Department of Educational and Psychological Sciences. The most important of these methods are: (theoretical and practical lectures, field visits, discussion groups on specific topics, and dialogue discussion). (theoretical and practical research, office activities)

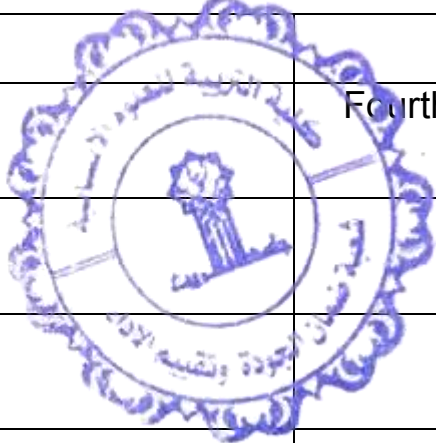
Evaluation methods

- 1- .dance and participation /atten
2- .Periodic tests
3- outdoor activities

11. Program structure

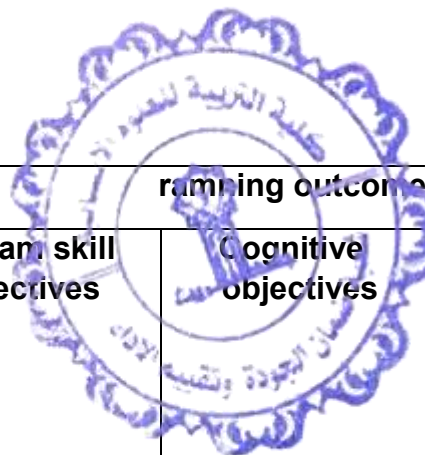
Credit hours		Course name	Course code	Academic stage
practical	theoretical			
	٤	individual differences		First
	٤	English texts		
	٦	General Psychology		
	٦	Foundations of education		
	٤	sociology		
	٤	and Democracy Rights		
٢	٢	Calculators		
	٤	Environmental education		
	٤	Arabic language		
٢	٢	Calculators		Second
	٤	Educational Psychology		
	٤	Continuing Education		
	٤	social psychology		
	٤	Mang and		

		textbook		
	٤	Educational planning		
	٤	xtsEnglish te		
٢	٢	Descriptive statistics		
	٤	developmental psychology		
	٤	Arabic		
	٤	Crimes of the Research Party		
	٤	Personality Psychology		Third
	٤	Comparative education		
	٤	physiological psychology		
	٤	Educational guidance		
	٤	Educational iquestechn		
	٤	Teaching methods		
٢	٢	inferential statistics		
٢	٢	Follicular psychology		
	٤	cognitive psychology		
	٤	Scientific research		

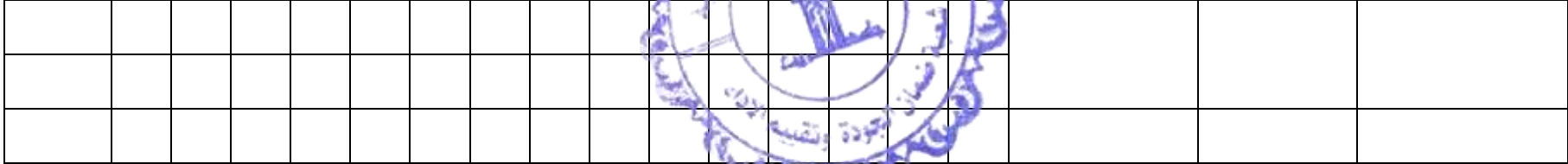
		methodology		
	ξ	Philosophy of Education		Fourth
	ξ	behavior modification		
	ξ	Economics of Education		
ξ		earch Res project		
	ξ	Mental health		
	ξ	Special education		
	ξ	Educational administration and supervision		
۲	۲	Teaching applications		
۲	۲	Measurement and Evaluation		
	ξ	Teaching thinking		

12. Planning for personal development
<p>ation through seminars, conferences, and Scientific communic - .joint work with qualified cadres in similar specializations</p> <p>Reviewing international studies in similar departments, to develop - . the ability to research and solve scientific problems</p> <p>scientific experiences and skills in Engage in acquiring modern - .the field of modern technical communication</p>

13. Admission Criteria (setting regulations for admission to a college or (institute	
Admission to the college follows the central distribution system - ry of Higher Education and Scientific adopted by the Minist Research, according to the admission form for Iraqi universities and institutes, and by balancing the student's desire and the total .he obtained	
14. The most important sources of information about the program	
the program on the Internet, and its applications in similar Link to - .universities	
Training courses held by the University Quality and Performance - Departments on the program in various institutes and colleges in .Iraq	



Learning outcomes of the program Required learner															
General and transferable skills (other skills related to employability and personal development)				Emotional and based -value goals				Program skill objectives				Cognitive objectives			
D	D	D	D	A	Part	Part	Part	B	B	B	B	A	A	A	A
	√	√	√		√	√	√		√	√	√		√	√	√



Academic Program Description

First stage

Individual Differences

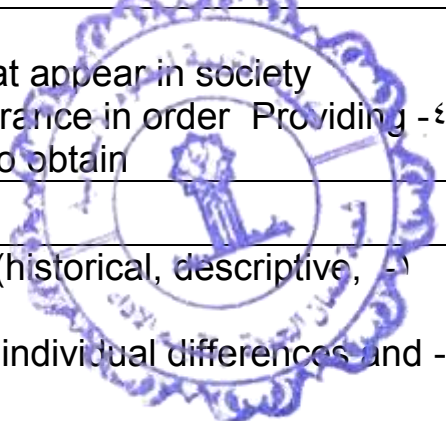


This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

Tikrit University	1. Educational institution
Educational and Psychological Sciences	2. Scientific Department / Center
Individual differences	3. Course Name/Code
al and Psychological PhD in Education Sciences	4. Available attendance forms
annual	5. semester/year
	6. Number of study hours (total)
٢٠٢٥-٢٠٢٤	7. Date this description was prepared
8. Course objectives	
Preparing competent graduates who have the ability to optimally deal with emotional and mental) in educational and individual differences (physical teaching institutions	

10. Course outcomes, teaching, learning and assessment methods

<p>1- Cognitive objectives: The student will learn about</p> <ul style="list-style-type: none"> 1A- General concepts of individual differences 2A- Discovering the differences between social sciences, humanities and applied sciences 3A- Historical, descriptive, experimental and comparative research methods 4A- Discovering individual differences in personality 5A- Tools used to measure individual differences 6A- The importance of studying individual differences 	
<p>Course specific skill objectives -B</p> <ul style="list-style-type: none"> 1- The student learns the methods of preparing and constructing tools used to measure individual differences 2- The student should understand the meaning of individual differences in research, their sources, and how to study and evaluate them 3- Providing the student with the necessary information and knowledge on how to use scientific references 4- The student learns how to deal with individual differences and how to confront them 5- Enabling the student to prepare experimental designs, how to control them, and interpret their results 	
Teaching and learning methods	
<ul style="list-style-type: none"> 1- The method of delivery 2- The method of dialogue and discussion 3- Watching different models of educational experiences and how to deal with models of individual differences 4- Review different models of data collection tools (questionnaire, interview, observation, tests) 	
Evaluation methods	
<ul style="list-style-type: none"> 1- Conducting immediate, monthly and semester exams 2- Assigning students to prepare tools to measure individual differences 3- Applying information collection tools to college students and primary and secondary school students 	
<p>based goals-Emotional and value -C</p> <ul style="list-style-type: none"> 1A- Training students to acquire basic skills in how to deal with respondents and establish relationships 2A- Providing the student with skills that make him more capable of choosing topics of individual differences 3A- Developing students' abilities to master research skills, fact finding 	



<p>.methods, and knowing the true causes</p> <p>.Behind the various social phenomena that appear in society</p> <p>students with the skills of patience and endurance in order Providing -٤A</p> <p>.the data necessary to complete research to obtain</p>
Teaching and learning methods
<p>Designing plans for different types of research (historical, descriptive, -١)</p> <p>(.experimental, comparative, etc</p> <p>how Designing research tools in the field of individual differences and -٢</p> <p>.to deal with them</p>
Evaluation methods

<p>Evaluating research prepared by students by awarding them marks - ٢١</p> <p>.for their implementation</p> <p>Correcting research papers prepared by students and awarding them -</p> <p>.grades</p>
<p>ther skills related to employability General and transferable skills (o -D</p> <p>.(and personal development</p> <p>.Skill of measuring individual differences -١D</p> <p>.Skill in designing and applying data collection tools for students -٢D</p> <p>.The skill of identifying and detecting individual differences -٣D</p> <p>.estion preparation skillQu -٤D</p>

11. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Unit name/topic	Required learning outcomes	Teaching method	Unit name/topic	Required learning outcomes	1-2
individual differences	Learn about the importance of the curriculum and its types	The delivery- Dialogue and - discussion Participation - through direct implementation by students	individual differences	Learn about the importance of the curriculum and its types	3-4
General concepts of the scientific method	Learn about: Basic concepts in differences - Assumptions on which the scientific method is based - Individual differences goals The - multiple sources of differences in educational and psychological	The delivery- Dialogue and - discussion Participation - through direct implementation by students	General concepts of the scientific method	Learn about: Basic concepts in differences - Assumptions on which the scientific method is based - Individual differences goals The - multiple sources of differences in educational and psychological	5-7

	sciences			sciences	
Theories of mental organization	Learn :about Some - concepts related to the subject of the study Some - considerations in study the of differences Why do we study individual differences Benefits of studying individual differences	The delivery-ue and Dialog- discussion Participation - through direct implementation by students	Theories of mental organization	Learn :about Some - concepts related to the subject of the study Some - considerations in the study of differences Why do we study individual differences Benefits of studying individual differences	8-11
Types of tests for measuring individual differences	Learn how to design and apply the following :tools - Question .naire The - .interview .Note - Tests - and	The delivery- Dialogue and - discussion Participation - through direct implementation by students	es of tests Typ for measuring individual differences	Learn how to design and apply the following :tools - Question .naire The - .interview .Note - Tests - and	

	measure s			measure s	
ual Individ differenc es in mental organizati on	Learn :about The nature of intelligen ce and its measure .ment I have intelligen .ce - Procedur es and applicatio n considera tions - Intelligen ce measure .ment	he deliveryT- Dialogue and - discussion Participation - through direct implementation by students	Individual differences in mental organization	Learn :about The nature of intelligen ce and its measure .ment I have intelligen .ce Procedur es and applicatio n considera tions - Intelligen ce measure .ment	
Unit name/top ic	Required learning outcomes	Teaching method	Unit name/topic	Required learning outcomes	



Academic Program Description

First stage

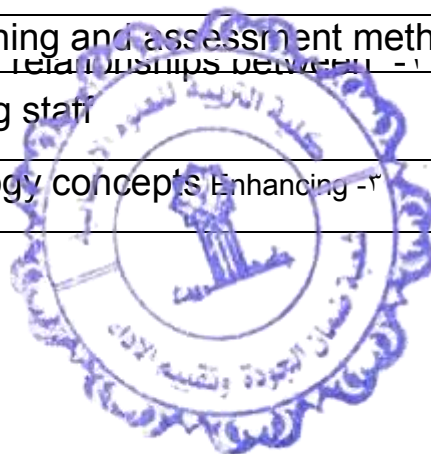
Sociology

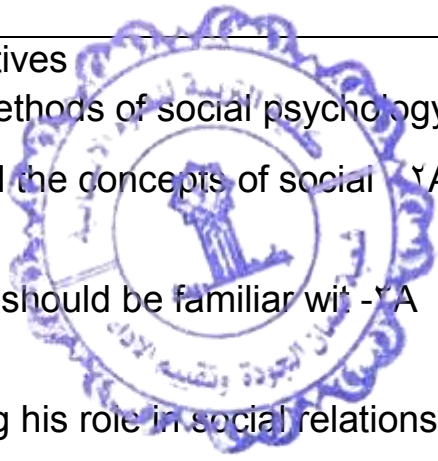
course This course description provides a concise summary of the main features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . opportunities. It must be linked to the program description

ation and Ministry of Higher Educ Scientific Research / Tikrit University	15. Educational institution
College of Education for Human Sciences / Department of Educational and Psychological Sciences	16. Scientific Department / Center
sociology	17. Name of academic or professional program
helor of Educational and Bac Psychological Sciences	18. Final Certificate Name
annual	19. :Academic system Annual/Courses/Other
Quarterly	20. Accredited Certification Program
	21. Other external influences
٢٠٢٥-٢٠٢٤	22. Description preparation date
Academic program objectives	
istry of Education with specialized staff to teach Providing the Min - ^١ .social psychology in secondary schools	

23. Required program outcomes, teaching, learning and assessment methods

Enabling students to master building social relationships between	1-
.students and teaching staff	
.students' awareness of social psychology concepts	Enhancing -2-





1- Cognitive objectives

- 1A- The student should be able to master the methods of social psychology
- 2A- The student should be able to understand the concepts of social psychology
- 3A- The student should be familiar with all the methods of social psychology
- 4A- The student should be familiar with applying his role in social relations
- 5A- The student should be familiar with modern teaching methods
- 6A- To teach the student modern skills and techniques in the study of social psychology

B- Program skill objectives

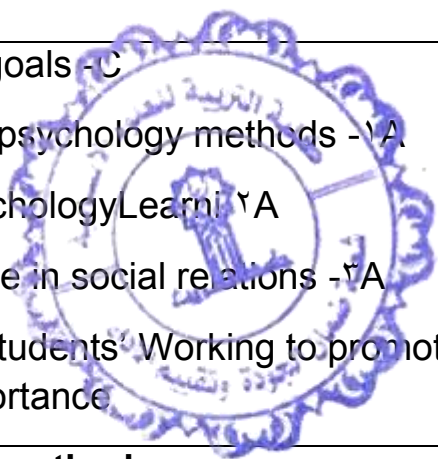
- 1B- The student should be able to master the social psychology of the scientific subject
- 2B- The student should be able to choose the appropriate teaching method for each scientific subject, so that he can present it in an interesting way
- 3B- The student should be able to solve problems related to the student's understanding of the scientific material

Teaching and learning methods

- The standard (inductive) method-
- Discussion method-
- The inductive method-
- Problem solving method-

Evaluation methods

- Formative assessment (daily exams , class discussion, homework and follow-up, class assessment
- Diagnostic assessment (midterm and final exams to issue decisions-of success and failure



.Emotional and value goals -C

Educating the student on the use of social psychology methods -١A

ng the principles of social psychologyLearn ٢A

Developing the ability to apply his role in social relations -٢A

e the teaching of social psychology and raise students' Working to promot -٤A
.awareness of its importance

Teaching and learning methods

based -do not rely on traditional teaching methods, because they are value
fore, the following objectives that cannot be taught like cognitive objectives. There
:are relied upon

.The student should be a good role model for those around him -١

.Forming a general category of good values-٢

.Providing psychological motivation to achieve emotional goals -٣

Evaluation methods

ot assessed through traditional tests. Rather, they rely on Affective goals are n
observing the student's behavior, interviewing and discussing them, and
monitoring their relationship with the educational environment, thus providing a
.based goals-f affective and valuecumulative record of their representation o

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

.Scientific dialogue and discussion skills -١D

Modern technology skills in communications, documentation and -٢D
.ommunication with scientific institutions and centersc

.Teamwork skills, especially in scientific research -٣D

Skills in solving educational problems using educational and psychological programs and methods



Teaching and learning methods

- Inductive method (deductive)
- Problem solving method
- He held training courses and seminars to equip students with the ability to communicate with the community, engage in fruitful dialogue, and solve educational problems using scientific methods
- Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions

Evaluation methods

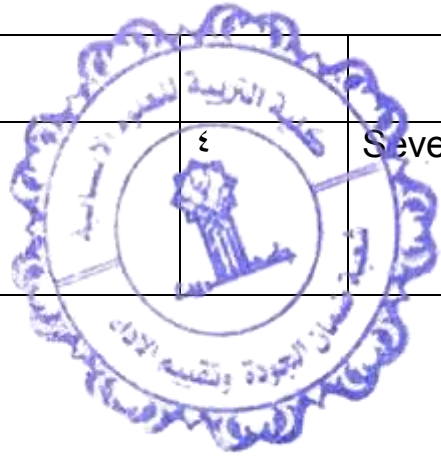
- Oral and written tests, individual and group, theoretical and practical
- Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment
- Assigning students to prepare scientific research to test their ability to think, draw conclusions, and solve problems

24. Program structure

25. Planning for personal development
<p>Scientific communication through seminars, conferences, and joint specializations work with qualified cadres in similar departments, to develop Reviewing international studies in similar the ability to research and solve scientific problems</p> <p>Engage in acquiring modern scientific experiences and skills in the field of modern technical communication</p>
26. college or Admission Criteria (setting regulations for admission to a college/institute)
<p>Admission to the college follows the central distribution system adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities and the student's desire and the total he institutes, and by balancing the student's obtained</p> <p>Admission to the Department of Educational and Psychological Sciences is subject to a competitive examination, with a balance between the student's desire for the sixth grade in secondary school</p>
27. sources of information about the programThe most important sources
<p>Link to the program on the Internet, and its applications in similar universities</p> <p>Training courses held by the University Quality and Performance Departments on the program in various institutes and colleges in Iraq</p>

12. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	Weeks	Week
Attendance and discussion	Lecture	Chapter One The emergence and development of educational sociology From educational sociology to sociology of education		1	the first
Attendance and discussion	a lecture	The concept of sociology of education and its importance The objectives of studying educational sociology and its functions		2	the second
Attendance and discussion	a lecture	Chapter Two The concept of society and its types Social systems, their characteristics and forms Social phenomena and processes and examples thereof		3	the third
Attendance and discussion	a lecture	Man and his human nature		4	Fourth
Attendance and discussion	a lecture	Education and Society		5	Fifth
Attendance and discussion	a lecture	The concept of upbringing and its objectives Foundations of social		6	Sixth

		education and its dimensions		
Attendance and discussion	a lecture	Characteristics and forms of socialization Stages of the socialization process	٤	Seventh



10. infrastructure	
Educational Sociology	Required textbooks - ١
Basma Jassim Khanjar	Main references - ٢ (sources)



Academic Program Description

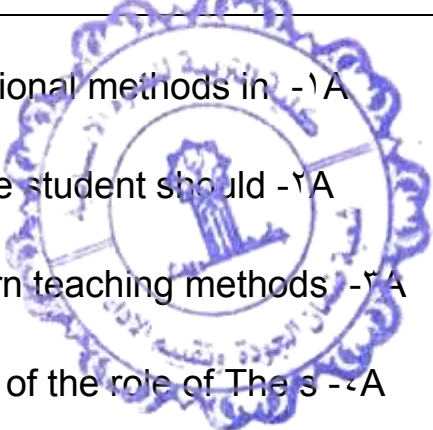
First stage

ychologyGeneral Ps

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . program description opportunities. It must be linked to the

Ministry of Higher Education and Scientific Research / Tikrit University	1. Educational Institution
College of Education for Human Sciences / Department of Educational and Psychological Sciences	2. Scientific Department / Center
General PsychologyBru54e7 Lxu7ysn	3. Name/Code Course
person/Hall System-In	4. Available attendance forms
annual	5. semester/year
hours ٦٠	6. Number of study hours (total)
٢٠٢٥ - ٢٠٢٤	7. Description preparation date
8. Academic program objectives <ul style="list-style-type: none"> -١ out general psychology, its concept and The student learns ab .objectives -٢ The student learns the concept of learning, its applications and .theories -٣ .He teaches learning theories and their educational applications -٤ g, its concept, The student should understand the methods of thinkin .and creative thinking -٥ Feedback, its types and the extent of its benefit in the learning .process Providing students with the knowledge and science to meet the -٦ demands of life and its development, and benefiting from learning nces and transferring them to the environment, i.e. transferring the experie impact of learning within the educational institution and generalizing it to .environmental situations	

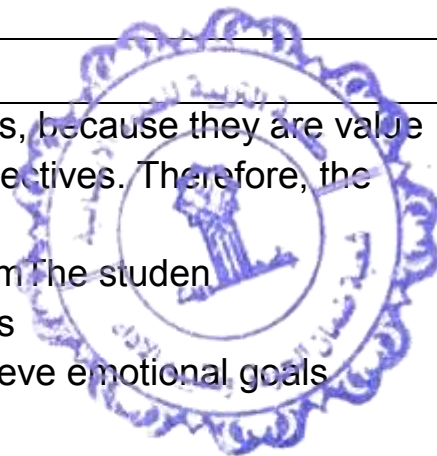
9. Course outcomes, teaching, learning and assessment methods

<p>1- Cognitive objectives</p> <p>The student should be able to control educational methods in general - 1A</p> <p>The student should be able to understand and know general psychology - 2A</p> <p>The student should be familiar with all modern teaching methods and general psychology - 3A</p> <p>The student should be familiar with the application of the role of the modern models in teaching - 4A</p> <p>The student should be familiar with the methods and programs of general psychology - 5A</p> <p>To teach the student modern skills and techniques in general psychology - 6A</p>	
<p>Program skill objectives - B</p> <p>The student should be able to master the methods of general psychology - 1B</p> <p>The student should be able to choose the appropriate teaching method for each scientific subject, so that he can present it in an interesting way - 2B</p> <p>The student should be able to solve problems related to the student's understanding of the scientific material - 3B</p>	
<p>Teaching and learning methods</p>	
<p>The standard (inductive) method -</p> <p>Method of discussion and dialogue -</p> <p>The inductive (deductive) method -</p> <p>Problem solving method -</p>	
<p>Evaluation methods</p>	
<p>Formative assessment (daily exams, class discussion, homework and class assessment-follow up) -</p> <p>Diagnostic assessment (midterm and final exams to issue decisions of success and failure) -</p>	
<p>Emotional and value goals -C</p> <p>Educating the student to use modern teaching methods - 1A</p> <p>Learning about the principles of general research - 2A</p> <p>Developing the ability to apply the principles of general psychology - 3A</p> <p>Working to promote the teaching of general psychology and raise students' awareness of its importance - 4A</p>	

Teaching and learning methods

based -do not rely on traditional teaching methods, because they are value objectives that cannot be taught like cognitive objectives. Therefore, the following are relied upon

- 1- .t sets a good example for those around him The studen
- 2- .Forming a general category of good values
- 3- .Providing psychological motivation to achieve emotional goals



Evaluation methods

hey rely Affective goals are not assessed through traditional tests. Rather, t on observing the student's behavior, interviewing and discussing with him, and monitoring his relationships within the educational environment, which .based goals-provides a cumulative record of affective and value

e skills (other skills related to employability General and transferabl -D .(and personal development

.Scientific dialogue and discussion skills -١D

Modern technology skills in communications, documentation and -٢D .communication with scientific institutions and centers

.skills, especially in scientific research Teamwork -٣D

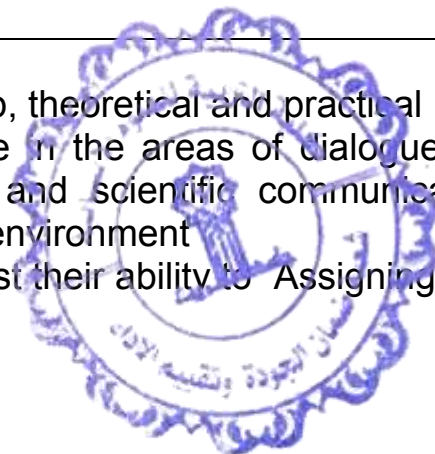
Skills in solving educational problems using educational and -٤D .psychological programs and methods

Teaching and learning methods

- .Inductive (deductive) method
- .Problem solving method
- es and seminars to equip students with the Preparing training cours ability to communicate with society, engage in fruitful dialogue, and .solve educational problems using scientific methods
- Classroom interaction and exchange of opinions between the student .e learning difficulties and discuss their solutionsand the teacher to rais

Evaluation methods

- Oral and written tests, individual and group, theoretical and practical
- Direct observation of student performance in the areas of dialogue, on, and teamwork within the intellectual and scientific communication, classroom and the college and university environment
- Assigning students to prepare scientific research to test their ability to think, infer, and solve problems



10. Planning for personal development

- 1- Work effectively and actively within the group
- 2- Time management and prioritization in an organized manner
- 3- The ability to motivate and persuade others
- 4- Independence in managing work

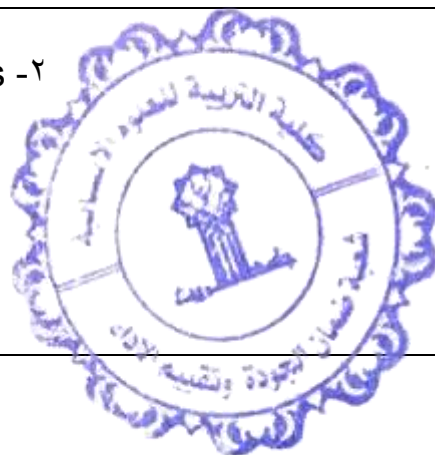
11. Admission Criteria (setting regulations for admission to a college or institute)

the college follows the central distribution system. Admission to - adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities and institutes, and by balancing the student's desire and the total score he obtained.

Admission to the Department of Educational and Psychological Sciences is subject to a competitive examination, with a balance between the student's desire for the sixth grade in secondary school and his competitive score.

12. information about the program The most important sources of

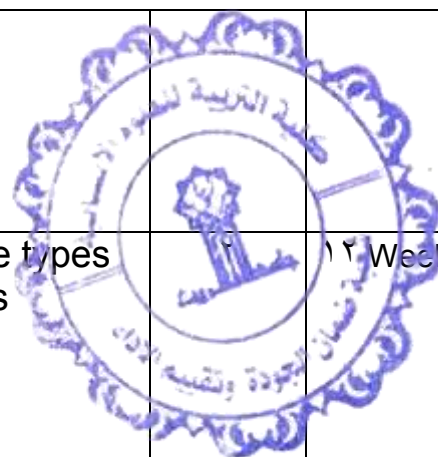
The college and university website -١
Books of the relevant department and its sources -٢
The University's Central Library -٣



11. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Introduction to General Psychology	knowledge General Psychology		1 Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	historical development	Knowledge of historical development	٢	٢Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	General Psychology in Islamic Heritage	Knowledge of general psychology in Islamic heritage	٢	٣Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Its nature and importance	Knowing its nature and importance	٢	٤Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Its goals and schools	Learn its goals and schools	٢	٥Week

	n				
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Behavior and influencing factors	Learning behavior and influencing factors	٢	٨ Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Research methods in psychology	Learn research methods in psychology	٢	٧ Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Motives	Learn motivation	٢	٨ Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Its classifications	Learn the classifications of motivations	٢	٩ Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Motivation theories	Knowledge of motivation theories	٢	١٠ Week
Daily questions, discussions and exams	Brief review and then	Emotions	Knowing emotions	٢	١١ Week

	explanation of the topic with student participation				
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	of Types emotions	Knowing the types of emotions	٢	١٢ Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Psychological trends	Knowing psychological trends	٢	١٣ Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Trend elements	Knowing the elements of trends	٢	١٤ Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Trends and their impact on behavior	Learn trends and their impact on behavior	٢	١٥ Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Attention	Attention knowledge	٢	١٦ Week



	participation				
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Types of attention	Knowing the types of attention	۲	۱۷Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Factors affecting it	Knowing the factors affecting it	۲	۱۸Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Sense and perception	Knowledge of sensation and perception	۲	۱۹Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Sensory perception processes	Knowledge of sensory perception processes	۲	۲۰Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Remembering and forgetting	Knowledge of remembering and forgetting	۲	۲۱Week
Daily questions, discussions	Brief review and	thinking	Knowledge of thinking	۲	۲۲Week

and exams	then explanatio n of the topic with student participatio n				
Daily questions, discussions and exams	Brief review and then explanatio n of the topic with student participat ion	Reasoning and creativity	Knowledge of reasoning and creativity		٢٣ Week
Daily questions, discussions and exams	review and then explanatio n of the topic with student participatio n	Learning and its types	Learning and its types	٢	٢٤ Week
Daily questions, discussions and exams	Brief review and then explanatio n of the topic with student participatio n	g learnin theories	Knowledge of learning theories	٢	٢٥ Week
Daily questions, discussions and exams	Brief review and then explanatio n of the topic with student participatio n	Intelligence and mental abilities	Knowledge of intelligence and mental abilities	٢	٢٦ Week
Daily questions, discussions and exams	Brief review and then explanatio n of the topic with student	character	Personality knowledge	٢	٢٧ Week

	participation				
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Personality theories	Knowledge of personality theories	٢	٢٠Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	Mental health	Mental health knowledge	٢	٢٩Week
Daily questions, discussions and exams	Brief review and then explanation of the topic with student participation	psychological conflict	Knowing psychological conflict	٢	٣٠Week

10. infrastructure	
Introduction to General and Educational Psychology, Abdul Amir Abboud Shamsi (٢٠١٣)	Required textbooks -١
Introduction to General Psychology, Linda Davidoff : Translated by Sayed Tawab and others-El eral Psychology, Introduction to Gen -٣ .Ahmed Ezzat	(Main references (sources -٢
1- General Psychology Muawiya Mahmoud Abu Ghazaleh	Recommended books and -A references (scientific journals, (.reports, etc

	Electronic references -B ...websites
--	---

10. Curriculum Development Plan

<p>h seminars, conferences, and joint Scientific communication through .work with qualified personnel in similar specializations Reviewing international studies in similar departments, to develop the - .ability to research and solve scientific problems ic experiences and skills in the field Engage in acquiring modern scientif - .of modern technical communication</p>



First stage

Course Description Form

Course/Computer Description

يوفر وصف المقرر هذا ايجازاً مقتضياً لاهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنًا عما اذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة، ولا بد من الربط بينها وبين وصف البرنامج

College of Education for the Humanities	- Educational institution
Department of Educational and Psychological Sciences	nt / Scientific Department Center
Computer h5or3yh	3- Course Name/Code
Attendance at the specified time and full time for the lecture The study will be electronic	4- Available forms of attendance
Chapter TwoChapter One + C	5- semester/year
hours ٣٠	6- Number of study (hours (total
٢٠٢٥-٢٠٢٤	- Date of preparation of this description
8- Course objectives	
Introducing students to computers and their hardware and software components	
Teaching students to use the Windows 7 operating system	

Teaching students to use the wordprogram
Introducing students to the Internet, how to benefit from it, and the possibilities it provides for education and knowledge



Course outcomes, teaching, learning and assessment methods -٩
<p>1- vesCognitive objecti</p> <p>Knowing the parts of the computer -١A</p> <p>Programming knowledge-٢A</p> <p>Knowledge of operating systems -٣A</p> <p>Knowledge of application programs -٤A</p> <p>Internet knowledge -٥A</p>
<p>The course's skill objectives -B</p> <p>Operating the computer - ١B</p> <p>Printing texts - ٢B</p> <p>the Internet Using - ٣B</p> <p>Knowledge of application programs --٤B</p>
Teaching and learning methods
<p>The Internet -١</p> <p>Practical application -٢</p>
Evaluation methods
<p>Practical exams</p> <p>Written exams -</p>

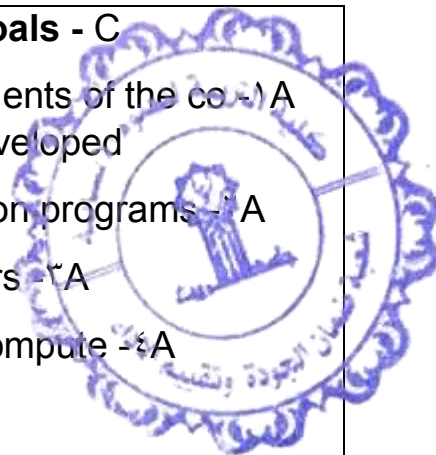
Emotional and value goals - C

1A - Identify the physical components of the computer that can be added or developed

2A - Getting to know modern application programs

3A - Learn about new drivers

4A - Learn about computer applications



د- المهارات العامة والتأهيلية المنقولة (المهارات الاخرى المتعلقة بقبالية التوظيف والتطور الشخصي)

د١- استخدام الحاسوب في اجراء البحوث العلمية

د٢- استخدامه للواجبات الحاسوب الخاصة بالتمويل

د٣- استخدام في التواصل مع المؤسسات التعليمية

د٤ - استخدام الحاسوب في التواصل مع سوق العمل

Course structure for lectures - ١٠ -					
Evaluation method	Teaching method	topic/Unit name	Required learning outcomes	Weeks	Week
Chapter One					
practical exam	Practical + theoretical	Chapter One: Computer Basics Computer Fundamentals		2	1
practical exam	Practical + theoretical	Computer concept, computer life cycle stages		2	2
practical exam	Practical + theoretical	Computer generations Evolution of computer		2	3
practical exam	Practical + theoretical	Advantages of computers and their uses		2	4
practical exam	Practical + theoretical	Classification of computers according to purpose, size, and data type		2	5
practical exam	Practical + theoretical	Chapter Two: Computer Components Computer Components		2	6
practical exam	Practical + theoretical	Computer components		2	7
practical exam	Practical + theoretical	parts of the computer Hardware		2	8
practical exam	Practical +	Software entities		2	9

	theoretical				
practical exam	Practical + theoretical	Your Personal Computer: Computer Concept and Software Security Licensing	2	10	
practical exam	Practical + theoretical	Chapter Three: Computer Security and Software Licensing Computer Safety & Software Licenses	2	11	
practical exam	Practical + theoretical	Ethics of the electronic world, forms of violations, computer security, computer privacy	2	12	
practical exam	Practical + theoretical	Computer software licenses and their hacking, types, intellectual property malware, the most important steps necessary to protect against hacking operations, the harms of computers to health	2	13	
cal practical exam	Practical + theoretical	Operating Systems : Four Chapter. Operating Systems	2	14	
practical exam	Practical + theoretical	Definition of operating system, functions, objectives, classification	2	15	

Computer Basics and Office Applications (Chapter One) Fahl-M. Khader Jassim Hamad Al	1- Required textbooks
Computer Basics and Office Applications Prof. Ghassan Hamid and Prof. Ziad / Mohammed Abboud	Main references - ٢ (rcessou)
.Internet. Iraqi academic journals website	Recommended books and references (scientific (.journals, reports , etc

Course Description Form

First stage

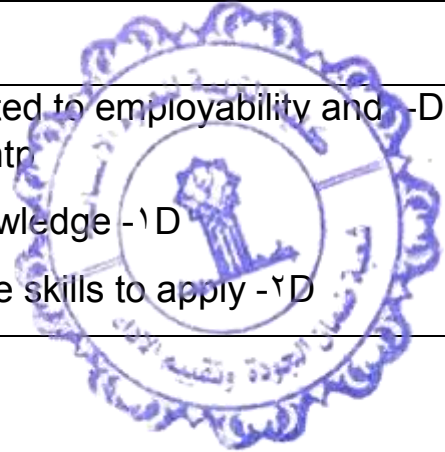
Course Description: Democracy and Human Rights

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

Tikrit University	9. Educational institution
Faculty of Education / Department of Educational and Psychological Sciences	10. Scientific Department / Center
/ Human Rights	11. Course Name/Code
Students	12. Available attendance forms
٢٠٢٥-٢٠٢٤ First and second semester	13. semester/year
٦٠	14. Number of study hours (total)
٢٠٢٥-٢٠٢٤	15. Date this description was prepared
16. Course objectives	
<p>1. It aims to make students aware of the general foundations and principles upon which human rights are based by reviewing a set of foundations such as the historical, social, economic and scientific foundations.</p>	
<p>2. Developing values in human rights principles.</p>	
<p>3. Teaching students human rights skills.</p>	

12.	s, teaching, learning and assessment methodsCourse outcome
	<p>Cognitive objectives -A</p> <p>Making students aware of human rights principles -۱A</p> <p>.e historical basis of human rightsMaking students understand th -۲A</p> <p>Making students distinguish the importance of human rights -۳A</p> <p>.Making students aware of the impact of human rights -۴A</p> <p>Making students understand the role of science in human rights -۵A</p> <p>.They know the educational systems -۶A</p>
	<p>.Course specific skill objectives -B</p> <p>Developing scientific thinking - ۱B</p> <p>he student's historical skillsDeveloping t - ۲B</p> <p>Developing scientific criticism skills - ۳B</p> <p>-۴B</p>
	Teaching and learning methods
	lecture, discussion, interrogation
	Evaluation methods
	Written tests
	<p>based goals-Emotional and value -C</p> <p>sopotamiaKnowledge of the civilization of Me -۱A</p> <p>Developing social sense-۲A</p> <p>Encouraging students to achieve -۳A</p>
	Teaching and learning methods
	Lecture, discussion, interrogation
	Evaluation methods

Written tests
<p>General and transferable skills (other skills related to employability and personal development) -D</p> <p>of human rights Students' knowledge -١D</p> <p>human rights principles Possessing the skills to apply -٢D</p>



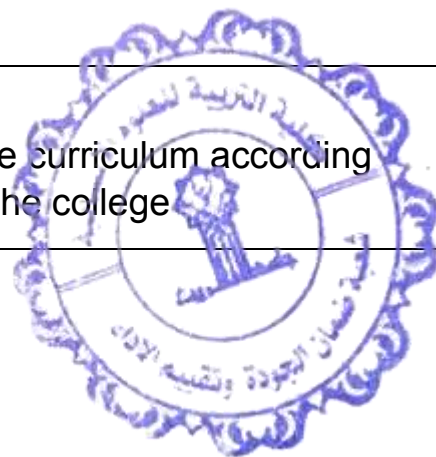
13. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Achievement tests	Lecture and discussion	human rights	Geography and art	ξ	the first
=	=	The meaning of human rights and the goals of human rights	=	ξ	the second
=	=	Necessities and importance of human rights	=	ξ	the third
=	=	Human rights theories	=	ξ	Fourth
=	=	rights Human fields	=	ξ	Fifth
=	=	The basis of human rights	=	ξ	Sixth
=	=	Developing the foundations of education	=	ξ	Seventh
=	=	Human rights in primitive societies	=	ξ	The eighth
=	=	Personal rights	=	ξ	Ninth
=	=	Egyptian	=	ξ	tenth
=	=	Arab Islamic education	=	ξ	eleventh

=	=	Human rights -in the pre Islamic era	=	ξ	twelfth
=	=	Universal Declaration of Human Rights	=	ξ	thirteenth
=	=	Socrates	=	ξ	fourteenth
=	=	Hammurabi	=	ξ	fifteenth
=	=	Human Rights Modern / Principles	=	ξ	sixteenth
=	=	oPlat	=	ξ	seventeenth
=	=	social basis	=	ξ	eighteenth
=	=	The relationship between human rights and society	=	ξ	nineteenth
=	=	The relationship between human rights and the environment	=	ξ	Twenty
=	=	Children's rights	=	ξ	-twenty one
=	=	Women's rights	=	ξ	-twenty second
=	=	Human rights in Islam	=	ξ	-twenty third
=	=	International	=	ξ	-twenty

		Covenant on an RightsHum			fourth
=	=	The concept of development	=	ξ	-twenty fifth
=	=	Human Rights for Development	=	ξ	-twenty sixth
=	=	Economic return on oneducati	=	ξ	-twenty seventh
=	=	Development and Planning in Human Rights	=	ξ	-twenty eighth
=	=	Education financing	=	ξ	-twenty ninth
=	=	Funding sources	=	ξ	thirty

14. infrastructure	
human rights	Required textbooks - ^١
human ks onHistory and sociology boo rights	(Main references (sources - ^٢
human rights Educational meeting on	Recommended books and -A references (scientific journals, (.reports, etc
sites Human rights	Electronic references, -B ...websites
15. Curriculum Development Plan	

to the annual plan to update the Developing the curriculum according
approved academic programs at the college



Course Description Form

Course Description/Environmental Education

Course name .١
Environmental education
Course code .٢
445PE
Semester/Year .٣
٢٠٢٥-٢٠٢٤
s description was preparedDate thi .٤
٢٠٢٥/٢/٧
Available forms of attendance .٥
My attendance is mandatory
(Number of study hours (total) / Number of units (total .٦
hours (٦٠)Number of hours
(Name of the course supervisor (if more than one name is mentioned .٧

Course objectives .^

1. The student should know the concept of environmental education, its objectives, features and characteristics
2. The student should mention the permanent, renewable renewable natural resources and how to -and non .reserve these resourcesp
3. The student applies methods to protect the environment .from pollution in his field of specialization
4. The student should analyze the meaning of sustainable environmental development in every field and work to .y lifedevelop it in his dail
5. The student should know the meaning of population .explosion in the environment and how to deal with it
6. The student should know the pollutants, their types and .how to treat them
7. The student should know the role of the family, the role of rgarten, the school, the community, and the role the kinde of science in maintaining sustainable environmental .education
8. The student should know the types of sustainable .environmental development fields
9. The student should know how to treat environmental ation and treat food, noise, air and water desertific .pollution
10. To work to preserve the environment and sustainable .environmental development

Course
objectives

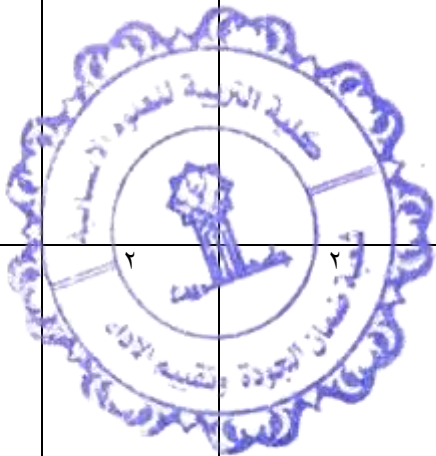
Teaching and learning strategies .^

1. Use of electronic means of clarification
2. lecture between the Using the discussion method in the .professor and the students
3. .Assigning students to do research and reports
4. Assigning students homework related to the scientific subject

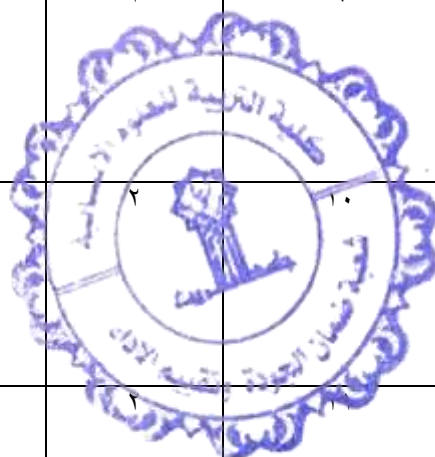
Strategy

Course structure .^ .

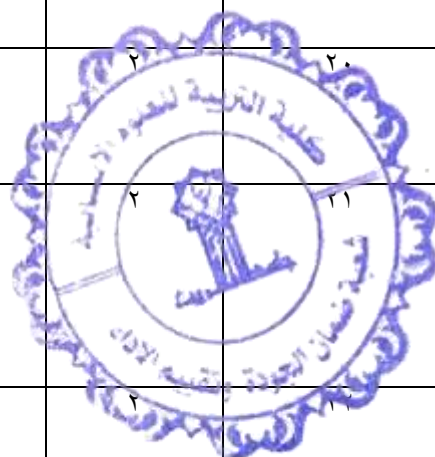
Evaluation method	Learning ethodm	Name of the unit or topic	Required learning outcomes	watches	week
Classroom	My	The concept	Understand	٢	١

performance and exams	presence	of environmental education, the ecosystem, and how to achieve environmental balance	the lecture topic		
Classroom performance and exams	My presence	Objectives, features, forms and characteristics of environmental education	Understand the lecture topic		
Classroom performance and amsex	My presence	The concept of natural resources, their types, and how to protect them from pollution	Understand the lecture topic	٢	٣
Classroom performance and exams	My presence	The concept of population explosion, its causes, and how to reduce it	Understand the lecture topic	٢	٤
Classroom performance and exams	My presence	The concept of desertification, environmental degradation, and its causes how to address it	Understand the lecture topic	٢	٥
Classroom performance and exams	My presence	Types of environmental pollution and how to treat each type	Understand the lecture topic	٢	٦
Classroom performance and exams	My presence	The role of the family, kindergartens, and schools in environmental education and environmental conservation	Understand the lecture topic	٢	٧
Classroom performance and exams	My presence	The role of society in protecting environmental education	Understand the lecture topic	٢	٨

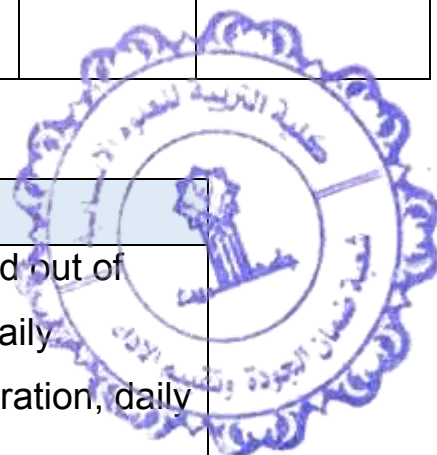
Classroom performance and exams	My presence	The role of religion Islamic) education) in protecting the environment	Understand the lecture topic	٢	٩
Classroom performance and exams	My presence	The role of Islamic education in addressing of the problem pollution	Understand the lecture topic	٢	١٠
Classroom performance and exams	My presence	The role of media in protecting the environment	Understand the lecture topic	٢	
Classroom performance and exams	My presence	Strategies for teaching education in school	Understand the lecture topic	٢	١٢
Classroom performance and exams	My presence	The role of the university in protecting the environment	Understand the lecture topic	٢	١٣
Classroom performance and exams	My presence	The role of NGOs in environmental protection	Understand the lecture topic	٢	١٤
Classroom performance and exams	My presence	The relationship between environmental education and sustainable development	Understand the lecture topic	٢	١٥
Classroom performance and exams	My presence	Conceptual Framework for Environment and Sustainable Development	Understand the lecture topic	٢	١٦
Classroom performance and exams	My presence	The emergence of the idea of sustainable development	Understand the lecture topic	٢	١٧
Classroom performance and exams	My presence	The concept of sustainable development and its dimensions	Understand the lecture topic	٢	١٨
Classroom performance and exams	My presence	Social and environmental indicators of	Understand the lecture topic	٢	١٩



		sustainable development			
Classroom performance and exams	My presence	Economic indicators of sustainable development	Understand the lecture topic	٢	٢٠
om Classro performance and exams	My presence	The Role of Society, Law, and Science in Sustainable Environmental Education	Understand the lecture topic	٢	٢١
Classroom performance and exams	My presence	Foundations of sustainable environmental development	Understand the lecture topic	٢	٢٢
Classroom performance and exams	My encephres	Areas of achieving sustainable environmental development	Understand the lecture topic	٢	٢٣
Classroom performance and exams	My presence	Sustainable Environmental Development Indicators	Understand the lecture topic	٢	٢٤
Classroom performance and exams	My esencepr	Obstacles to sustainable environmental development	Understand the lecture topic	٢	٢٥
Classroom performance and exams	My presence	The possibility of achieving sustainable development	Understand the lecture topic	٢	٢٦
Classroom performance and exams	My presence	The role of the family in sustainable development	Understand the lecture topic	٢	٢٧
Classroom performance and exams	My presence	The role of society and the private sector in sustainable development	Understand the lecture topic	٢	٢٨
Classroom performance and exams	My presence	The role of the e state and th government sector in achieving sustainable development	Understand the lecture topic	٢	٢٩
Classroom and performance exams	My presence	Change in the social functions of the state in	Understand the lecture topic	٢	٣٠



		light of global and local developments			
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Course Evaluation .١١

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

Learning and teaching resources .١٢

	Required textbooks (methodology if any)
	(Main References (Sources
	Recommended supporting books and references (...scientific journals, reports)
	Electronic references, websites

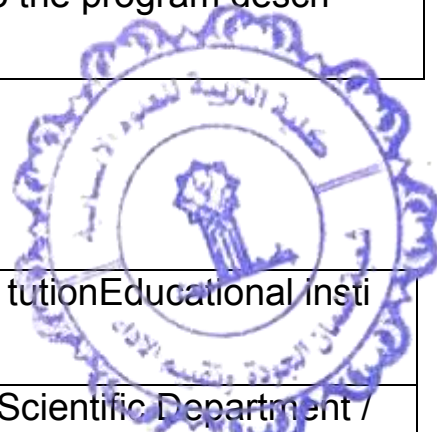
first stage The

Course Description Form

Course Description/English Language

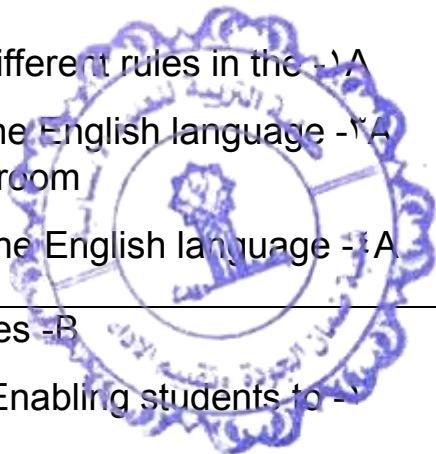
escription provides a concise summary of the main features of This course d
the course and the learning outcomes expected of the student,
demonstrating whether the student has made the most of the available

ptionlearning opportunities. It must be linked to the program descri

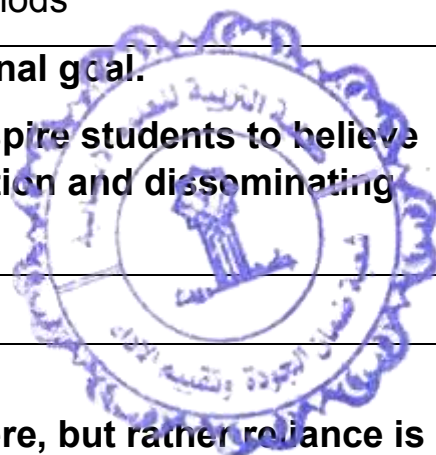


College of Education for -Tikrit University Humanities	17. tutioEducational insti
Department of Educational and Psychological Sciences	18. Scientific Department / Center
New Headway Plus \ Beginner student's book	19. Course Name/Code
lectures-e	20. ce Available attendan forms
Annual course	21. semester/year
٦٠	22. Number of study hours (total)
٢٠٢٥-٢٠٢٤	3. Date this description was prepared
24. Course objectives	
1- year students to learn the basic rules of the English language and various -Enabling first ranslate them into Arabic and vice versa, as well as the opposites and vocabulary, and t .synonyms of various vocabulary in the English language	
2- How to enable students to read different texts in English	
3- .Enabling students to develop their speaking skills	
- s to learn all types of English grammar: past, present, and Enabling student .future	
- Enabling students to convert affirmative sentences into negative sentences	
Enabling students to convert affirmative sentences into interrogative -٦ .sentences	
6- .nglish inside and outside the classroomEnabling students to use E	
7- .Enabling students to translate various texts into the English language	

16. Course outcomes, teaching, learning and assessment methods

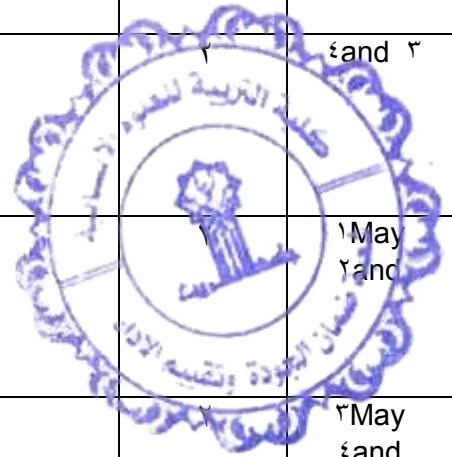
<p style="text-align: center;">Cognitive objectives -A</p> <p>English language Enabling students to learn different rules in the -١A Empowering and developing students in using the English language -٢A .inside and outside the classroom .Introducing students to different vocabulary in the English language -٣A</p>	
<p style="text-align: center;">.Course specific skill objectives -B</p> <p>.learn the English language and its grammar Enabling students to -١ Empowering and teaching students to be successful teachers and -٢ .training them in classroom management .And adjust it</p>	
<p style="text-align: center;">Teaching and learning methods</p>	
<p style="text-align: center;">giving lectures -Standard method chapters and topics covering all aspects of English Providing students with .vocabulary and grammar</p>	
<p style="text-align: center;">Evaluation methods</p>	
<p>Formative assessment through daily exams, observing and following up on students' performance in class discussions and homework, and classroom .assessment agnostic assessment of midterm and final exams to issue decisions Di .regarding success and failure</p>	
<p style="text-align: center;">based goals-Emotional and value -C</p> <p>Raising students to know the importance of the English language -١A ts styles, speech Knowing the importance of the English language in i -٢A structure, translation of meanings, and control of different tenses. Awakening students' awareness of the value of words in expressing -٣A .ideas and civilized dialogue</p>	

Teaching and learning methods
<p>motivation sto achieve emotional goal.</p> <p>- Providing eloquent linguistic models that inspire students to believe in the human role of language in communication and disseminating ideas</p>
Evaluation methods
<p>- Traditional teaching methods are not used here, but rather reliance is servation, interviews, and attempts to understand placed on ob based goals in this area-students' ideas about the emotional and value</p> <p>.</p>
<p>General and transferable skills (other skills related to employability and -D .(personal development</p> <p>rn systems of dialogue and knowledge of mode Gaining -١D communication.</p> <p>The ability to correct language, control written and spoken texts, -٢D .and criticize them grammatically</p>

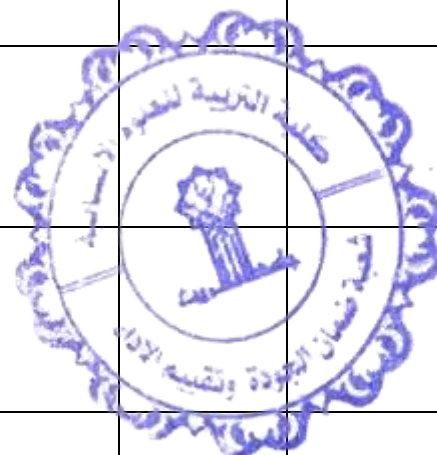


17. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Classroom performance and exams	Giving lectures	Chapter one \am\is\are, this is, how are you?			December 1 st and 2 nd
Classroom performance and exams	Giving lectures	Chapter one \ The plurals – numbers			December 3 rd and 4 th
Classroom performance and exams	=	Chapter two\countries\ where is he from?			1 st January 2 nd and 3 rd
Classroom performance and exams	=	Chapter two\Adjectives and numbers			4 th January 5 th and 6 th
Classroom performance and exams	=	Chapter three \ jobs			February 7 th and 8 th
Classroom performance and exams	=	Chapter three\Negatives and Questions			February 9 th and 10 th
Classroom performance and exams	=	Chapter Four \ possessive 's			1 st March 2 nd and 3 rd
Classroom performance and exams	=	Chapter Four \ has \ have			4 th March 5 th and 6 th
Classroom performance and exams	=	Chapter Five \ present simple			April 7 th and 8 th

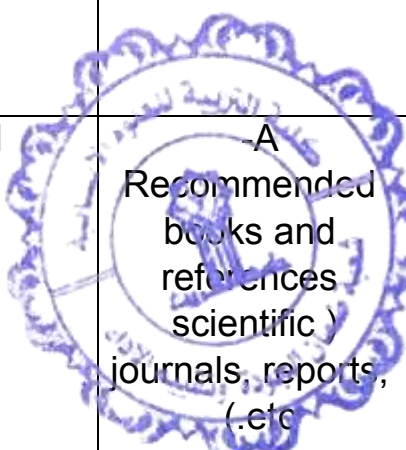
exams					
Classroom performance and exams	=	Chapter Five\Languages and Nationalities		٢	٤ and ٣
Classroom performance and exams	=	Chapter six \ The time \ days of the week			١ May ٢ and
Classroom performance and exams	=	Chapter seven\Question words \Adjectives			٣ May ٤ and
Classroom performance and exams	=	Chapter Eight\Rooms and Furniture		٢	١ June ٢ and
Classroom performance and exams	=	Chapter Nine \ Past Simple , Saying years		٢	٣ June ٤ and
Classroom performance and exams	=	Chapter Ten\ Past Simple, Questions and Answers=		٢	١ July
Classroom performance and exams	=	Chapter Eleven\Can-can't\Adverbs		٢	٢ July
Classroom performance and exams	=	Chapter 12\ some\ any		٢	٣ July
Classroom performance and exams	=	Chapter 13 \ Present continuous		٢	٤ July
Classroom performance and	=				



exams					
Classroom performance and exams	=				
Classroom performance and exams	=				
Classroom performance and exams	=				
Classroom performance and exams	=				
sroom Clas performance and exams					
Classroom performance and exams					
Classroom performance and exams					



18. infrastructure	
New Headway Plus	Required -١ textbooks
Gebhard , G. Jerry. Teaching English as a Foreign or Second Language . Michigan Teacher Training. ht , D. and K.M.Baily . (1991). Focus on the Language Classroom . Cambridge, CUP	Main -٢ references (sources)

<p>, G. D. (2000). Principles of Language Learning and Teaching . White Plains, NY: Longman.</p>	 <p>-A Recommended books and references scientific) journals, reports, (.etc</p>
<p>Teaching English as a Foreign or Second Language\ Erald Kumrija http://www.academia.edu . Peace Corps Information Collection and Exchange M0041</p>	<p>Electronic -B references, ...websites</p>

19. Curriculum Development Plan

New Headway Plus material required Providing additional - First stage hours than currently required, as this is a fundamental subject for understanding and mastering the basics of the English language, and it ajor role in achieving the academic program's objectivesplays a m. The curriculum development plan also requires considering the teaching .methods and means of clarification appropriate for each subject This tes of the College of subject is one of the basic subjects that enables gradua .Education to learn English vocabulary and grammar

The second stage

Course Description Form

Course Description/Statistics

This course aims to introduce students to statistics, its importance, and its role in the researcher's work in dealing with the research role in facilitating the research community, starting with taking samples, how to tabulate, unpack, classify, frequency, dispersion, and data and describe data (measures of central tendency, distribution forms), the degree and type of relationships between their level of measurement, significance, and tests. This is with the aim of providing the student with a set of experiences in the field of statistics to help him present the results of qualitative social research in a specific, clear, and accurate quantitative manner concise

College of Education for Humanities	25. Educational institution
Educational and Psychological Sciences	26. Scientific Department / Center
Descriptive and Inferential Statistics in Abdul Jabbar Education and Psychology, Ab Tawfiq and Zakaria Zaki Athanasius	27. Course Name/Code
the student -Theoretical and practical lectures applies the topics of this course to data and information collected in his field of specialization	28. Available attendance forms
٢٠٢٥-٢٠٢٤	29. semester/year
hours ٨٠	30. Number of study hours (total)
	31. Date this description was prepared
32. Course objectives	
1- The student should know statistics and its functions	
2- The student should know how to use data to describe the phenomena under study	
3- The student applies statistical methods in his field of specialization	
4- The student should know the methods of collecting data, its sources, the method of collecting it, and the types of samples	

5-	To know how to represent degrees graphically (frequency histogram, (frequency curve, frequency polygon, and f
6-	The student should know the meaning of central tendency (arithmetic mean, it median, mode) and methods of calculating
7-	The student should know the measures of dispersion and the methods of .calculating them
8-	relationship measures and methods of The student should know the r .calculating them
9-	The student should know some other measures to describe data (standard .(score, coefficient of variation, measures of skewness and kurtosis

20. Course outcomes, teaching, learning and assessment methods

Cognitive objectives -A

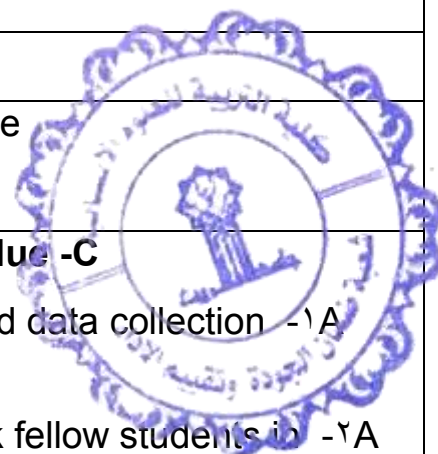
- 1-A The student should know the basic concepts and terms in statistics
- 2-A The student describes the data using statistical measures
- 3-A The student should know the relationships between phenomena through .data
- 4-A The student applies statistical measures in new situations
- 5-A The student should distinguish between data and its types
- 6-A The student should know the basics of probability theory in order to move .from descriptive statistics to inferential statistics

Specific skill objectives Course s -B

- 1-B The student should apply the statistical method to data on social and .economic phenomena that he needs to study
- 2-B The student should be able to distinguish between types of statistical .lysis data and appropriate statistical ana
- 3-B The student should know the methods of selecting samples
- 4-B The student should know how to generalize the results after statistical .analysis

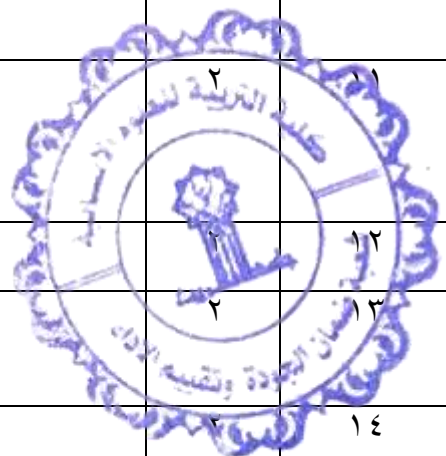
Teaching and learning methods

1- .Theoretical lectures 2- - Exercise solutions
Evaluation methods
7- .ndance and participationAtte 8- .Periodic tests 9- .Outdoor activities
based goals-Emotional and value -C
The student should show interest in statistics and data collection -١A .methods
The student should show a desire to help his weak fellow students in -٢A .isticsstat
The student should appreciate the role of statistics in raising the -٣A .scientific level and solving many problems
.The student should evaluate the impact of statistics in his specialization -٤A
Teaching and learning methods
1- .inars and workshops on statisticsParticipation in sem 2- Participate in demonstration lessons for students in statistics and data .collection methods 3- .Giving lectures on statisticians and their statistical methods
Evaluation methods
1- .Attendance and participation 2- .sPeriodic test 3- .Outdoor activities
General and transferable skills (other skills related to employability and -D .personal development
.Attend lectures on time -١D
.Performing the required duties on time -٢D
.Perform the tests on time -٣D
.s of dialogue and discussionCommitment to the rule -٤D

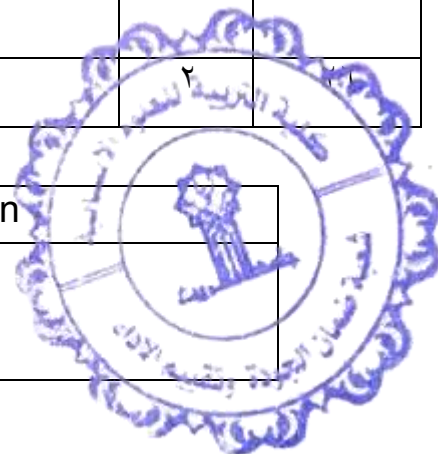


21. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Attendance and participation	a lecture	Introduction to the Study of Statistics		٢	١
Attendance and participation	a lecture	Types of data and methods of measuring them		٢	٢
Attendance and participation	a lecture	Data collection methods and sources		٢	٣
Attendance and participation	a lecture	Display data tabularly		٢	٤
Attendance and participation	lecture a	Quantitative variable (frequency table)		٢	٥
Attendance and participation	a lecture	Data display methods		٢	٦
Attendance and participation	a lecture	-Frequency histogram -Frequency polygon Frequency curve		٢	٧
Attendance and participation	a lecture	Measures of central tendency		٢	٨
Attendance and participation	a lecture	Arithmetic mean and methods of calculating it		٢	٩
Attendance	a lecture	The median and its		٢	١٠

and participation		calculation methods			
tendance At and participation	a lecture	Loom and methods of calculating it		٢	١١
a test	a test	First semester exam			١٢
Electronicall y	a lecture	Relative status scales		٢	١٣
Electronicall y	a lecture	-Decimals -Quarters Percentiles and their calculation methods			١٤
Electronicall y	lecture a	percentile rank calculation		٢	١٥
Electronicall y	a lecture	Dispersion measures		٢	١٦
Electronicall y	a lecture	Range and methods of calculating it		٢	١٧
Electronicall y	a lecture	Standard deviation and methods of calculating it		٢	١٨
Electronicall y	a lecture	Variance and methods alculating itof c		٢	١٩
Electronicall y	a lecture	Correlation coefficients		٢	٢٠
Electronicall y	a lecture	Pearson's correlation coefficient		٢	٢١
Electronicall y	a lecture	Spearman's correlation coefficient		٢	٢٢
Electronicall y	a lecture	Baeseryl correlation coefficient		٢	٢٣
Electronicall y	a lecture	Phi correlation coefficient		٢	٢٤



Electronically	a lecture	concordance correlation coefficient		٢	٢٥
a test	a test	Second semester exam		٢	٢١



22. Curriculum Development Plan

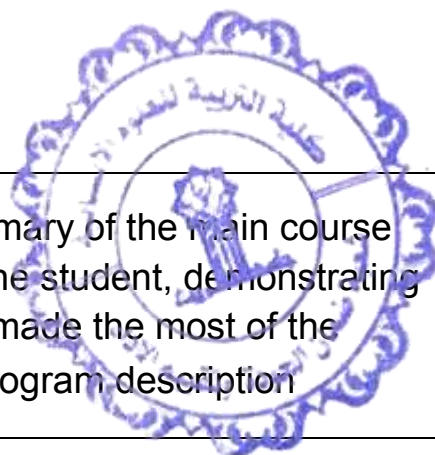
23. reinfrastructu	
Descriptive and Inferential Statistics in Education and Psychology, Abdul Jabbar Bayati, Zakaria Zaki Athanasius-Tawfiq Al	Required textbooks -١
	(Main references (sources -٢
- plied Statistics in Social Sciences, Wahib Ap .Beirut, Lebanon ٢٠١٠ Kubaisi, -Majeed Al - Munaizil , -Educational Statistics, Abdullah Al .٢٠٠٦ Masirah, -Dar Al 3- principles 'Statistics Dr. Khashe' The narrator.	Recommended books and -A references (scientific journals, (.reports, etc
	Electronic references, -B ...websites

Program Description Academic

The second stage

Course/Educational Planning

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating available learning whether the student has made the most of the . opportunities. It must be linked to the program description



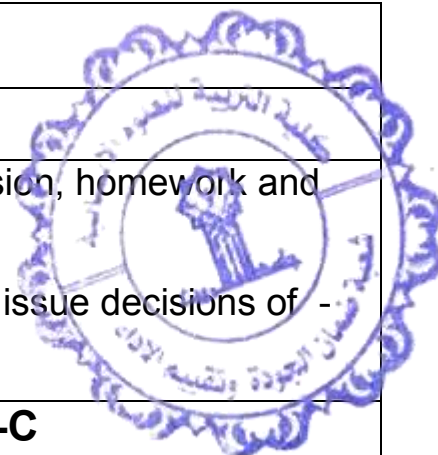
For the Humanities

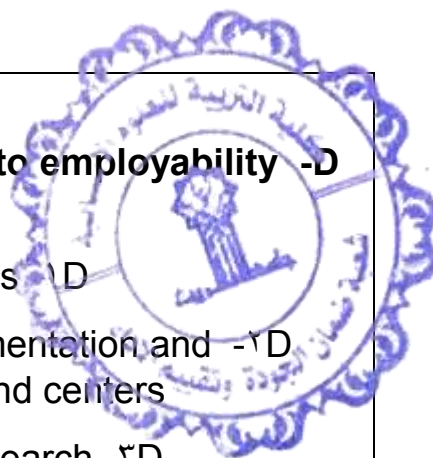
Ministry of Higher Education and Scientific Research / Tikrit University	28. Educational institution
Human Sciences / College of Education for Department of Educational and Psychological Sciences	9. Scientific Department / Center
Educational planning	30. Name of academic or professional program
Bachelor's degree in Educational Psychology	31. Final Certificate Name
annual	32. :Academic system Annual/Courses/Other
	33. ed Certification Accredited Program
	34. Other external influences
٢٠٢٥-٢٠٢٤	35. Description preparation date
36. Academic program objectives	
Providing the Ministry of Education with specialized staff to teach -١ .educational planning in secondary schools	
nts to master building social relationships between Enabling stude -٢ .students and teaching staff	

Students' awareness of educational planning concepts Strengthening - ٣
.awareness of social relations and their importanceRaising students' - ٤
.educational planning skills and methods Providing graduates with - ٥

37. Required program outcomes, teaching, learning and assessment methods
<p style="text-align: center;">ب- Cognitive objectives</p> <p>The student should be able to control the methods and understanding of - ١A .educational planning</p> <p>be able to understand the concepts of educational The student should - ٢A .planning and setting goals</p> <p>The student should be familiar with all methods of educational planning - ٣A .management</p> <p>.The student should be familiar with applying his role in social relations - ٤A</p> <p>.dent should be familiar with modern teaching methodsThe stu - ٥A</p> <p>To teach the student modern skills and techniques in the study of - ٦A .educational planning</p>
<p style="text-align: center;">Program skill objectives -B</p> <p>The student should be able to master the educational planning of the - ١B .ific subjectscient</p> <p>The student should be able to choose the appropriate teaching method - ٢B .for each scientific subject, so that he can present it in an interesting way</p> <p>The student should be able to solve problems related to the student's - ٣B .the scientific material understanding of</p>
Teaching and learning methods
<p>.The standard (inductive) method -</p> <p style="text-align: center;">Discussion method -</p> <p style="text-align: center;">. The inductive method -</p>

Problem solving method -
Evaluation methods
Formative assessment (daily exams , class discussion, homework and class assessment-follow up, class assessment-follow up)
Diagnostic assessment (midterm and final exams to issue decisions of success and failure)
-C Emotional and value goals
1- Educating the student to use good and successful planning methods
2- Understanding the principles of educational planning
3- Developing the ability to apply his role in social relations
4- Working to promote the teaching of educational planning and raise students' awareness of its importance
Teaching and learning methods
Emotional teaching methods, because they are valued do not rely on traditional objectives that cannot be taught like cognitive objectives. Therefore, the following are relied upon
1- The student should be a good role model for those around him
2- Forming a general category of good values
3- Providing psychological motivation to achieve emotional goals
Evaluation methods
Affective goals are not assessed through traditional tests. Rather, they rely on observing the student's behavior, interviewing and discussing them, and monitoring their relationship with the educational environment, thus monitoring -providing a cumulative record of their representation of affective and value-based goals





General and transferable skills (other skills related to employability -D (entpersonal developm and

.Scientific dialogue and discussion skills ١D

Modern technology skills in communications, documentation and -٢D
.communication with scientific institutions and centers

.Teamwork skills, especially in scientific research -٣D

ucational problems using educational and Skills in solving ed -٤D
.psychological programs and methods

Teaching and learning methods

.Inductive (deductive) method -

.Problem solving method -

He held training courses and seminars to equip students with the ability to
the community, engage in fruitful dialogue, and solve communicate with
.educational problems using scientific methods

Classroom interaction and exchange of opinions between the student and
.the teacher to raise learning difficulties and discuss their solutions

n methodsEvaluatio

.Oral and written tests, individual and group, theoretical and practical -

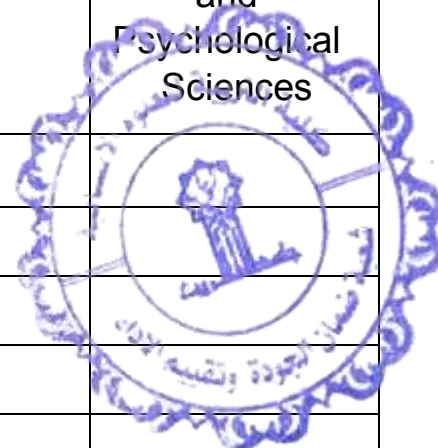
Direct observation of the student's performance in the areas of dialogue, -
intellectual and scientific communication, and teamwork within the classroom
.university environment and the college and

Assigning students to prepare scientific research to test their ability to think,
.draw conclusions, and solve problems

38. Program structure

Credit hours		Course name	Course code	Academic stage
practical	theoretical			
	ξ	Educational planning		Second ment of Depart

				Educational and Psychological Sciences



39. Planning for personal development
<p>Scientific communication through seminars, conferences, and joint work - ializationswith qualified cadres in similar spec</p> <p>Reviewing international studies in similar departments, to develop the - . ability to research and solve scientific problems</p> <p>Engage in acquiring modern scientific experiences and skills in the field of - .modern technical communication</p>
40. sion Criteria (setting regulations for admission to a college or Admis (institute
<p>Admission to the college follows the central distribution system adopted by - the Ministry of Higher Education and Scientific Research, according to the niversities and institutes, and by balancing the admission form for Iraqi u .student's desire and the total he obtained</p> <p>Admission to the Department of Educational and Psychological Sciences is - subject to a competitive exam, with a balance between the student's desire .grade in secondary school for the sixth</p>
41. The most important sources of information about the program

Link to the program on the Internet, and its applications in similar -
.universities

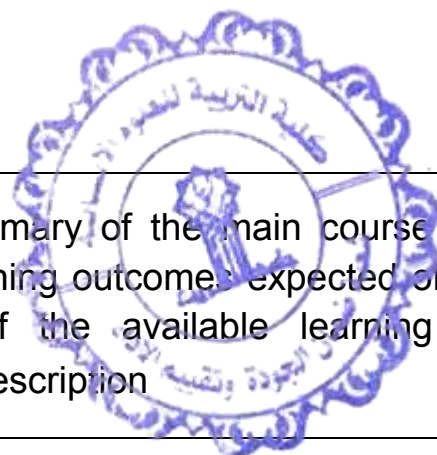
Training courses held by the University Quality and Performance -
.the program in various institutes and colleges in Iraq Departments on



Academic Program Description

Second stage curriculum

Developmental Psychology



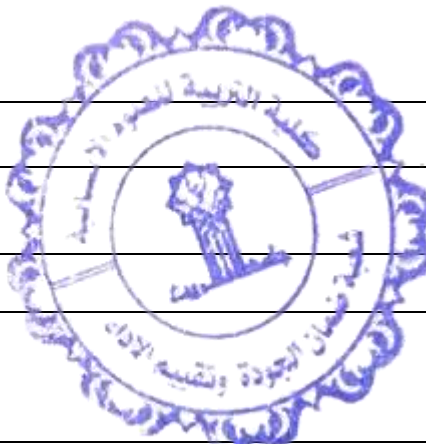
This course description provides a concise summary of the main course the student, demonstrating features and the learning outcome expected of whether the student has made the most of the available learning . opportunities. It must be linked to the program description

Tikrit University	33. Educational institution
ical SciencesEducational and Psycholog	34. Scientific Department / Center
١. Dr. Rana Zuhair	35. Course Name/Code
My presence	36. Available attendance forms
annual	37. semester/year
hours ؤ	38. Number of study hours (total)
٢٠٢٥/٢/٨	39. Date this description was prepared
40. Course objectives	
Student knowledge and the importance of -١ developmental psychology	
Providing the student with the psychological theory of -٢ .developmental psychology	
Introducing the student to the principles and laws of -٣ .growth	

Providing the student with the stages of human development -٤
e student to learn about the stages of Enabling th -٥
.human development



24. Course outcomes, teaching, learning and assessment methods
<p>Cognitive objectives -A</p> <p>.The student should know developmental psychology -١A</p> <p>velopmental The student should explain the importance of de -٢A</p> <p>.psychology</p> <p>.The student should list the principles and laws of growth -٣A</p> <p>.The student analyzes the causes of developmental problems -٤A</p> <p>.The student proposes an idea that is being discussed -٥A</p> <p>-٦A</p>
<p>.Course specific skill objectives -B</p> <p>The student should draw a diagram showing the types of factors - ١ B</p> <p>.that influence the stages of human development</p> <p>The student should prepare a picture on the board explaining the - ٢ B</p> <p>.research methods in developmental psychology</p> <p>odern devices to display the paths of The student should use m - ٣ B</p> <p>.human development and reflection</p> <p>-٤B</p>
Teaching and learning methods
.Learn the lecture method through meeting, discussion and questioning
Evaluation methods
Achievement tests
<p>based goals-Emotional and value -C</p> <p>The student should conclude the importance of developmental -١A</p> <p>.psychology</p> <p>.The student analyzes the principles and laws of growth -٢A</p> <p>The student should understand how growth occurs, the scientific -٣A</p> <p>.and biological concepts, and the background</p>

.tudent should try to employ the laws of growth in scientific lifeThe s -٤A	
Teaching and learning methods	
Discussion, lecture and questioning	
Evaluation methods	
Multiple achievement tests	
ability and General and transferable skills (other skills related to employ -D .(personal development Controlling classroom behavior -١D Employing skills and programs that develop human growth in the -٢D .student's life Employing the skills of developing thinking patterns among adult -٣D children in the lives of students -٤D	

25. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Daily monthly exams	Lecture discussion	Definition of developmental psychology	Understanding Application Analysis	^	the first the second the third the fourth
=	=	What is the difference between growth, development and advancement ?psychology	=	^	
=	=	What is the difference between developmental psychology and other psychological ?sciences	=	^	Fifth The sixth
=	=	ical and Theoret applied importance Growth and development psychology	=	^	Seventh and The eighth
=	=	Physical, mental and emotional developments	=	^	Ninth The tenth
=	=	early and late middle adolescence	=	^	eleven The twelfth
=	=	Principles and hlaws of growt	=	^	thirteenth h and fourteen th
=	=	Stages of	=	ε	fifteenth

		human development			
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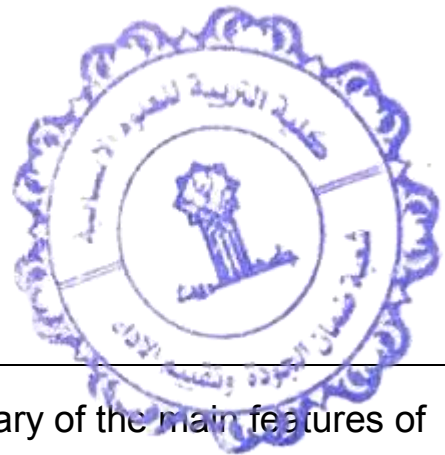
26. infrastructure	
developmental psychology	Required textbooks
Scientific journals, periodicals, research and studies in the field of specialization	Main references (sources)
Childhood and Adolescent Psychology Alusi-Jamal Hussein Al Amina Ali Khan	Recommended books -A and references (scientific (.journals, reports, etc
Recognized scientific journals, published and approved reports, and lectures specialists prepared by	Electronic references, -B ...websites

27. Curriculum Development Plan
Developing the study material according to the nature of the curriculum and the year of its composition. Development takes place by deleting, adding, or there are actual replacing parts or chapters from the approved curriculum if .reasons for development that are determined in advance

Course Description Form

English language material

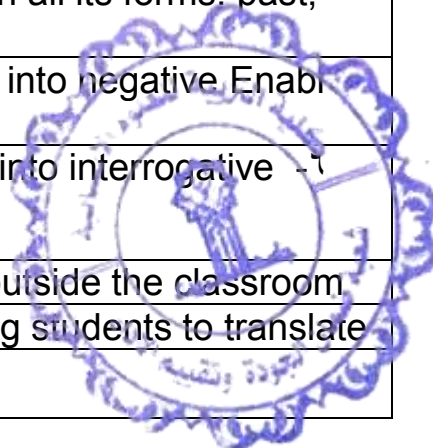
The second stage



This course description provides a concise summary of the main features of the course, the learning outcomes expected of the student, the course and the learner, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description

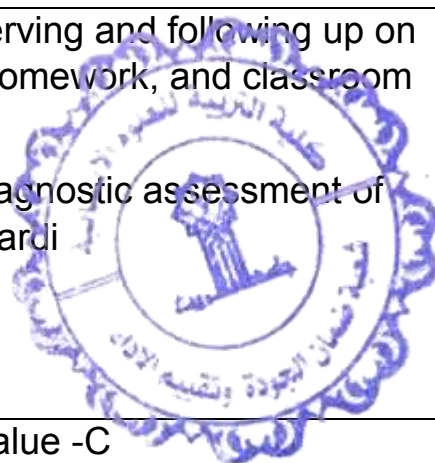
College of Education for -Tikrit University iesHumanit	41. Educational institution
Department of Educational and Psychological Sciences	42. Scientific Department / Center
New Headway Plus \ Pre-Intermediate student's book	43. Course Name/Code
lectures-e	44. Available attendance forms
Annual course	45. semester/year
٦٠	46. Number of study hours (total)
٢٠٢٥-٢٠٢٤	47. Date this description was prepared
48. Course objectives	
8- year students to learn the basic rules of the English -Enabling second language and various vocabulary, and translate them into Arabic and vice versa of various vocabulary in the versa, as well as the opposites and synonym .English language	
9- How to enable students to read different texts in English	

10-	.Enabling students to develop their speaking skills
11-	Enabling students to learn English grammar in all its forms: past, present, and future
12-	ing students to convert affirmative sentences into negative Enabl sentences
	Enabling students to convert affirmative sentences into interrogative -١ sentences
13-	.Enabling students to use English inside and outside the classroom
4-	.various texts into the English language Enabling students to translate



28.	Course outcomes, teaching, learning and assessment methods
	<p>Cognitive objectives -A</p> <p>Enabling students to learn different rules in the English language -١A</p> <p>sh language Empowering and developing students in using the Engli-٣A</p> <p>.inside and outside the classroom</p> <p>.Introducing students to different vocabulary in the English language -٤A</p>
	<p>.Course specific skill objectives -B</p> <p>.Enabling students to learn the English language and its grammar -١</p> <p>tudents to be successful teachers and Empowering and teaching s -٢</p> <p>.training them in classroom management</p> <p>.And adjust it</p>
	Teaching and learning methods
	<p>giving lectures -Standard method</p> <p>Providing students with chapters and topics covering all aspects of English</p> <p>.rvocabulary and gramma</p>

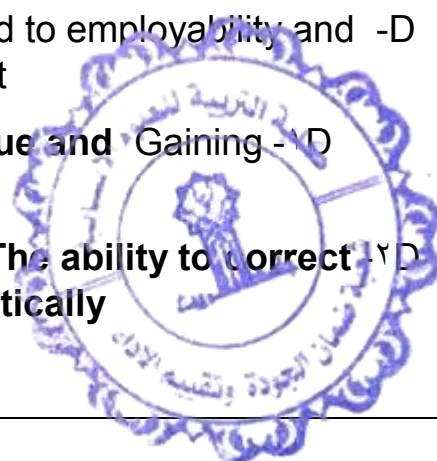
Evaluation methods
<p>Formative assessment through daily exams, observing and following up on students' performance in class discussions and homework, and classroom assessment</p> <p>midterm and final exams to issue decisions Diagnostic assessment of .ng success and failure regarding</p>
<p>based goals-Emotional and value -C</p> <p>1A - Raising students to know the importance of the English language</p> <p>2A - Knowing the importance of the English language in its styles, speech fferent tensesstructure, translation of meanings, and control of di.</p> <p>3A - Awakening students' awareness of the value of words in expressing .ideas and civilized dialogue</p>
Teaching and learning methods
<p>motivation to achieve emotional goals.</p> <p>- lieve Providing eloquent linguistic models that inspire students to be in the human role of language in communication and disseminating .ideas</p>
Evaluation methods
<p>- Traditional teaching methods are not used here, but rather reliance is placed on observation, interviews, and attempts to understand based goals in this area-the emotional and value students' ideas about .</p>



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

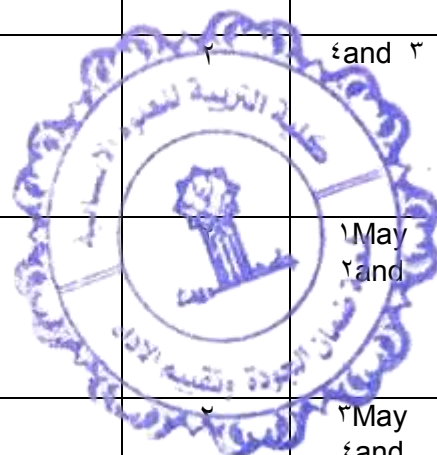
**knowledge of modern systems of dialogue and Gaining -١D
communication.**

**language, control written and spoken texts, The ability to correct ٢D
.and criticize them grammatically**

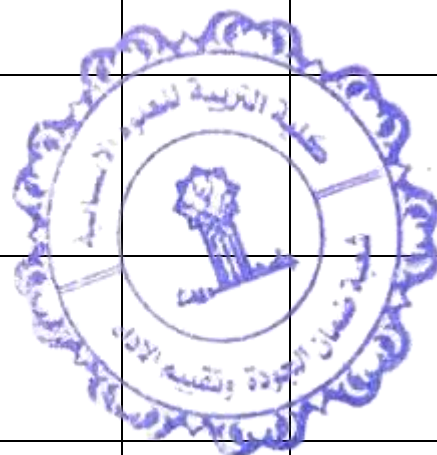


29. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Classroom performance and exams	Giving lectures	Chapter one \ Tenses - Questions			December 1 st and 2 nd
Classroom performance and exams	Giving lectures	Chapter Two\ Present tenses- have\ have got			December 3 rd and 4 th
Classroom performance and exams	=	Chapter Three\ Past tenses- Time expressions		٢	1 st January 2 nd
Classroom performance and exams	=	Chapter Four\ much\ many – Articles		٢	3 rd January 4 th
Classroom performance and exams	=	Chapter Five Verb Patterns – Future forms		٢	February 1 st 2 nd
Classroom performance and exams	=	Chapter Six \What- ----like? \Directions		٢	February 3 rd and 4 th
Classroom performance and exams	=	Chapter Seven\Present perfect		٢	1 st March 2 nd
Classroom performance and exams	=	Chapter Eight \ Should \ must – have to		٢	3 rd March 4 th
Classroom performance	=	Chapter Nine \ Time clauses		٢	April

ce and exams					٢ and ١
Classroom performance and exams	=	Chapter Nine \ Hot verbs		٢	٤ and ٣
Classroom performance and exams	=	Chapter Ten - Verb Patterns 2			١ May ٢ and
Classroom performance and exams	=	Chapter 11 - Passives		٢	٣ May ٤ and
Classroom performance and exams	=	Chapter 12 \ Phrasal verbs		٢	١ June ٢ and
Classroom performance and exams	=	Chapter 13 \ Present perfect continuous		٢	٣ June ٤ and
Classroom performance and exams	=	Chapter 14 - Past Perfect		٢	١ July
Classroom performance and exams	=	Chapter 14 - Saying Goodbye		٢	٢ July
Classroom performance and exams	=	Revision		٢	٣ July
Classroom performance and exams	=			٢	٤ July
Classroom	=				



performan ce and exams					
Classroom performan ce and exams	=				
Classroom performan ce and xamse					
Classroom performan ce and exams	=				
Classroom performan ce and exams	=				
Classroom performan ce and exams					
Classroom performan ce and exams					
Classroom performan ce and exams					
Classroom performan ce and exams					
Classroom rmanperfo ce and exams					



Classroom performance and exams					
		Final exams			dan

30. infrastructure	
New Headway Plus	Required textbooks -)
Gebhard , G. Jerry. Teaching English as a Foreign or Second Language . Michigan Teacher Training. ht , D. and K.M.Baily . (1991). Focus on the Language Classroom . Cambridge, CUP	Main references -٢ (sources)
. D. (2000). Principles of Language Learning and Teaching . White Plains, NY: Longman.	Recommended books -A and references (scientific (.journals, reports, etc
Teaching English as a Foreign or Second Language\ Erald Kumrija http://www.academia.edu . Peace Corps Information Collection and Exchange M0041	Electronic references, -B ...websites

31. Development Plan Curriculum Development

New Headway Plus material required Providing - The second stage additional hours than currently required, as this is a fundamental subject for understanding and mastering the basics of the English language, and it giving the academic program's objectives plays a major role in achieving. The ent plan also requires considering the teaching curriculum development .methods and means of clarification appropriate for each subject This of subject is one of the basic subjects that enables graduates of the College .Education to learn English vocabulary and grammar

Course Description Form

The second stage

Educational Psychology

Course Description



This course description provides a concise summary of the main course outcomes, and learning outcomes expected of the features, course outline student, demonstrating whether the student has benefited from the available learning opportunities. It must be linked to the program description

on for College of Education - Tikrit University
Humanities

1. Educational institution

Educational and Psychological Sciences

2. Scientific Department

Educational Psychology

3. Course Name/Code

My presence

4. Available forms of attendance

٢٠٢٥-٢٠٢٤

5. semester/year

hours ٦٠

6. Number of study hours (total)

٢٠٢٥/٢/١٠

7. Date of preparation of s descriptionthi

8. Course objectives

The student should become familiar with the concept of educational psychology and its areas of interest and study

The student should be able to understand the meaning of and transform them into educational objectives, classify them learning goals

The student should understand the meaning of memory, its nature, its forms, and its ability to absorb information

The student should be aware of the importance of motivation in the field of educational psychology

The student should understand the meaning of learning transfer and its educational applications	
The student should understand and comprehend the meaning of the concept and its relationship to scientific and creative thinking	
the meaning of feedback, its types and its importance for the teacher The student should know	
Course outcomes, teaching, learning and assessment methods - ١٠	
<p>أ- :Cognitive objectives</p> <p>The student should become familiar with the concept of - ١-A of interest and study educational psychology and its areas</p> <p>The student should know the meaning of educational - ٢-A objectives, classify them, and transform them into learning objectives</p> <p>The student should know the meaning of feedback, its types, - ٣A and its importance for the teacher</p> <p>The student should become familiar with educational theories - ٤A and their educational applications</p> <p>The student should understand the factors affecting learning - ٥-A</p> <p>The student should learn about skills and habits and how to - ٦A acquire them and benefit from them in learning</p> <p>ب- :Course skill objectives</p> <p>To be skilled in using innovative and creative thinking when - ١B expressing oneself</p> <p>To be able to explain, interpret, analyze and criticize what he reads - ٢B and hears</p> <p>To be skilled in dealing with the topic he is talking about or - ٣B</p> <p>To be able to discuss and present ideas well - ٤B</p>	
	Teaching and learning methods
Problem solving method - Cooperative learning method -	
Evaluation methods	

.Tests (weekly and monthly) with reports and participation -

based goals-Emotional and value -C

Creating motivation in the student by linking the basic principles and -١A
concepts of educational psychology to the needs and interests of the
.student and society

n among Developing student attitudes towards creating motivation -٢A
learners by linking educational goals to the needs, interests, and nature of
.learning and society

Developing and enhancing the ethical and objective trends and values -٣A
related to the concepts and fields of educational psychology and helping
.student bear the responsibility of conveying knowledge the

To learners

He must have the ability to discuss or engage in dialogue on the basis -٤A
.of objectivity and logic

Teaching and learning methods

Explanation and interpretation -

Discussions -

tion methodsEvalua

General and transferable skills (other skills related to employability and -١٠

Encouraging students to deal with different educational materials in -١D
.light of appropriate artistic and technical skills

students' abilities to analyze educational content to Developing -٢D
.solving skills-identify thinking skills and problem

Developing students' abilities to design presentations for thinking -٣D
.skills

Is in The ability to produce specific means for teaching thinking skill -٤D
. English

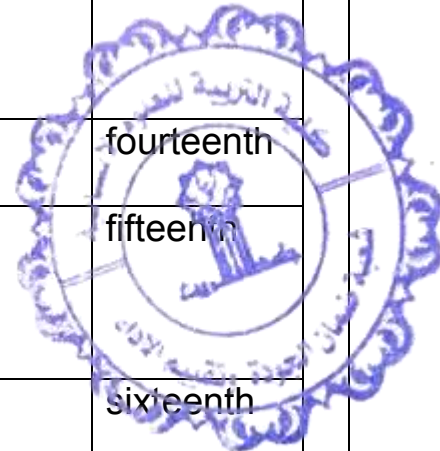
.The ability to evaluate the processes presented to students -٥D

Course structure .١١

Evaluatio n method	Teaching method	Name of the unit or	Required learning	watche s	week
-----------------------	--------------------	------------------------	----------------------	-------------	------

		topic	outcomes		
Asking questions And the answer to it is from The student	Dialogue and discussion	Educational psychology and its development	Understanding the meaning of educational psychology	٢	the first
=	=	Educational objectives	The student should be able to formulate behavioral objectives and formulate a situation that achieves the objective.	٢ ٢ ٢	the second the third Fourth
first exam of the first semester The fifth					
=	=	Memory, its theories and its role in teaching	Understanding memory and its theories	٢	Sixth
=	=	=	=	٢	Seventh
=	=	forgetfulness	Learn about forgetting and its theories	٢	The eighth
=	=	=	=	٢	Ninth
=	=	=	The effect of learning	٢	tenth
		Transfer of learning effect	Recognizing the transfer of learning	٢	eleventh
			Second exam, first semester		twelfth

=	=	Motivation	Recognizing the role of motivation in the process	٢	thirteenth
=	=	Teaching concepts	learning	٢	fourteenth
=	=	Educational applications	Learning laws	٢	fifteenth
=	=	Concepts and their relationship	Learn the meaning of the concept and creative and scientific thinking	٢	sixteenth
		Deduction and induction	Scientific and creative thinking	٢	seventeenth
=	=	Feedback	Learn the meaning of feedback	٢	eighteenth
=	=	Types of feedback	Feedback	٢	nineteenth
=	=	Linear style and branching style	Programmed teaching methods	٢	Twenty
			First exam of the second semester		Week one-twenty
=	=	Educational theories	Learn about educational theories	٢	The -twenty second week
=	=	=	Educational theories	٢	Week -twenty three



=	=	=	Educational theories	٢	٢٤Week
=	=	Factors affecting learning	Identifying factors affecting learning	٢	٢٥Week
=	=	=	=	٢	٢٦Week
=	=	Individual differences and their impact on learning	Recognizing individual differences	٢	Week -twenty seven
=	=	=	=	٢	Week -twenty eight
			Second exam for the second semester		Week -twenty nine
=	=	Skills and how to write them	Identify skills and habits	٢	٣٠Week
=	=	=	=	٢	Week one-thirty
=	=	Types of learning	Learn about the types of learning	٢	-The thirty second week

Infrastructure - ١٢	
Foundamentals of Educational PsychologyFu	1- Required textbooks
Educational Psychology	2- Main References (Sources)
nothing	١- Recommended books and references scientific journals,)

	(... ,reports
nothing	ب- Electronic references, ...websites
Curriculum Development Plan -١٣	
s, seminars, conferences and benefit from their Workshop - recommendations	



Academic Program Description

The second stage

Curriculum and textbook material

This course description provides a concise summary of the main course s expected of the student, demonstrating features and the learning outcome whether the student has made the most of the available learning . opportunities. It must be linked to the program description

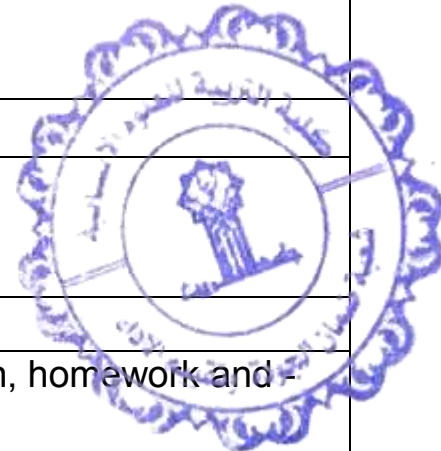
For the Humanities

Ministry of Higher Education and Scientific Research / Tikrit University	2. Educational institution
College of Education for Human Sciences / Department of Educational and Psychological Sciences	3. Scientific Department / Center
Curriculum and textbook	4. Name of academic or professional program

f Educational and Psychological Bachelor o Sciences	45. Final Certificate Name
annual	46. :Academic system Annual/Courses/Other
	47. Accredited Certification Program
	48. Other external influences
٢٠٢٥-٢٠٢٤	49. Description preparation date
50. Academic program objectives	
on with specialized staff to teach Providing the Ministry of Educati -١ .psychology in secondary schools	
Enabling students to become familiar with teaching methods and -٢ .techniques	
.students' awareness of curriculum concepts Enhancing -٣	
.riculaRaising students' awareness of the types of cur -٤	
.Providing the graduate with effective teaching skills and methods -٥	

51. Required program outcomes, teaching, learning and assessment methods
<p>Cognitive objectives -ت</p> <p>١A -The student should be able to define the curriculum</p> <p>٢A -The student should be able to identify some of the teaching methods used in teaching</p> <p>٣A -The student should be familiar with how to prepare educational objectives</p> <p>٤A -The student should be familiar with the types of curricula</p> <p>٥A -The student should be familiar with the basic construction of curriculum</p>
<p>Program skill objectives -B</p> <p>١B -The student should be able to master the methods of teaching, measuring and evaluating the scientific material</p> <p>٢B -The student should be able to choose the appropriate teaching method for each scientific subject, so that he can present it in an interesting way for e</p> <p>٣B -The student should be able to solve problems related to the student's</p>

<p>.understanding of the scientific material</p> <p>e The student should differentiate between the curriculum and th -٤B</p> <p>.textbook</p>
<p>Teaching and learning methods</p>
<p>. The inductive method-</p> <p>Discussion method-</p> <p>.Problem solving method-</p>
<p>Evaluation methods</p>
<p>Formative assessment (daily exams , class discussion, homework and -</p> <p>.(up, class assessment-follow</p> <p>midterm and final exams to issue decisions of) Diagnostic assessment-</p> <p>(success and failure</p>
<p>.Emotional and value goals -C</p> <p>.Raising the student to understand the curriculum correctly -١A</p> <p>.Applying effective teaching skills practically -٢A</p> <p>.role of a role model teacher Developing the ability to apply the -٣A</p>
<p>Teaching and learning methods</p>
<p>based -do not rely on traditional teaching methods, because they are value</p> <p>objectives that cannot be taught like cognitive objectives. Therefore, the</p> <p>:following are relied upon</p> <p>.uld be a good role model for those around himThe student sho -١</p> <p>.Forming a general category of good values-٢</p> <p>.Providing psychological motivation to achieve emotional goals -٣</p>
<p>Evaluation methods</p>
<p>Affective goals are not assessed through traditional tests. Rather, they rely</p> <p>on observing the student's behavior, interviewing and discussing them, and</p> <p>monitoring their relationship with the educational environment, thus</p> <p>-providing a cumulative record of their representation of affective and value</p> <p>.based goals</p>



<p>ansferable skills (other skills related to employability and General and tr -D</p> <p>.(personal development</p> <p>.Scientific dialogue and discussion skills -١D</p> <p>Modern technology skills in communications, documentation and -٢D</p> <p>.communication with scientific institutions and centers</p> <p>.Teamwork skills, especially in scientific research -٣D</p>
--

Skills in solving educational problems using educational and psychological programs and methods



Teaching and learning methods

- recitation method
- Problem solving method

and seminars to equip students with the ability to Prepare training courses communicate with the community, engage in fruitful dialogue, and solve educational problems using scientific methods

Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions

Evaluation methods

- Oral and written tests, individual and group, theoretical and practical
- Direct observation of the student's performance in the areas of dialogue, communication, and teamwork within the classroom intellectual and scientific communication and the college and university environment

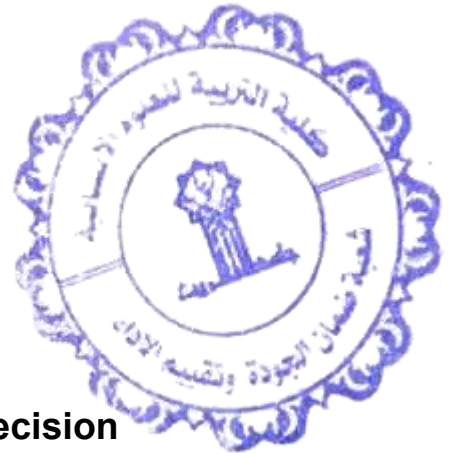
Assigning students to prepare scientific research to test their ability to think, draw conclusions, and solve problems

52. Program structure

Credit hours		Course name	deCourse co	Academic stage
practical	theoretical			
	٢	Curriculum and textbook/morning		Second
	٢	Curriculum and textbook/evening		Second

53. Planning for personal development

<p>Scientific communication through seminars, conferences, and - .int work with qualified cadres in similar specializationsjo Reviewing international studies in similar departments, to .develop the ability to research and solve scientific problems Engage in acquiring modern scientific experiences and skills - .onld of modern technical communicatiin the fie</p>	<p>54. Admission Criteria (setting regulations for admission to a college or (institute</p>
<p>Admission to the college follows the central distribution system - adopted by the Ministry of Higher Education and Scientific according to the admission form for Iraqi universities ‘Research and institutes, and by balancing the student’s desire and the total .he obtained Admission to the Department of Educational and Psychological balance Sciences is subject to a competitive examination, with a between the student’s desire for the sixth grade in secondary .school</p>	<p>55. The most important sources of information about the program</p>
<p>Link to the program on the Internet, and its applications in similar - .universities University Quality and Performance Training courses held by the - Departments on the program in various institutes and colleges in .Iraq</p>	




Course Description Form

Course Description: Baath Party Crimes

model a description The decision

1. Name The decision
crimes party rectionResur The extinct
2. Symbol The decision
millimeter Arabism slave God Hussein
3. Semester/ Year
2023-2024
4. History numbers this Description
12/2/2024
5. Forms the audience Available
My presence
6. Number watches Academic(total) / ernumb Units(total)
60
7. Name responsible The decision Academic(if more from name mentioned))
Name: .M.MAruba slave God Hussein Email: oraba-abdallah@tu.edu.iq
8. Objectives ionThe decis

<ul style="list-style-type: none"> Gain Students To learn Vocabulary crimes party Resurrection The extinct more and expression and speaking Brain party Resurrection The extinct and violations Truly Iraqis to learn Students skill learning And the casting delivery And Information Correct to learn rules laws International For defense on rights Iraqis to learn skill Listening 	Goals aterialThe m Academic 
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9. Strategies education and learning

1- Strategy education planning The concept Cooperative

2- Strategy education Storm alment

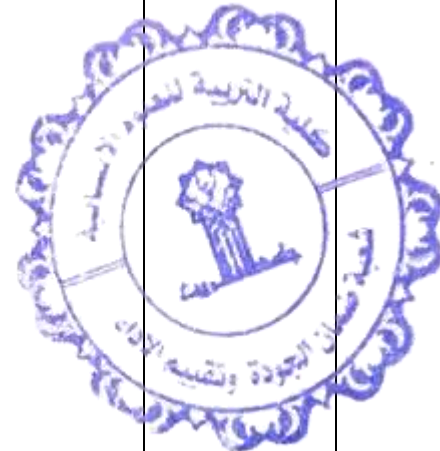
3- Strategy education series Notes

Strategy

10. Structure The decision

road Evaluation	road learning	name Unity or the topic	Outputs learning Required	watches	week
Exams weekly And monthly and daily and riatedito And exam end The year	to explain		Gain Students	2	1
	The material		To learn	2	2
	Scientific		Vocabulary	2	3
	According to		crimes party	2	4
	Curriculum		Resurrection	2	5
	The follower		The extinct	2	6
	urge		more and	2	7
	Students on		nexpressio and	2	8
	Participation		speaking With	2	9
			all what got	2	10
			For Iraq from	2	11
			Woes And	2	12
			tragedies To	2	13
			Iraq	2	14

	Interactive. to explain Topics per topic by Students And involvement greater amount maybe from Students		to learn Students recitation And art Public speaking To deliver all what he from His affair that It is clear all what Chest Truly Iraqis from crimes and wars Woes And tragedies And emptationst because of governments Extinct	2	15
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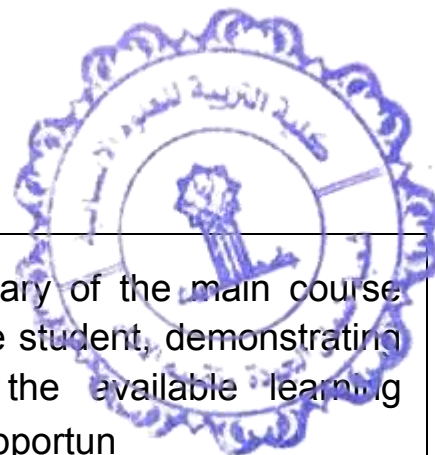


11. Evaluation The decision	
exam the chapter the first It is divided to exam monthly aysAnd two d (25) and an exam the chapter the second Divided to exam monthly And my day(25) is Exam Final From(50).	
12. Sources learning and teaching	
book crimes party Resurrection The extinct	books The reporter Required((methodology that I foundit
books Decisions from Ministry Including book party Resurrection The extinct	ewerthe revi Main(Resources)
	books References chock that Recommended It has((magazines Scientific, reports...)
	the reviewer Electronic, websites

	Internet
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ormCourse Description F

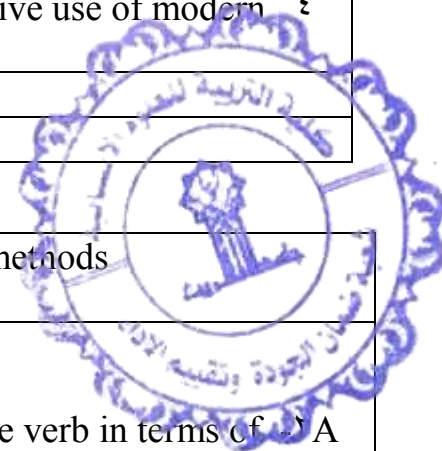
Arabic Language /Course Description



This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description opportunity.

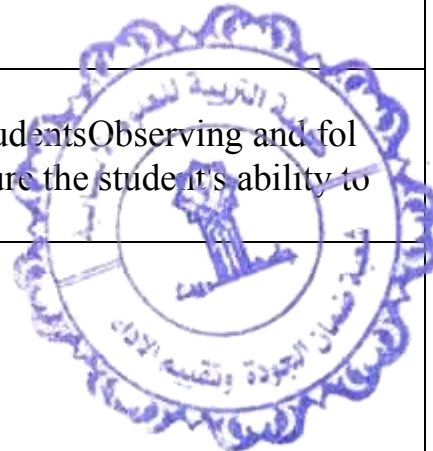
College of Humanities -Tikrit University	1. Educational institution
psychology	2. Scientific Department / Center
General Arabic/Second Stage	3. Course Name/Code
Rokan Abdel Dr. Ilham Elham.r.abdelham@tu.edu.iq	4. :Subject teacher :University email
Classroom lectures	5. Available attendance forms
Annual course	6. semester/year
nothing	7. Number of study hours (total)
٢٠٢٤/٩/١ ٥ ٢٠٢/٩/١	8. Date this description was prepared :illing out the fileDate of f
9. Course objectives	
.Teaching the student how to become able to use eloquent linguistic methods .١	
.Employing the prescribed curriculum vocabulary .٢	
the specialization is an Developing the student's mental and personal abilities in .٣	

.important part of his field of specialization
Providing the student with communication skills and the effective use of modern educational technologies



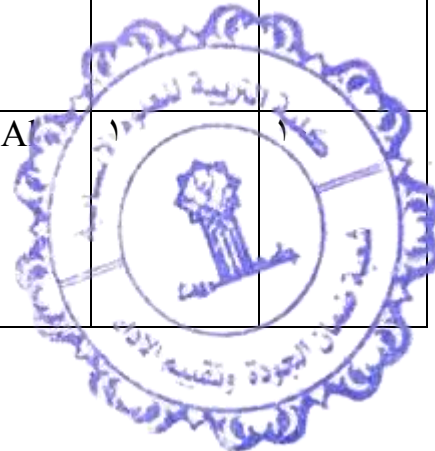
10.Course outcomes, teaching, learning and assessment methods
<p>native objectivesCog -A</p> <p>The student's knowledge of General Arabic -١ A</p> <p>Differentiating between the sound verb and the defective verb in terms of .verbs -١ A</p> <p>.Differentiating between number and counted noun in Arabic -٢ A</p> <p>.heir casesIdentifying the types of hamzas in all t -٤ A</p> <p>.Identify the exchange rate and its structure -٥ A</p> <p>.Recognizing nouns and objects in general -٦ A</p>
<p>.Course specific skill objectives -B</p> <p>.Topics related to the general Arabic language and what is related to it - ١ B</p> <p>ity and developing what he is trying to learn in Knowing the student's abil - ٢ B</p> <p>.the academic material</p> <p>Developing linguistic and literary sense in Arabic texts and appreciating - ٢ B</p> <p>.them</p> <p>Developing the student's talent in analysis and related matters in the Holy - ٣ B</p> <p>.extsQuran and poetic t</p> <p>.Knowledge of specializations and sciences related to the Arabic language -٤ B</p>
Teaching and learning methods
<p>Providing an educational environment conducive to logical thinking and lecture. continuous guidance for students by the subject professor during the Opening the door for open and direct discussions with students to create a spirit of being able to express opinions, hear other opinions, and respect them.</p>
Evaluation methods
<ol style="list-style-type: none"> 1. Student evaluation in the classroom 2. ture and class discussionsStudent interaction with the lec. 3. practical and theoretical tests for the student Conducting.
<p>based goals-Emotional and value -C</p> <p>.Enabling the student to know the language and literature -١ A</p> <p>iterary Enabling the student to know the sources of the linguistic and l -٢ A</p> <p>.lesson</p>

<p>.Introducing the student to the linguistic and literary influence -٣A</p> <p>Teaching the student the eloquence and rhetoric of the language in the -٤A</p> <p>.Holy Quran and poetry</p>	
<p>Teaching and learning methods</p> <p>performance in class discussions and 'lowing up on students</p> <p>Observing and fol</p> <p>homework, and class and formative assessment to ensure the stude it's ability to</p> <p>.take daily exams</p>	
<p>Lectures .١</p> <p>.Ask questions and open the door for dialogue .٢</p> <p>.Assigning the student some scientific reports .٣</p>	
<p>ation methodsEvalu</p>	
<p>Monthly exam-١</p> <p>Daily preparation -٢</p>	
<p>General and transferable skills (other skills related to employability and personal -D</p> <p>.(development</p> <p>Asking intellectual questions -١D</p> <p>on The questions should include at least one question that depends - ٢D</p> <p>.thinking and analysis</p> <p>.The ability to read relevant scientific research and publications -٣D</p> <p>The student's knowledge of the most important sciences of the Arabic -٤D</p> <p>.language and its branches, orally and in writing, in a lecture or in an exam</p>	



11.ourse structureC					
Evaluation method	Teaching method	topic/Unit name	Required learning outcomes	watches	week
Classroom performance and exams	Text method and standard method	Word structure and punctuation	Exchange balance	١	١
Classroom performance and exams	Text method and standard method	and 'Noun, verb particle, and their divisions	Parts of speech	١	٢
Classroom performance and exams	Text method and standard method	Number rules	Number and counted	١	٣
Classroom performance and exams	Standard method	Correcting vocabulary, nces and sente structures	Common language errors	١	٤
Classroom performance and exams	Standard method	His poem and analysis of his verses	Poet: Abu Tayeb Mutanabbi-Al	١	٥
Classroom performance and exams	Text method and standard method	Past tense, present tense and ative tenseimper	Verb construction and parsing	١	٦
Classroom performance and exams	Standard method	His life and his Mu'allaq	The poet Zuhair ibn Abi Salma	١	٧
Classroom performance and exams	Text method and standard method	Conditional tools -and non onal toolsconditi	Conditional style and its tools	١	٨

Classroom performance and exams	Text method and standard method	Correct and defective	The verb and its types	١	٩
Classroom performance and exams	Text method and standard method	Study and analysis	Kahf-Surah Al	١	١



10.infrastructure	
Aref in -Shaza Al / Morphological application the art of morphology	Required textbooks -١
Aref in the art of morphology-Shaza Al .١ bn Malik's I / Ibn Aqil's explanation .٢ Tashil-explanation of At	(Main references (sources -٢
University messages and dissertations	Recommended books and -A references (scientific journals, (.reports, etc
https://fac.ksu.edu.sa Ghamdi's website / -hammad Saeed AlDr. Mu Encyclopedia of -The Comprehensive Library .Language and Literature	Electronic references, -B ...websites

11.Curriculum Development Plan
Increasing the number of practical lecture hours to enable students to analyze texts uistic analysis, in order to become familiar with the and sentences with creative ling

.largest possible number of Arabic language texts



Form Description

Stage

material

Statistics

Course Description

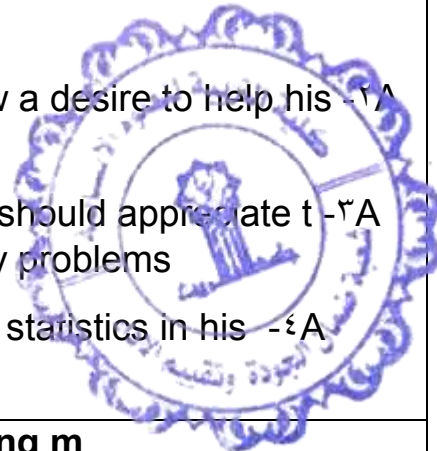
s This course aims to introduce students to statistics, its importance, and its role in facilitating the researcher's work in dealing with the research community, starting with taking samples, how to tabulate, unpack, classify, and describe data (measures of central tendency, dispersion, and data type of relationships between variables, distribution forms), the degree and their level of measurement, significance, and tests. This is with the aim of providing the student with a set of experiences in the field of statistics to help in a specific, clear, him present the results of qualitative social research in a concise, and accurate quantitative manner.

College of Education for Humanities	10. Educational institution
Educational and Psychological Sciences	11. Scientific Department / Center
n Descriptive and Inferential Statistics i Education and Psychology, Abdul Jabbar Tawfiq and Zakaria Zaki Athanasius	12. Course Name/Code
the student -Theoretical and practical lectures applies the topics of this course to data and information collected in his field of specialization	13. Available attendance forms
٢٠٢٥-٢٠٢٤	14. ester/yearsem
hours ٨٠	15. Number of study (hours (total
	16. Date this description was prepared
17. Course objectives	
10-	.The student should know statistics and its functions
11-	The student should know how to use data to describe the .phenomena under study
12-	student applies statistical methods in his field of The .specialization
13-	The student should know the methods of collecting data, its .sources, the method of collecting it, and the types of samples
14-	To know how to represent degrees graphically (frequency (gram, frequency polygon, and frequency curvehisto
15-	The student should know the meaning of central tendency .arithmetic mean, median, mode) and methods of calculating it)
16-	The student should know the measures of dispersion and the .methods of calculating them
17-	The student should know the relationship measures and .methods of calculating them
18-	The student should know some other measures to describe

data (standard score, coefficient of variation, measures of skewness and kurtosis).

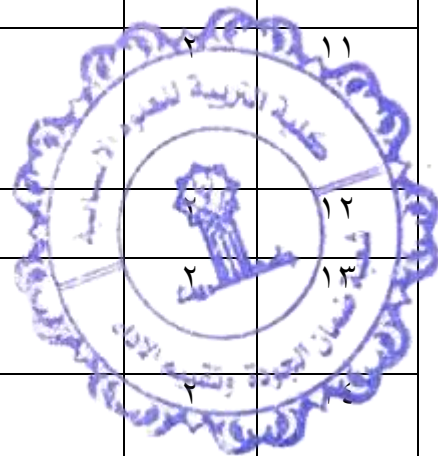
<p>32. Learning and assessment Course outcomes, teaching, learning methods</p>	<p>Cognitive objectives -A</p> <p>1- The student should know the basic concepts and terms in statistics - 1A</p> <p>2- The student describes the data using statistical measures - 2A</p> <p>3- The student should know the relationships between phenomena through data - 3A</p> <p>4- The student applies statistical measures in new situations - 4A</p> <p>5- The student should distinguish between data and its types - 5A</p> <p>6- The student should know the basics of probability theory in order to move from descriptive statistics to inferential statistics - 6A</p>
<p>Course specific skill objectives -B</p> <p>1- The student should apply the statistical method to data on social and economic phenomena that he needs to study - 1B</p> <p>2- The student should be able to distinguish between types of statistical data and appropriate statistical analysis - 2B</p> <p>3- The student should know the methods of selecting samples - 3B</p> <p>4- The student should know how to generalize the results after statistical analysis - 4B</p>	<p>Teaching and learning methods</p> <p>3- Theoretical lectures</p> <p>4- Exercise solution</p> <p>Evaluation methods</p> <p>10- Attendance and participation</p> <p>11- Periodic tests</p> <p>12- Outdoor activities</p>

<p align="center">based goals-Emotional and value -C</p> <p>The student should show interest in statistics and data collection -١A .methods</p> <p>weak fellow students The student should show a desire to help his -٢A .in statistics</p> <p>he role of statistics in raising the The student should appreciate t -٣A .scientific level and solving many problems</p> <p>The student should evaluate the impact of statistics in his -٤A .specialization</p>	
<p align="center">ethodsTeaching and learning m</p>	
<p>4- .Participation in seminars and workshops on statistics</p> <p>5- Participate in demonstration lessons for students in statistics and data .collection methods</p> <p>6- .Giving lectures on statisticians and their statistical methods</p>	
<p align="center">Evaluation methods</p>	
<p>4- .participation Attendance and</p> <p>5- .Periodic tests</p> <p>6- .Outdoor activities</p>	
<p>General and transferable skills (other skills related to employability and -D .(personal development</p> <p>.Attend lectures on time -١D</p> <p>.Performing the required duties on time -٢D</p> <p>.Perform the tests on time -٣D</p> <p>.Commitment to the rules of dialogue and discussion -٤D</p>	

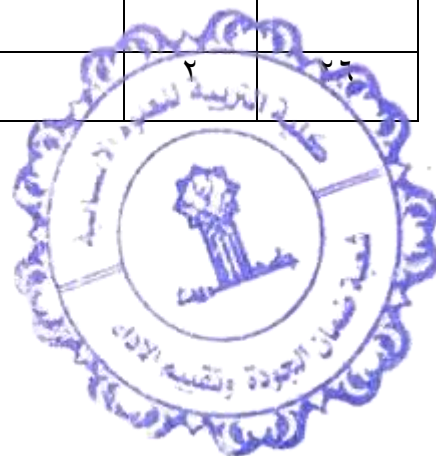


33. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watch	week
Attendance and participation	a lecture	Introduction to the Study of Statistics			
Attendance and participation	a lecture	Types of data and methods of measuring them		٢	١
Attendance and participation	a lecture	Data collection methods and sources		٢	٣
Attendance and participation	a lecture	Display data tabularly		٢	٤
Attendance and participation	a lecture	Quantitative variable (frequency table)		٢	٥
Attendance and participation	a lecture	Data display methods		٢	٦
Attendance and participation	a lecture	-Frequency histogram -Frequency polygon Frequency curve		٢	٧
Attendance and participation	a lecture	Central Measures of tendency		٢	٨
Attendance and participation	a lecture	Arithmetic mean and methods of calculating it		٢	٩

Attendance and participation	a lecture	The median and its calculation methods		٢	١٠
Attendance and participation	a lecture	f Loom and methods o calculating it		٢	١١
a test	a test	First semester exam		٢	١٢
Electronicall y	a lecture	scales Relative status		٢	١٣
Electronicall y	a lecture	-Decimals -Quarters Percentiles and their calculation methods		٢	١٤
Electronicall y	a lecture	ercentile rank p calculation		٢	١٥
Electronicall y	a lecture	Dispersion measures		٢	١٦
Electronicall y	a lecture	Range and methods of calculating it		٢	١٧
Electronicall y	a lecture	Standard deviation and methods of calculating it		٢	١٨
Electronicall y	a lecture	Variance and methods of calculating it		٢	١٩
Electronicall y	a lecture	Correlation coefficients		٢	٢٠
Electronicall y	a lecture	Pearson's correlation coefficient		٢	٢١
Electronicall y	a lecture	Spearman's correlation coefficient		٢	٢٢
Electronicall y	a lecture	Baeseryl correlation coefficient		٢	٢٣
Electronicall	a lecture	Phi correlation		٢	٢٤



y		coefficient			
Electronically	a lecture	concordance correlation coefficient		٢	٢٥
a test	a test	Second semester exam		٢	٢٢

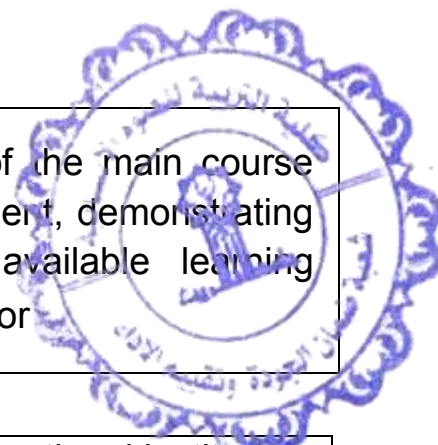


Course Description Academic Program

Stage

Cognitive Psychology

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.



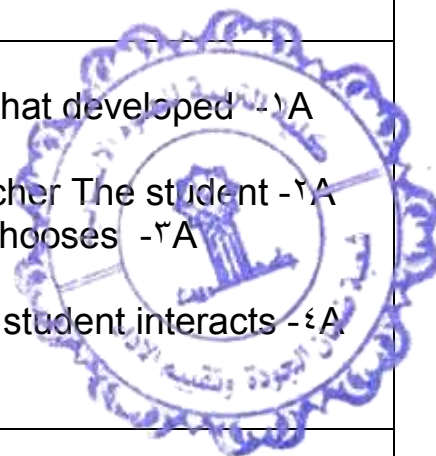
Ministry of Higher Education and Scientific Research	18. Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	19. Scientific Department / Center
Vlvutxx	20. Course Name/Code
undergraduate -Mandatory attendance students	21. Available attendance forms
Semester ٢٠٢٠-٢٠٢١	22. semester/year
(hours per week (A+B+C)	23. Number of study hours (total)
	24. Date this description was prepared
25. Course objectives	
1- All students gain a comprehensive understanding of the main theoretical frameworks of cognitive psychology	
2- Enabling students to become familiar with the theories that contributed to the development of cognitive psychology	
3- Cognitive psychology concepts Enhancing students' understanding of concepts and raising their awareness of these concepts	
4- Providing the Ministry of Higher Education with specialized staff in psychology	
5- Providing students with educational and cognitive skills and	

o public life applications and transferring them into



34. Course outcomes, teaching, learning and assessment methods
<p>Cognitive objectives - A</p> <p>1- The student will be able to define cognitive psychology - ١A</p> <p>2- The student should be able to understand the concepts of cognitive psychology - ٢A</p> <p>3- To be able to understand cognitive styles - ٣A</p> <p>4- The student should be able to apply the methods and concepts specific to cognitive psychology - ٤A</p> <p>5- The student should be familiar with cognitive psychology models - ٥A</p> <p>6- The student should be familiar with the modern skills and techniques that have developed cognitive psychology and helped in understanding it - ٦A</p>
<p>Course specific skill objectives -B</p> <p>1- The student should be able to choose appropriate cognitive methods to solve problems - ١B</p> <p>2- The student should be able to use manual skills with a cognitive background - ٢B</p> <p>3- The student should be able to choose the appropriate methods for presenting the scientific material - ٣B</p> <p>4- The student should be able to solve problems related to understanding the study material - ٤B</p>
Teaching and learning methods
<p>Standard inductive method -</p> <p>Discussion method-</p> <p>The inductive method -</p> <p>Problem solving method -</p>
Evaluation methods
<p>-:Structural evaluation</p> <p>.Such as oral questions and class discussion during the lecture</p>

<p>Diagnostic assessment</p> <p>Daily, monthly and final exams to issue pass and fail decisions</p> <p>Class discussion and homework</p>
<p>based goals-Emotional and value -C</p> <p>The student should feel the value of the theories that developed -١A</p> <p>.cognitive psychology</p> <p>.should discuss the topic of memory with the teacher The student -٢A</p> <p>The student responds to cognitive methods and chooses -٣A</p> <p>.appropriate methods to solve problems</p> <p>with the study material and suggests how to The student interacts -٤A</p> <p>.apply it in reality</p>
<p>learning methods Teaching and</p>
<p>.The student represents a good role model -</p> <p>Forming a general category of good values-</p> <p>Providing psychological motivation to achieve emotional goals</p>
<p>Evaluation methods</p>
<p>rather Affective goals are not assessed through traditional tests, but depend on observing the student's behavior, discussing and following the academic material, and his love for the material presented by the teacher. This contributes to forming positive feelings about the material and linking .example, or the values of love and peace it to family values, for</p>
<p>General and transferable skills (other skills related to employability - D</p> <p>.(and personal development</p> <p>confidence-Enhancing self-١D</p> <p>Choosing sound adaptation methods-٢D</p> <p>Commitment to professional ethics -٣D</p> <p>Learning leadership and guidance skills -٤D</p>



35. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Classroom performance and exams	-Lecture Discussion -n ogat Inter rion	Historical development of cognitive psychology	Understand the cture topic	١	١
Classroom performance and exams	-Lecture Discussion -n Interrogat ion	Remembering and forgetting	Understand the lecture topic	٢	٢
Classroom performance and exams	-Lecture Discussion -n Interrogat ion	information processing	Understand the lecture topic	٢	٣
Classroom performance and exams	-Lecture Discussion -n Interrogat ion	Cognitive styles	Understand the lecture topic	٢	٤
Classroom m maperfor nce and exams	-Lecture Discussion -n Interrogat ion	Thinking and its methods	Understand the lecture topic	٢	٥
Classroom performance and exams	-Lecture Discussion -n Interrogat ion	Attention	Understand the lecture topic	٢	٦
Classroom performance and exams	-Lecture Discussion -n Interrogat ion	perception	Understand the lecture topic	٢	٧

36. infrastructure

<p>Cognitive Psychology, authored by Dr. Fakhri Abdel Hadi, Osama Publishing and Distribution .٢٠٠٩House, Amman, Jordan, Proceeding in accordance with the required - ministerial terms</p>	<p>Required textbooks -١</p>
<p>Dr. Fakhri Abdel Cognitive Psychology, by Hadi, Osama Publishing and Distribution ٢٠٠٩House, Amman, Jordan, Cognitive Psychology, written by Dr. Emtithal st ed. ١Lubnani, -Manhal Al-Din, Dar Al-Zein El .٢٠٠٧</p>	<p>Main references -٢ (sources)</p>
<p>Cognitive Psychology, written by Dr. Emtithal st ed. ١Lubnani, -Manhal Al-Din, Dar Al-Zein El .٢٠٠٧ Scientific reports and previous studies-</p>	<p>Recommended books -A and references (scientific (.journals, reports, etc</p>
<p>) Psychology Library https://aialibrary.com/product-category/%D9%85%D9%83%D8%AA%D8%A8%D8%A9-%D8%B9%D9%84%D9%85-%D8%A7%D9%84%D9%86%D9%81%D8%B3/) Cognitive Psychology Books https://www.noor-book.com/tag/%D8%B9%D9%84%D9%85-%D8%A7%D9%84%D9%86%D9%81%D8%B3-%D8%A7%D9%84%D9%85%D8%B9%D8%B1%D9%81%D9%8A</p>	<p>Electronic references, -B ...websites</p>

<p>37. Curriculum Development Plan</p>
<p>Developing the subject of cognitive psychology by utilizing modern cational technology into the subject to resources and integrating edu achieve student understanding and analysis of the subject so that the student can apply and transfer what he has understood and learned from the subject of cognitive psychology to the social, classroom, and family .vironmenten</p>



Course Description Form

٣ Stage

Teaching Methods

Course Description

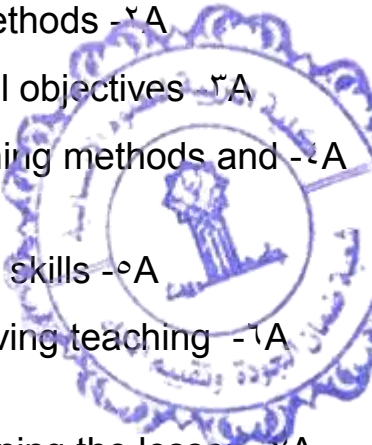
This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student. It must be linked to the program description.

Tikrit University / College of Humanities

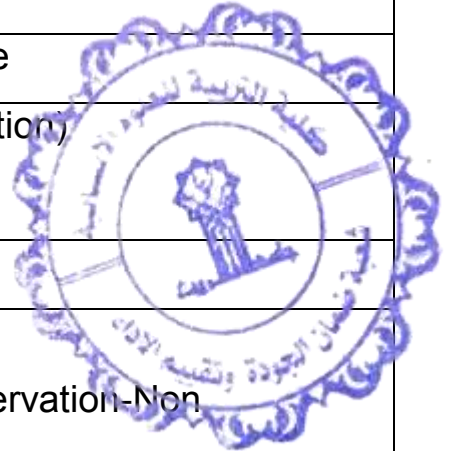
26. Educational institution

psychology	27. Scientific Department / Center
teaching methods General	28. Course Name/Code
year students-Third	29. Available attendance forms
annual	30. semester/year
hours ٦٠	31. Number of study hours (total)
٢٠٢٥-٢٠٢٤	2. Date this description was prepared
33. Course objectives	
hing Making students understand the nature of curricula and teach -A .methods and their role in the educational process	
.based methods-Enabling students to learn about traditional teacher -b	
.Students know the teaching methods that are based on the student -C	
how to formulate Students' familiarity with educational objectives and -C .them	
.Providing students with teaching skills -e	
.Students' knowledge of planning educational lessons -	
.Students' understanding of evaluation, its types and tools -Z	

38. Course outcomes, teaching, learning and assessment methods

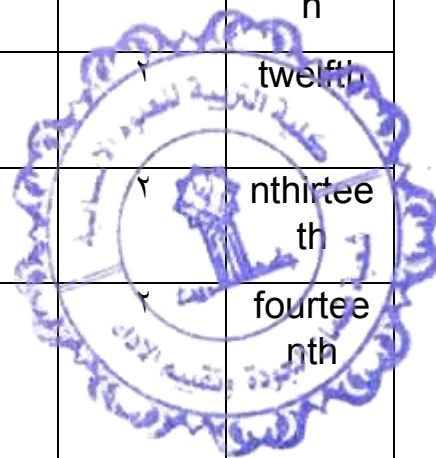
<p style="text-align: center;">cognitive objectives Cog -A</p> <p style="text-align: center;">.The student should know how to teach -١A</p> <p style="text-align: center;">.The student should know the teaching methods -٢A</p> <p style="text-align: center;">.The student should list the types of educational objectives -٣A</p> <p style="text-align: center;">The student should explain the development of teaching methods and -٤A classification their class</p> <p style="text-align: center;">.The student should mention the teaching skills -٥A</p> <p style="text-align: center;">The student should explain the purposes of observing teaching -٦A behavior</p> <p style="text-align: center;">.The student should explain the importance of planning the lesson -٧A</p>	
<p style="text-align: center;">.Course specific skill objectives -B</p> <p style="text-align: center;">The student should draw a diagram showing the classification of Teaching methods - ١B</p> <p style="text-align: center;">solving -The student designs a model lesson (using the problem - ٢B (method</p> <p style="text-align: center;">.The student uses the data show device to display a daily study plan - ٣B</p> <p style="text-align: center;">simulate behavioral objectives for the personality The student should for -٤B .subject on the board</p>	
Teaching and learning methods	
Lecture, discussion, short reports, induction and analogy, and problem) (solving	
Evaluation methods	
Oral exams - (Written tests (essay and objective - (performance tests (paper and pen and rolePlay - Electronic calendar and question banks -	
<p style="text-align: center;">based goals-Emotional and value -C</p> <p style="text-align: center;">.The student should be inclined to study curricula and teaching methods -١A</p> <p style="text-align: center;">.The student should like the teacher's teaching methods -٢A</p>	

<p>The student should interact with the way the teaching methods material is presented</p>	<p>thodsTeaching and learning me (Discussion, lecture, and interrogation)</p>
<p>Evaluation methods</p>	<p>Achievement tests (experimental methods (interview and observation-Non udent feedbackSt</p>
<p>General and transferable skills (other skills related to employability and -D (personal development</p> <p>Verbal communication -١D</p> <p>Oral question presentation skill -٢D</p> <p>Teamwork -٣D</p>	



39. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcome	6. hours	Week 3.
Oral exam	Lecture	The meaning and trends of teaching	Bachelor of Psychology	2	the first
=	Discussion	Teaching theories	=	2	the second
Formative formative test	Lecture	Concepts of teaching methods and approaches	=	2	the third
=	interrogation	Teaching objectives	=	2	Fourth
Oral exam	Discussion	Development of teaching methods	=	2	Fifth
=	Lecture	Traditional and modern classification of teaching methods	=	2	Sixth
=	Discussion and measurement	recitation method	=	2	Seventh
Written midterm exam	semester exam	semester exam	=	2	The eighth
Oral exam	Problem solving	Advanced Lecture	=	2	Ninth
=	Lecture	Advanced	=	2	tenth

		organizations			
=	=	Exploration method	=	٢	Eleventh
=	=	Problem solving method	=	٢	twelfth
=	Short reports	Interrogation method	=	٢	thirteenth
=	Discussion	Teaching skills: preparation, closure, and feedback	=	٢	fourteenth
=	=	and stimuli diversification skills	=	٢	fifteenth
=	=	Question presentation skill	=	٢	sixteenth
formative test	Measurement and induction	Teaching behavior purposes and) (types	=	٢	seventeenth
=	=	Factors affecting teacher behavior and tools for observing teaching behavior	=	٢	eighteenth
=	=	Lesson planning	=	٢	nineteenth
=	=	Types of study	=	٢	Twenty



		plans			
Written test	semester exam	semester exam	=	٢	-twenty one
formative test	Problem solving	Sample study plans	=	٢	-twenty second
=	=	cooperative learning	=	٢	-twenty third
Oral exam	Lecture	Constructive learning strategy	=	٢	-twenty fourth
=	Measurement	Learning cycle	=	٢	-twenty fifth
=	Discussion	Concept mapping strategy	=	٢	-twenty sixth
=	interrogation	Practical lessons on constructivist learning	=	٢	-twenty seventh
=	Lecture	The concept of evaluation, its importance and methods	=	٢	-twenty eighth
Written test	semester exam	semester exam	=	٢	-twenty ninth
Oral exam	Lecture	Types of assessment for the lesson and its areas	=	٢	thirty

40. infrastructure

General Teaching Methods / Dawood Maher Muhammad and Majeed Mahdi Muhammad	Required textbooks -١
-Teaching Compass / Dr. Nidal Muzahim Al Azzawi	(es (sourcesMain referenc -٢
Scientific journals, periodicals and research in the specialty	Recommended books and A references (scientific journals, (.reports, etc
nd YouTube) and social Websites (Google a .media in the specialty	Electronic references, -B ...websites

41. Curriculum Development Plan
<ul style="list-style-type: none"> - .Developing the educational content by deleting, adding and replacing - Using modern teaching methods according to the nature of the subject and .to time the level of the learners from time - Using modern assessment methods such as alternative and electronic . assessment and portfolio

Academic Program Description

3rd Stage

Educational Research Methodology

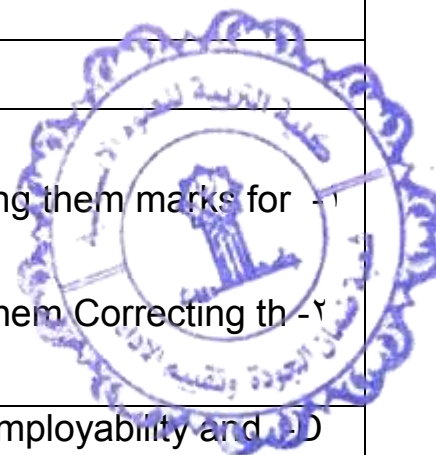
This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description

Tikrit University	34. Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	35. Department / Scientific D Center
Educational research methods	36. Course Name/Code
Electronic	37. Available attendance forms
annual	38. semester/year
hours ٦٦	39. Number of study hours (total)
٢٠٢٥-٢٠٢٤	40. Date this description was prepared
41. Course objectives	
Preparing competent graduates who have the ability to plan, prepare and implement research in educational and teaching institutions	

42.	ent methodsCourse outcomes, teaching, learning and assessm
	<p>For the student to get to know Cognitive objectives -A</p> <p>.General concepts of scientific methods and their assumptions -١A</p> <p>Discovering the differences between social sciences, humanities and -٢A .applied sciences</p> <p>.erimental and comparative research methodsHistorical, descriptive, exp -٣A</p> <p>.Steps of the descriptive approach, its types and properties -٤A</p> <p>.Tools used in scientific research methods -٥A</p> <p>The importance of the theoretical and applied scientific research -٦A .methodology</p>
	<p>. fic skill objectivesCourse speci -B</p> <p>The student learns the methods of preparing and constructing the - ١B -١B .tools used in collecting data</p> <p>The student should understand the meaning of the research problem, - ٢B .its sources, and how to study and evaluate it</p> <p>iding the student with the necessary information and knowledge on Prov - ٣B .how to use scientific references</p> <p>The student learns to prepare a plan to research educational and -٤B .psychological problems in terms of title, importance and need</p> <p>defining terms and procedures, and presenting ٤Formulating hypotheses .and interpreting results</p> <p>Enabling the student to prepare experimental designs, how to control -٥B .them, and interpret their results</p>
	Teaching and learning methods

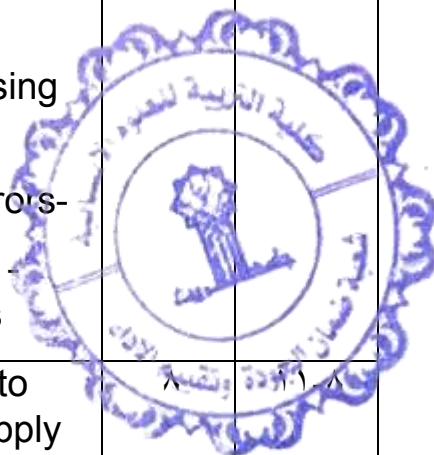
<p>١- The method of delivery</p> <p>٢- The method of dialogue and discussion</p> <p>٣- Viewing master's theses and different models of research and reviewing doctoral dissertations</p> <p>٤- Review different models of data collection tools (questionnaire, interview, observation, tests)</p>
Evaluation methods
<p>١- Conducting immediate, monthly and semester exams</p> <p>٢- Assigning students to prepare and design various research tools</p> <p>٣- Applying information collection tools to college students and primary and secondary school students</p>
<p>C- Emotional and value based goals</p> <p>١A- Training students to acquire basic skills in how to deal with respondents and establish relationships</p> <p>Friendly with them in order to obtain sufficient information to conduct research</p> <p>٢A- Providing the student with skills that make him more capable of using research topics and designing a plan</p> <p>Appropriate research and how to implement it according to the principles of scientific research</p> <p>٣A- Developing students' abilities to master research skills, fact finding, methods, and knowing the true causes</p> <p>Be hind the various social phenomena that appear in society</p> <p>٤A- Providing students with the skills of patience and endurance in order to obtain the data necessary to complete research</p>
Teaching and learning methods
<p>١- Designing plans for different types of research (historical, descriptive, experimental, comparative, etc)</p>

<p>٢- Designing research tools and how to apply them</p>
<p>Evaluation methods</p>
<p>١- Evaluating the designs prepared by students by awarding them marks for their implementation</p> <p>٢- Correcting the research plans prepared by students and awarding them grades</p>
<p>٣- General and transferable skills (other skills related to employability and personal development)</p> <p>١- Research design skill</p> <p>٢- Skill in designing and applying data collection tools</p> <p>٣- Reference writing skill</p> <p>٤- Skill of preparing a research plan</p>

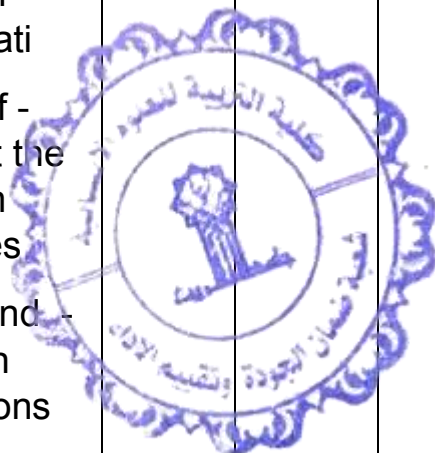


43. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watch es	week
Direct questions, instant exams	The - delivery Dialogue - and discussion - Participatio n through direct implementa tion by students	Introduction to Research Methods	Learn about the importance of the curriculum and its stype	٤-١	١-٤
Direct questions instant exams	The - delivery Dialogue - and discussion - Participatio n through direct implementa tion by students	General concepts of the scientific method	Learn about: Basic concepts in curricula Assumptions on - which the scientific .method is based ctives of the Obje - scientific method Multiple research - methods in educational and psychological sciences	٦	٤-٣
Oral questions and paper tests	The - delivery Dialogue - and discussion	Samples	:Learn about Some statistical - concepts Some - considerations	٦	٧-٥

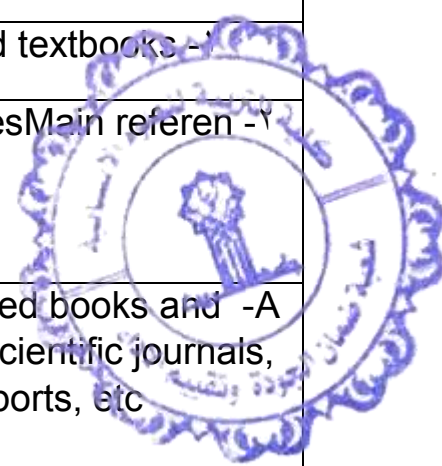
	<p>- Participatio rough n th direct implementa tion by students</p>		<p>when selecting samples</p> <p>Sample selection steps</p> <p>Benefits of using samples</p> <p>Sampling errors-</p> <p>Sampling methods</p>		
<p>Oral questions and paper tests</p> <p>Assign students to bring samples of questionnai res and .scales</p>	<p>The - delivery Dialogue - and discussion</p> <p>- oParticipati n through direct implementa tion by students</p>	Search tools	<p>Learn how to design and apply :the following tools</p> <p>.Questionnaire-</p> <p>.The interview -</p> <p>.Note -</p> <p>Tests and - measures</p>		
<p>Oral questions and paper tests</p>	<p>The - delivery Dialogue - and discussion</p> <p>- Participatio n through direct implementa tion by students</p>	Descriptive research method	<p>:Learn about</p> <p>Theoretical - .foundations</p> <p>The type of - problems that this research .addresses</p> <p>Procedures and - application considerations</p> <p>Types of descriptive</p>	٦	١٤-١٢



			.research		
<p>Oral questions and paper tests</p> <p>Assign students to bring samples of .designs</p>	<p>The - delivery</p> <p>Dialogue - and discussion</p> <p>-</p> <p>Participatio h n through direct implementa tion by ntsstude</p>	Experimental research method	<p>:Learn about</p> <p>Theoretical - .onsfoundati</p> <p>The type of - problems that the curriculum .addresses</p> <p>Procedures and - application considerations</p> <p>Sample of - experimental designs</p>	٦	١٧-١٥
<p>Oral questions and paper tests</p> <p>Assign students to bring research .samples</p>	<p>The - delivery</p> <p>Dialogue - and discussion</p> <p>-</p> <p>Participatio n through direct implementa tion by students</p> <p>Visit the library</p>	Writing a research report	<p>The student :learns</p> <p>Contents of the - research report</p> <p>Initial research - plan</p> <p>Writing a - research report</p> <p>Considerations to be taken into account when writing the report</p> <p>How to write sources</p>	٤	١٩-١٨



44. einfrastructur	
Educational research methods	Required textbooks -A-
Research Methods Between Theory and Practice	(ces (sourcesMain referen -B-
Scientific Research Methods by Suhail Rizq Methods and Writing the Research Research Proposal, by Sami Tayeh	Recommended books and -A- references (scientific journals, (.reports, etc
-Scientific Research Methodology Rules, Stages, and Applications Scientific Research: An Applied Guide for Researchers c Foundations and principles of scientifi research	Electronic references, -B- ...websites



Academic Program Description

Stage 3

Educational and psychological guidance material



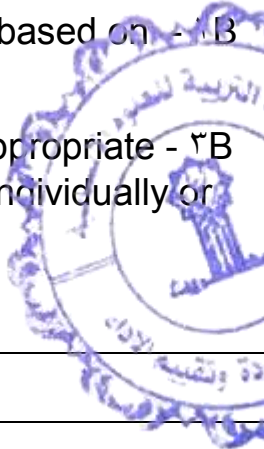
This academic program description provides a brief overview

The most important characteristics of the program and the learning expected of the student, demonstrating whether he or she outcomes e has made the most of the available opportunities. It is accompanied .by a description of each course within the program

Tikrit University / College of Education for sHumanitie	56. Educational institution
Educational and Psychological Sciences	57. Scientific Department Center /
Educational and psychological guidance	58. Name of academic or professional program
Educational and -Bachelor of Education Psychological Sciences	59. Final Certificate Name
annual	60. Academic system Annual/Courses/Other
	61. Accredited Certification Program
Corona pandemic and temporary suspension -1 of work	62. Other external influences
Some skills and applications require a live -2 .(environment (traditional classroom lessons	

٢٠٢٥-٢٠٢٤	63. Description ation dateprepar
64. Academic program objectives	
Providing the Ministry of Education with specialized staff to work as -A .guides in secondary schools educational	
Enabling students to become familiar with modern educational guidance -B .iquesmethods and techn	
Providing the necessary guidance skills to work as an effective -T educational guide within the school framework, and attempting to apply them practically at the university while addressing the problems that the .mentguide may face in the school environ	
Developing cognitive and analytical abilities that are important for the -d work of the educational counselor by presenting the most important .problems facing adolescents in school	

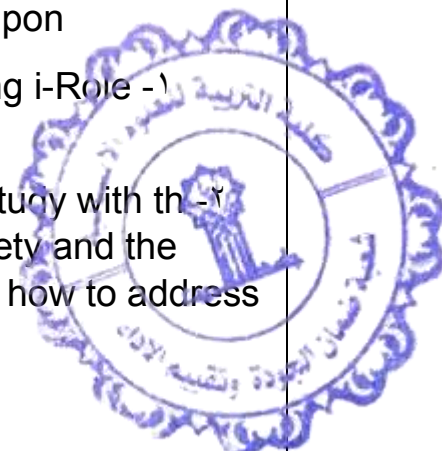
65. Required program outcomes, teaching, learning and assessment odsmeth
<p>ث- Cognitive objectives</p> <p>١A - The student should be able to identify the general framework of (guidance (concept, principles, foundations, and objectives</p> <p>٢A - The student should be able to understand and comprehend guidance .lly the most recent and effective onestheories and techniques, especia</p> <p>٣A - That students become familiar with the various types of guidance (methods (individual, group, direct and indirect</p> <p>٤A - That students understand how to collect information using various .methods</p> <p>٥A - That students learn about the role of the school counselor and his role .in providing career guidance to school students</p> <p>٦A - That students are familiar with the guidance programs</p> <p>٧A - Identifying the nature of the guidance process</p>

<p style="text-align: center;">:Program skill objectives -B</p> <p>student should be able to understand how to diagnose students' The -١B .ms in schoolsproble</p> <p>The student should be able to build a guidance relationship based on -١B .professional foundations to help students</p> <p>guidance skills and That the student be able to apply the appropriate -٢B techniques to help students solve their problems, whether individually or .collectively, through guidance programs</p>	
<p style="text-align: center;">Teaching and learning methods</p>	
<p style="text-align: center;">.The standard (inductive) method-</p> <p style="text-align: center;">.Discussion method-</p> <p style="text-align: center;">ugh graphicsPresenting the material thro -</p> <p style="text-align: center;">.(Story models (illustrative of the material -</p>	
<p style="text-align: center;">Evaluation methods</p>	
<p>up, -Formative assessment (class discussion, homework and follow-</p> <p style="text-align: center;">.(classroom assessment</p> <p>Diagnostic assessment (midterm and final exams to issue decisions of -</p> <p style="text-align: center;">(luresuccess and fai</p>	
<p style="text-align: center;">.Emotional and value goals -C</p> <p>Educating students about the role of the educational counselor as an -١A .assistant to the student seeking counseling</p> <p>.Developing the humanitarian role and avoiding fanaticism -٢A</p> <p>m of choice, and seeking advice in Emphasizing professionalism, freedo -٣A .the counselor's relationship with students</p> <p>.Enhancing the societal role of the counseling profession -٤A</p>	
<p style="text-align: center;">Teaching and learning methods</p>	

Affective objectives do not rely on traditional teaching methods, because based objectives that cannot be taught like cognitive -value they are :objectives. Therefore, the following are relied upon

s one of the most important teaching methods in playing i-Role -١
.psychological counseling

e aim of increasing Through the research method: Case study with th -٢
cognitive sensitivity, and searching for problems in society and the
experiences the student went through during his studies and how to address
.them



Evaluation methods

her, they rely Affective goals are not assessed through traditional tests. Rat
on observing students' behavior, interviewing them, discussing them, and
monitoring their relationship with the educational environment, thus
-providing a cumulative record of their representation of affective and value
.based goals

neral and transferable skills (other skills related to employability and Ge -D
(personal development

.Scientific dialogue and discussion skills -١D

Modern technology skills in communications, documentation and -٢D
.centers communication with scientific institutions and

.Teamwork skills, especially in scientific research -٣D

Skills in solving educational problems using educational and -٤D
.psychological programs and methods

Presentation of additional sources of the scientific material provided to -٥D
.ich can be referred to by studentsstudents, wh

Teaching and learning methods

.The inductive (deductive) method-

.Problem solving method-

Preparing virtual training courses and seminars (currently) to equip students -
y, engage in fruitful with the ability to communicate with the community
.dialogue, and solve educational problems using scientific methods
tion and exchange of opinions between the student and Classroom interac -
.the teacher to raise learning difficulties and discuss their solutions

Evaluation methods

.Written, individual and group, theoretical tests -

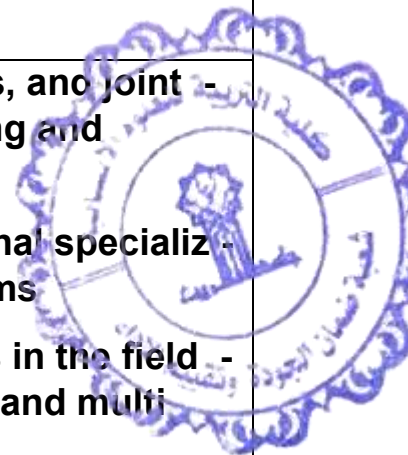
Direct observation of students' performance in the areas of dialogue, -
intellectual and scientific communication, and teamwork within the classroom
.and the college and university environment

udents to prepare scientific research to test their ability to think, Assigning st
.draw conclusions, and solve problems

66. Program structure

Credit hours		Course name	Course code	Academic stage
practical	theoretical			
	hours ٢	Educational and psychological guidance		Third

67. Planning for personal development	<p>Scientific communication through seminars, conferences, and joint work with qualified cadres in the fields of counseling and psychotherapy</p> <p>ed studies and books to develop the Reviewing international specialization ability to research and solve scientific problems</p> <p>Engage in acquiring modern scientific expertise and skills in the field of counselling and psychotherapy and its innovative and multi-methodological techniques</p>
68. Admission Criteria (setting regulations for admission to a college or Administrative Institute)	<p>Admission to the college follows the central distribution system adopted by the Ministry of Higher Education and Scientific Research, universities and institutes, according to the admission form for Iraqis and by balancing the student's desire and the total he obtained</p>
69. The most important sources of information about the program	<p>Decisions of the sectoral committee-</p> <p>Prof. Dr. :Principles of Psychological and Educational Guidance Book- University of Baghdad, Ministry of Higher Education and Scientific Research (1998) Dahri -Saleh Hassan Al</p> <p>The book of educational and psychological guidance: Asst. Prof. Dr. - r University of Mosul, Ministry of Higher Education and Scientific Research (2012) Bajari -Ahmed Younis Al</p>



Academic Program Description

Stage

Comparative Education

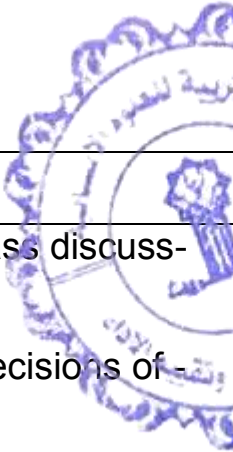
For the Humanities

des a concise summary of the main course This course description provi
rating features and the learning outcomes expected of the student, demonst
whether the student has made the most of the available learning
. opportunities. It must be linked to the program description

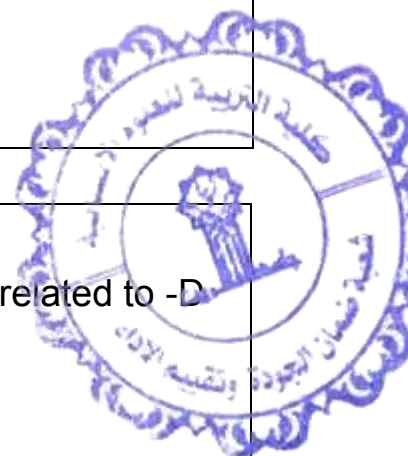
Ministry of Higher Education and Scientific Research / Tikrit University	70. Educational institution
College of Education for Human Sciences / Department of Educational and Psychological Sciences	71. / Scientific Department Center
Comparative education	72. Name of academic or professional program
Bachelor of Educational and Psychological Sciences	73. Final Certificate Name
annual	74. :itemAcademic sys Annual/Courses/Other
	75. Accredited Certification Program
	76. Other external influences
٢٠٢٥-٢٠٢٤	77. Description preparation date
78. Academic program objectives	
Providing the Ministry of Education with specialized staff to teach social -١ nd increase their knowledge of comparative education in psychology a .secondary schools	
Enabling students to master building social relationships between -٢	

students and teaching staff
students' awareness of the concepts of psychology and Enhancing -٣ education comparative ed
Raising students' awareness of social relations and their importance, and -٤ s happening around them in the field of education knowing what i
Providing the graduate with psychological skills and methods and the -٥ periences of other countries ability to benefit from the exp

79. Required program outcomes, teaching, learning and assessment methods
<p>ج- Cognitive objectives</p> <p>١A - The student should be able to master comparative education methods</p> <p>٢A - The student should be able to understand the concepts of comparative education</p> <p>٣A - The student should be familiar with all the methods of psychology and the world's achievements in the field of comparative education</p> <p>٤A - The student should be familiar with applying his role in social relations</p> <p>٥A - The student should be familiar with modern teaching methods</p> <p>٦A - To teach the student modern skills and techniques in the study of comparative education</p>
<p>Program skill objectives -B</p> <p>١B - The student should be able to master the comparative education of the scientific subjects</p> <p>٢B - The student should be able to choose the appropriate teaching method for each scientific subject, so that he can present it in an interesting way</p> <p>٣B - The student should be able to solve problems related to the student's understanding of the scientific material</p>
Teaching and learning methods

<p>.The standard (inductive) method-</p> <p>Discussion method-</p> <p>. The inductive method-</p> <p>Problem solving method-</p> <p>Thinking skills method -</p>	
Evaluation methods	
<p>ion, homework and Formative assessment (daily exams , class discuss-</p> <p>.(up, class assessment-follow</p> <p>Diagnostic assessment (midterm and final exams to issue decisions of -</p> <p>(success and failure</p>	
<p>.Emotional and value goals -C</p> <p>The student is raised to use methods used by some countries through -١A</p> <p>.ducationcomparative e</p> <p>Identifying the principles of comparative education -٢A</p> <p>Developing the ability to apply his role in social relations -٣A</p> <p>Working to promote the teaching of comparative education and raise -٤A</p> <p>.students' awareness of its importance</p>	
earning methodsTeaching and I	
<p>based -do not rely on traditional teaching methods, because they are value</p> <p>objectives that cannot be taught like cognitive objectives. Therefore, the</p> <p>:following are relied upon</p> <p>.The student should be a good role model for those around him -١</p> <p>.Forming a general category of good values-٢</p> <p>.Providing psychological motivation to achieve emotional goals -٣</p>	
Evaluation methods	
<p>Affective goals are not assessed through traditional tests. Rather, they rely</p> <p>iewing and discussing them, and on observing the student's behavior, interv</p>	

monitoring their relationship with the educational environment, thus
 -providing a cumulative record of their representation of affective and value
 .based goals



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

.Scientific dialogue and discussion skills -١D

Modern technology skills in communications, documentation and -٢D
 .communication with scientific institutions and centers

.research Teamwork skills, especially in scientific -٣D

Skills in solving educational problems using educational and -٤D
 .psychological programs and methods

Teaching and learning methods

.Inductive (deductive) method -

.Problem solving method -

ith the ability to He held training courses and seminars to equip students w
 communicate with society, engage in fruitful dialogue, and solve educational
 .problems using scientific methods

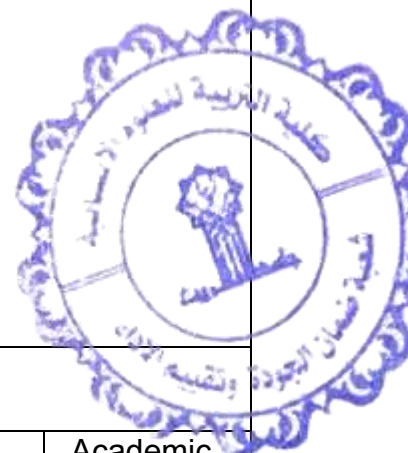
Classroom interaction and exchange of opinions between the student and
 .their solutions the teacher to raise learning difficulties and discuss

Evaluation methods

.Oral and written tests, individual and group, theoretical and practical -

Direct observation of the student's performance in the areas of dialogue, -
 lassroom intellectual and scientific communication, and teamwork within the c
 .and the college and university environment

Assigning students to prepare scientific research to test their ability to think,
 .draw conclusions, and solve problems



80. Program structure

Credit hours		Course name	Course code	Academic stage
practical	theoretical			
	٢	Comparative Education / Morning		Second Department of Educational and Psychological Sciences
	٢	Comparative Education / Evening		Second Department of Educational and Psychological Sciences
	٨	Supervising -١ ur morning fo students Four evening -٢		Student supervision

		students		
--	--	----------	--	--

81. Planning for personal development				
<p>Scientific communication through seminars, conferences, and - joint work with qualified cadres in similar specializations partments, to Reviewing international studies in similar de - . develop the ability to research and solve scientific problems</p> <p>Engage in acquiring modern scientific experiences and skills in - .the field of modern technical communication</p>				
82. e or Admission Criteria (setting regulations for admission to a colleg (institute				
<p>Admission to the college follows the central distribution system - adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities esire and the total and institutes, and by balancing the student's d .he obtained</p> <p>Admission to the Department of Educational and Psychological Sciences is subject to a competitive examination, with a balance between the student's desire for the sixth grade in secondary .school</p>				
83. s of information about the programThe most important source				

Link to the program on the Internet, and its applications in similar -
.universities

Training courses held by the University Quality and Performance -
Departments on the program in various institutes and colleges in
.Iraq



Academic Program Description

Stage

Personality Psychology

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating the available learning whether the student has made the most of the opportunities. It must be linked to the program description

Tikrit University / College of Education for Humanities	34. Educational institution
Educational and Psychological Sciences	35. Scientific Department / Center
Personality Psychology	36. Name of academic or professional program
Bachelor's degree	37. Final Certificate Name

annual	88. :Academic system Annual/Courses/Other
Educational program	9. Accredited Certification Program
	90. Other external influences
٢٠٢٥-٢٠٢٤	1. Description preparation date
92. Academic program objectives	
The student learns the dimensions of personality development and growth, enabling him to analyze and evaluate personal opinions and theories in .g personality in the educational fieldterms of their importance in studyin	
<p>ح- Cognitive objectives</p> <p>Know the concept of personality -١</p> <p>List the personality types -٢</p> <p>.Learn about psychological theories in personality psychology -٣</p>	
<p>Program skill objectives -B</p> <p>Choose the appropriate personality type-١</p> <p>.ing to their personality typesIndividuals are treated accord -٢</p> <p>.Apply the principles of psychological theories-٣</p>	
Teaching and learning methods	
<p>.Discussion method and dialogue method-</p> <p>.Problem solving method-</p>	
Evaluation methods	
-homework and follow 'Formative assessment (daily exams , class discussion -	

<p>✓ .(up, class assessment</p> <p>Diagnostic assessment (midterm and final exams to issue decisions of - (success and failure</p>
<p>.Emotional and value goals -C</p> <p>Democratic dialogue with others</p> <p>.logical theoriesGain people's trust by applying the concepts of psychol</p>
<p>Teaching and learning methods</p>
<p>based -do not rely on traditional teaching methods, because they are value goals that cannot be taught like cognitive goals. Therefore, providing .spsychological motivation is required to achieve affective goal</p>
<p>Evaluation methods</p>
<p>Affective goals are not assessed through traditional tests. Rather, they rely on observing the student's behavior, interviewing and discussing with him, and monitoring his relationship with the educational environment, which es a cumulative record of the student's representation of affective and provid .based goals-value</p>

<p>General and transferable skills (other skills related to employability and -D .(personal development</p> <p>d psychological Skills in solving educational problems using educational an - .programs and methods</p>
<p>Teaching and learning methods</p>
<p>Classroom interaction and exchange of opinions between the student and - .the teacher to raise learning difficulties and discuss their solutions</p>
<p>Evaluation methods</p>
<p>.sts, individual and group, theoretical and practicalOral and written te -</p>

93. Program structure				
Credit hours		Course name	Course code	Academic stage
practical	theoretical			
٢	٢	Personality Psychology		Third

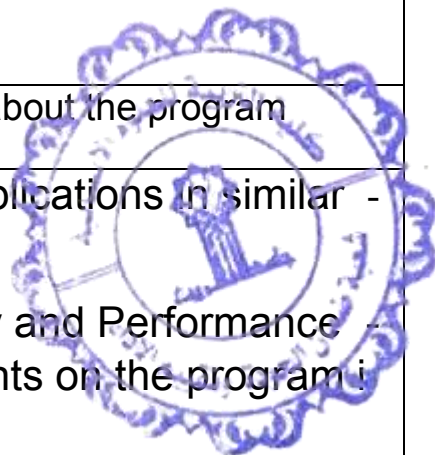
94. Planning for personal development
Scientific communication in acquiring modern scientific - experiences and skills in the field of modern technical .communication
95. Admission Criteria (setting regulations for admission to a college or (institute
Admission to the college follows the central distribution system - adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities

and institutes, and by balancing the student's desire and the total
.he obtained

96. The most important sources of information about the program

Link to the program on the Internet, and its applications in similar -
.universities

Training courses held by the University Quality and Performance -
n various institutes and colleges in Departments on the program i
.Iraq



Academic Program Description

3 Stage

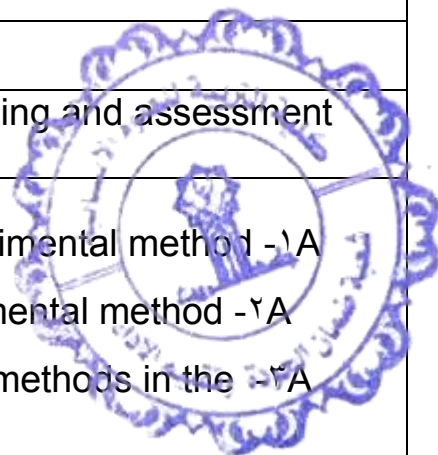
experimental psychology

This academic program description provides a concise summary of the program and the learning outcomes the student is expected to achieve, demonstrating whether the student has made the most of the opportunities available. It is accompanied by a detailed description of each course within the program.



Tikrit University	97. Educational institution
Humanities for College of Education	98. Scientific Department Center /
experimental psychology	99. Name of academic or professional program
Bachelor of Educational and Psychological Sciences	100. Final Certificate Name
annual	101. Academic system Annual/Courses/Other
nothing	102. Accredited Certification Program
	103. National Other external influences
٢٠٢٥-٢٠٢٤	104. Description preparation date
105. Academic program objectives	
1- Providing the Ministry of Education with specialized staff to work as educational guides.	
2- Enabling students to master the subject of experimental research.	
3- Enhancing students' abilities to work in experimental research.	
4- The graduate acquires experimental research skills.	

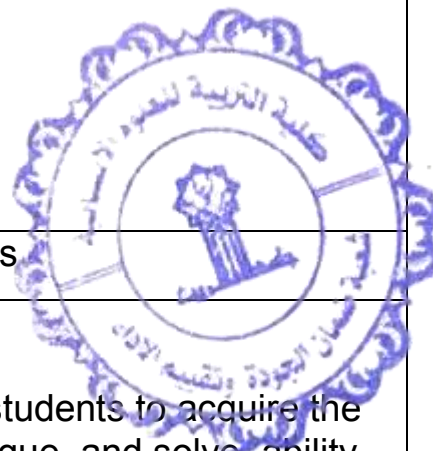
.Raising students' awareness of research and experimental approaches -٥	
106.	Required program outcomes, teaching, learning and assessment methods
	<p>خ- Cognitive objectives</p> <p>.The student should be able to identify the experimental method ١A-</p> <p>.The student should be able to use the experimental method ٢A-</p> <p>The student should be familiar with all research methods in the ٣A- .experimental approach</p> <p>.The student should be able to apply the experimental method ٤A-</p> <p>The student should be familiar with models and types of experimental ٥A- .research</p> <p>The student learns the means of collecting information in experimental ٦A- .research</p>
	<p>esProgram skill objectiv -B</p> <p>The student should be able to Familiarity with experimental psychology, ١B- measurement and evaluation of scientific material</p> <p>The student should be able to choose the appropriate method for ٢B- .presenting the material</p> <p>o solve problems related to understanding The student should be able t ٣B- .the scientific material</p>
Teaching and learning methods	
<ul style="list-style-type: none"> - (Standard method (inductive <ul style="list-style-type: none"> - Discussion method - Problem solving method - Inductive (deductive) method 	
Evaluation methods	
<ul style="list-style-type: none"> - daily exams, class discussions,) Formative and formative assessment (up, class assessment-homework and follow <p>Diagnostic assessment (midterm and final exams to determine the student's</p>	



(success or failure
<p>.Emotional and value goals -C</p> <p>esEducating the student to use experimental methodologi -١A</p> <p>Identifying the principles , advantages and disadvantages of the -٢A dexperimental metho</p> <p>Developing the ability to apply the experimental method -٣A</p> <p>Working to promote the teaching of experimental psychology and raise -٤A .rtancestudents' awareness of its impo</p>
Teaching and learning methods
<p>Do not rely on traditional teaching methods for emotional goals, because they are value goals that cannot be taught as cognitive goals . Therefore, :we rely on</p> <p>.round himThe student should be a good role model for those a -١</p> <p>.Forming a general category of good values -٢</p> <p>.Providing psychological motivation to achieve emotional goals -٣</p>
Evaluation methods
<p>are not assessed through traditional tests, but rather rely on observing the d discussing him, and following up on his student's behavior, interviewing an relationship with the educational environment, which provides a cumulative .affective and value goals record of his representation of</p>

<p>General and transferable skills (other skills related to employability and -D .(personal development</p> <p>.Scientific dialogue and discussion skills -١D</p> <p>Modern technology skills in communication, documentation and -٢D .communication with scientific institutions and centers</p> <p>Teamwork skills, especially in scientific research -٣D</p>

in solving educational problems using educational and Skills-4D
I programs and methods psychological



Teaching and learning methods

- Inductive (deductive) method
- Problem solving method

Preparing training courses and seminars to enable students to acquire the ability to communicate with society, engage in fruitful dialogue, and solve educational problems using scientific methods

Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solution

Evaluation methods

Oral and written tests, individual and group, theoretical and practical

Direct observation of students' performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and university environment and the college

Assigning students to prepare scientific research to test their ability to think, infer, and solve problems

107. Program structure

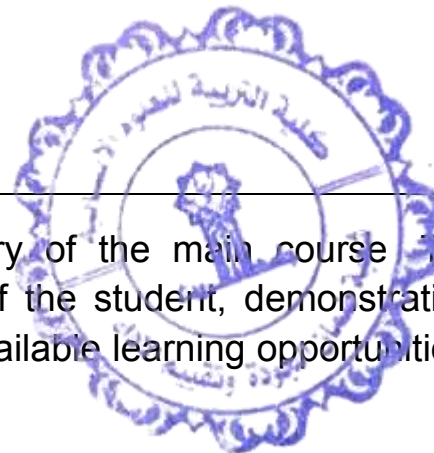
Credit hours		Course name	Course code	Academic stage
practical	theoretical			
	٢	Experimental psychology		The third

108. Planning for personal development
<p>Scientific communication through seminars, conferences, and joint work with qualified personnel in similar specializations</p> <p>s in similar departments, to develop Reviewing international and local studies the ability to research and solve scientific problems</p> <p>Engage in acquiring modern scientific experiences and skills in the field of modern technical communication</p>
109. to a college or Admission Criteria (setting regulations for admission (institute
<p>Admission to the college follows the central admission system adopted by the Ministry of Higher Education and Scientific Research, based on the admission form for Iraqi universities and institutes and the balance between student's desire and the overall grade point average obtained the student</p> <p>Acceptance into the Department of Educational and Psychological Sciences is subject to the student's desire</p>
110. The most important sources of information about the program
<ul style="list-style-type: none"> - The Internet and applying it in similar universities Linking the program to the - Training courses held by the Quality and University Performance - Departments on the program in various institutes and colleges in Iraq

Academic Program Description

Stage

Educational Technology



course description provides a concise summary of the main course. This features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. . It must be linked to the program descr

College of Education for -Tikrit University Humanities	42. Educational institution
Educational and Psychological Sciences	43. Scientific Department / Center
Educational techniques	44. Course Name/Code
My presence	45. Available attendance forms
2024-2025	46. earsemester/y
60 hours	47. Number of study hours (total)
7-2-2025	48. Date this description was prepared
49. Course objectives	
To familiarize students with the concept, history and study of educational .technologies	
ional objectives and how Students should understand the meaning of educat .to formulate and transform them into learning goals	
For students to understand the meaning of memory, its nature and its role in .teaching	
To familiarize students with the importance of motivation in learning in the .cational technologiesfield of edu	
To familiarize students with the meaning of learning transfer and its .educational applications	
Students will recognize and understand the meaning of the concept and its	

.relationship to scientific and creative thinking
should learn about the meaning of feedback, its types, and its Students s
.importance for the teacher and the learner
To familiarize students with learning theories and their educational
.applications
.Students understand the factors affecting learning
to get to know the For students
.Skills and habits and how to acquire and benefit from them in learning

45. Course outcomes, teaching, learning and assessment methods

Cognitive objectives -A

- To familiarize students with the concept of educational psychology -١A
- .areas of interest and study and its
- Students will learn the meaning of educational objectives, classify -٢A
- .them, and transform them into learning goals
- Students should learn about the meaning of feedback, its types, and -٣A
- .its importance for the teacher
- To familiarize students with learning theories and their educational -٤A
- .applications
- .Students understand the factors affecting learning -٥A
- Students learn about skills and habits and how to acquire and benefit -٦A
- .from them in learning

.skill objectives Course specific -B

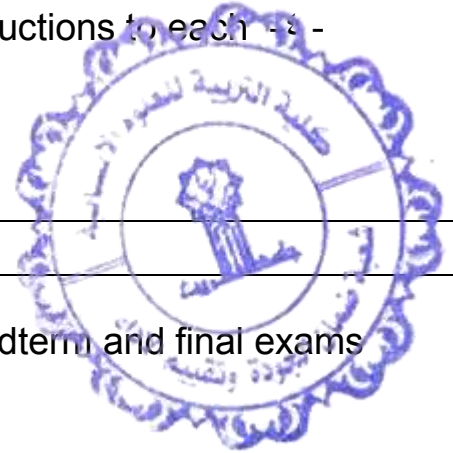
- To be skilled in using innovative and creative thinking when -١B
- .expressing oneself
- To be able to explain, interpret, analyze and criticize what he reads -٢B
- .and hears
- .To be skilled in dealing with the subject he is talking about - ٣B
- .To be able to discuss and present ideas well -٤B

Teaching and learning methods

of which are: (theoretical and practical lectures, discussion, dialogue, field visits, discussion groups on specific topics, students' theoretical and office activities), which help students reach the following practical research, o
:results

- ١ The ability to use educational techniques and distinguish between

- .correct and incorrect information
- .Ease of scientific formulation and ease of correction -٢
- .emorize and guessThe ability to m -٣
- The ability to link concepts, principles and instructions to each -٤ -
- .educational technique



Evaluation methods

- .Educational projects, seminars
 - .Scientific discussion, oral dialogue, and midterm and final exams
 - .Homework
 - .Practical activities and case studies
 - Writing and submitting reports and taking notes on the educational .experiences gained during field visits
- are used to determine the level of achievement and improve the and skills in a previously learned learner's ability to acquire information subject through his answers to questions and paragraphs that represent the . content of the subject

based goals-Emotional and value -C

Creating student motivation by linking the basic principles and -١A ational techniques to the needs and interests of the concepts of educ .student and society

Developing students' attitudes towards creating motivation among -٢A learners by linking educational objectives to the needs, interests, and .nature of learning and society

oping and enhancing ethical and objective attitudes and values Devel -٣A related to the concepts and fields of educational technology, and helping .students assume the responsibility of conveying knowledge to learners

on the basis of objectivity To have the ability to discuss and dialogue -٤A .and logic

Teaching and learning methods

- Problem solving method -
- Cooperative learning method -

Evaluation methods

Tests (weekly and monthly) in addition to each student preparing research -
.papers on the lecture topic

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

Encourage students to engage with different educational materials - ١١
.using appropriate technical and artistic skills

ies to analyze educational content to Developing students' abilit - ٢ D
.solving skills-identify thinking and problem

Developing students' abilities to design presentations for thinking - ٣ D
.skills

The ability to produce specific means for teaching thinking skills in - ٤ D
. English

.ability to evaluate the processes presented to students The - ٥ D

46. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Asking and answering questions from the student	Dialogue and discussion	Educational technologies and their development	Understand the general meaning of educational technologies	٢	the first
=	=	onal Educati objectives	The student should be able to formulate behavioral objectives and formulate a question that achieves the .objective	٢	the second the third Fourth
-	-	-	First exam of the first semester	-	Fifth
=	=	Memory Theories and Their Role in Teaching	Understanding memory and its theories	٢	Sixth
=	=	=	=	٢	Seventh
=	=	forgetfulness	Learn about forgetting and its theories	٢	The eighth
=	=	=	=	٢	nthNi
=	=	=	=	٢	tenth
=	=	Transfer of learning effect	Recognizing the transfer of	٢	elevent h

			learning		
			Second exam, first semester		twelfth
=	=	Motivation	Recognizing the role of motivation in learning the lea process	٢	thirteenth
=	=	=	=	=	fourteenth
=	=	=	=	=	fifteenth
=	=	Concepts and their relationship	Learn the meaning of the concept and creative and scientific thinking	٢	sixteenth
=	=	=	=	=	seventeenth
=	=	=	=	=	eighteenth
=	=	Feedback	Learn the meaning of feedback	٢	nineteenth
=	=	=	=	=	Twenty
			First exam of the second semester		-twenty first
=	=	Educational theories	Learn about educational theories	=	-twenty second

=	=	=	=	=	-twenty third
=	=	=	=	=	-twenty fourth
=	=	Factors affecting learning	Identifying the factors affecting learning	٢	-twenty fifth
=	=	=	=	=	-twenty sixth
=	=	Individual differences and their impact on learning	Recognizing individual differences	٢	-twenty seventh
=	=	=	=	=	-twenty eighth
			Second exam for the second semester		-twenty ninth
=	=	Skills and habits and how to acquire them	Identify skills and habits	=	thirty
=	=	=	=	=	-Thirty first
=	=	Types of learning	Understanding the meaning of learning types	٢	-Thirty second

10. Infrastructure	
Educational Techniques Book	Required textbooks -١

Modern educational techniques	(Main references (sources -٢
Educational tools	Recommended books and -A references (scientific journals, (.ports, etc
gnothin	Electronic references, -B ...websites

11. Curriculum Development Plan
<ul style="list-style-type: none"> - Workshops , seminars , conferences and benefit from their .recommendations - Scientific communication in acquiring modern scientific experiences and .skills in the field of modern technical communication

description c programAcademi

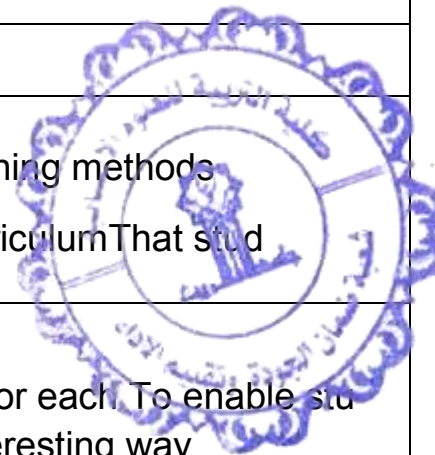
٣ Stage

physiological psychology

ption provides a concise summary of the main course This course descri features and the learning outcomes expected of the student, demonstrating arning whether the student has made the most of the available le . opportunities. It must be linked to the program description

Tikrit University / College of Education for Humanities	1. Educational institution
Educational and Psychological Sciences	2. Scientific Department / Center
physiological psychology	3. Name of academic or program professional
Bachelor of Educational and Psychological Sciences	4. Final Certificate Name
annual	5. :Academic system Annual/Courses/Other
Educational program	6. Accredited Certification Program
	7. Other external influences
٢٠٢٥-٢٠٢٤	8. tion Description prepara date
9. Academic program objectives	
Providing the Ministry of Education with specialized staff to teach physiology .and psychology in secondary schools	
Providing graduates with diverse teaching skills for secondary school ropriate teaching methods and modern scientific students, using app	

.communication skills
<p>1- Cognitive objectives</p> <p>.To familiarize students with modern teaching methods</p> <p>.ents learn modern technical skills in the curriculumThat stud</p>
<p>Program skill objectives -B</p> <p>dents to choose the appropriate teaching method for each. To enable stu</p> <p>.scientific subject, presenting it in an interesting way</p> <p>To enable students to solve problems related to their understanding of</p> <p>nd scientific material by using the theories of physiological psychology a</p> <p>.modern teaching methods, which facilitates its study and teaching</p>
Teaching and learning methods
<p>. The inductive method-</p> <p>.Problem solving method-</p>
Evaluation methods
<p>- -Formative assessment (daily exams , class discussion, homework and follow</p> <p>.(ss assessmentup, cla√</p> <p>Diagnostic assessment (midterm and final exams to issue decisions of -</p> <p>(success and failure</p>
<p>.Emotional and value goals -C</p> <p>Working to promote the teaching of different methods and raise students'</p> <p>e and developing awareness of the importance of learning curricula, dialogu</p> <p>.awareness</p>



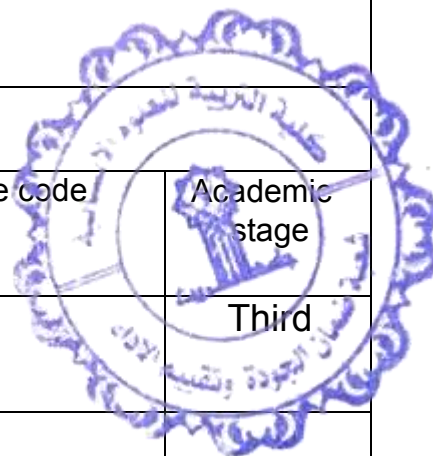
Teaching and learning methods
<p>based -do not rely on traditional teaching methods, because they are value cognitive goals. Therefore, providing goals that cannot be taught like .ective goalspsychological motivation is required to achieve aff</p>
Evaluation methods
<p>Affective goals are not assessed through traditional tests. Rather, they rely on observing students' behavior, interviewing and discussing them, and monitoring their relationship with the educational environment, which -rovides a cumulative record of their adherence to affective and valuep .based goals</p>

<p>General and transferable skills (other skills related to employability and -D .(personal development</p> <p>ological Skills in solving educational problems using educational and psych - .programs and methods</p>
Teaching and learning methods
<p>- .Inductive (deductive) method</p> <p>Classroom interaction and exchange of opinions between the student and .the teacher to raise learning difficulties and discuss their solutions</p>
dsEvaluation metho

- .Oral and written tests, individual and group, theoretical and practical

10. Program structure

Credit hours		Course name	Course code	Academic stage
practical	theoretical			
2	2	physiological psychology		Third



11. development Planning for personal

Scientific communication in acquiring modern scientific - experiences and skills in the field of modern technical .communication

12. Admission Criteria (setting regulations for admission to a college or (institute

lows the central distribution system Admission to the college fol - adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities and institutes, and by balancing the student's desire and the total .he obtained

13. Important sources of information about the program The most important

- Link to the program on the Internet, and its applications in similar universities

Training courses held by the University Quality and Performance -
Leges in Departments on the program in various institutes and colleges
in Iraq

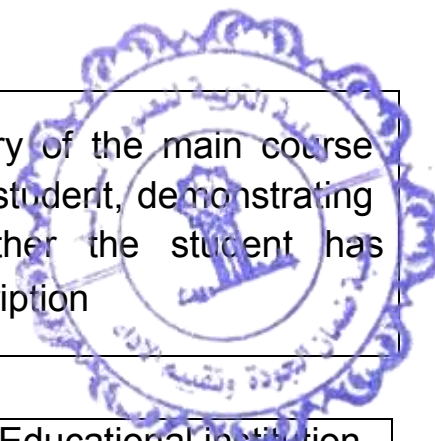


Academic Program Description

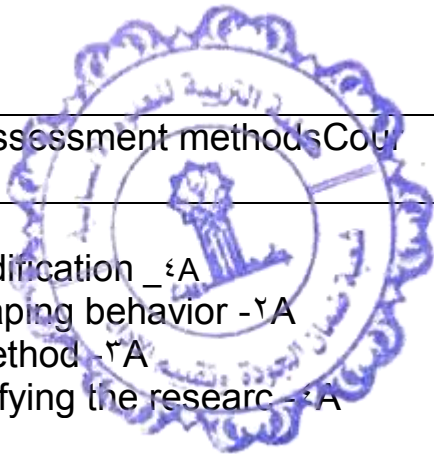
Behavior modification material

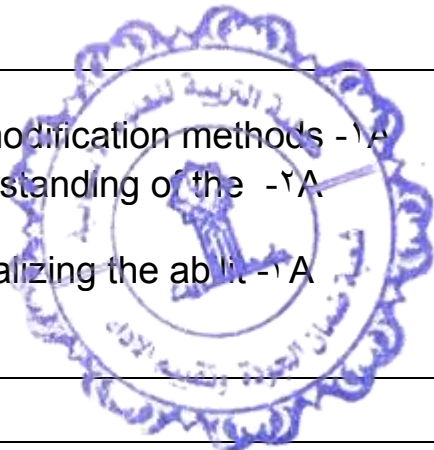
Stage Four

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating made the most of the available learning whether the student has . opportunities. It must be linked to the program description



College of Education for Humanities	50. Educational institution
Educational and Psychological Sciences	51. Scientific Department / rCente
behavior modification	52. eCourse Name/Cod
weekly	53. Available attendance forms
Fourth Year ٢٠٢٥-٢٠٢٤	54. semester/year
	55. Number of study hours (total)
	56. Date this description was prepared
57. Course objectives	
s Definition of the concept of behavior modification, and some basic term and concepts associated with it	
Understanding the theoretical foundations on which behavior modification is based	
Learn the basic principles and general characteristics of behavior .modification	
.Learn about different behavior modification methods	
.arn about research methodology in behavior modificationLe	
.Identify appropriate actions to reinforce desired behaviors	
.Identify appropriate procedures for shaping desired behaviors -	
.Identify appropriate actions to reduce unwanted behaviors	

12.	se outcomes, teaching, learning and assessment methods
	
<p>Cognitive objectives -A</p> <p>.Knowing the basic principles of behavior modification -٤A</p> <p>.Knowing the strategies for modifying and shaping behavior -٢A</p> <p>sIdentifying different behavior modification method -٢A</p> <p>.h methodology in behavior modificationIdentifying the research -٢A</p> <p>-٥A</p> <p>-٦A</p>	
<p>. Course specific skill objectives -B</p> <p>the steps for modifying The student should be able to understand - ١B</p> <p>.the behavioral treatment plan</p> <p>d and design a behavioral to buil The student should be able -٢B</p> <p>. treatment plan</p> <p>The student should be able to solve problems related to the student's - ٣B</p> <p>.understanding of the scientific material</p>	
Teaching and learning methods	
<p>and 'The lecture method is based on explanation and clarification</p> <p>.encouraging students to diagnose and interpret some cases</p> <p>Discussion method -</p> <p>. The inductive method-</p> <p>.Problem solving method-</p>	
Evaluation methods	
<p>Evaluation is done through periodic and final exams, in addition to assigning</p> <p>and 'sing with students what they are assignedsome homework, discus</p> <p>. attendance and participation</p> <p>Formative assessment (daily exams , class discussion, homework and -</p>	

<p>(up, class assessment-follow</p> <p>Diagnostic assessment (midterm and final exams to issue decisions of - (and failure success</p>	
<p>based goals-Emotional and value -C</p> <p>Educating students to analyze and use behavior modification methods -١A</p> <p>Observing the student's awareness and understanding of the -٢A</p> <p>.importance of behavior modification material</p> <p>y to apply behavior modification strategiesRealizing the abilit -١A</p> <p>-٤A</p>	
Teaching and learning methods	
<p>based -do not rely on traditional teaching methods, because they are value objectives that cannot be taught like cognitive objectives. Therefore, the :nfollowing are relied upo</p> <p>.The student should be a good role model for those around him -١</p> <p>.Forming a general category of good values-٢</p> <p>.Providing psychological motivation to achieve emotional goals -٣</p>	
Evaluation methods	
<p>tests. Rather, they rely Affective goals are not assessed through traditional on observing the student's behavior, interviewing and discussing them, and monitoring their relationship with the educational environment, thus</p> <p>-providing a cumulative record of their representation of affective and value .sbased goal</p>	
<p>General and transferable skills (other skills related to employability and -D (personal development</p> <p>.Scientific dialogue and discussion skills -١D</p> <p>Modern technology skills in communications, documentation and -٢D</p> <p>.itutions and centerscommunication with scientific inst</p> <p>especially cooperation and discussion skills among students Teamwork -٣D</p> <p>.in scientific research</p>	

using educational and and study a behavioral problem Skills to solve -٤D
.psychological programs and methods
ropriate measurement methods and in choosing app Skills_٥D
strategies for behavior modification



13. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
	discussion	Getting to know the subject vocabulary and dividing the .grades, etc		٢	the first
Oral questions	Lecture	Basic concepts in psychology, learning and its theories	The student should remember psychology and .learning It explains its relationship to .behavior	٢	the second
Oral questions participati) (on	Lecture and discussion	The concept of behavior modification	The student should mention concept and the the concepts .associated with it	٢	the third
Oral questions participati) (on	Lecture and discussion	The theoretical foundations on which behavior modification is :based	To distinguish between the classical conditioning . model conditioning . model Social learning .model ve learning Cogniti .model	٤	Fourth
Written tests	Lecture and discussion	Basic principles of behavior :modification	To differentiate the between principle of .reinforcement The principle of punishment. The ure. principle Eras Stimulus control principle. Discrimination And principle generalization	٢	Fifth
Written tests	a test			٢	Sixth
Oral	Lecture	Behavior	To apply behavior	٢	Seventh

questions participati) (on	and discussion	modification egiesstrat	modification strategies and be identify able to the desired		
14. infrastructure					
Oral questions participati) (on	re Lectu	Continuation of	To be able to	1	ne
(Required textbooks - ١)					
discussion	lecture	and final behavior			
(The book "Modifying and Building Human Behavior" by Farouk Al			(Main references (sources - ٢		
٢٠٠٠ Rousan, -Behavior"			uring it		
Oral questions participati) (on	Lecture and discussion	Chapter Three	To be able to identify methods of collecting information	٢	
Oral questions participati) (on	Lecture and discussion	ter ThreeChap	To have the ability to evaluate behavior modification programs	٢	tenth
Oral questions participati) (on	Lecture and discussion	Chapter Three	To develop a behavior modification plan	٢	twelfth
Oral questions participati) (on	ure Lect and discussion	Chapter Four	Methods of strengthening desired behavior	٤	thirteenth
Oral questions participati) (on	Lecture and discussion	Chapter Five	Methods of weakening unwanted behavior	٤	fourteent h
Oral questions participati) (on	Lecture nd a discussion	Chapter Six	Practical applications of behavior modification techniques	٤	

Any book or scientific journal related to the subject	Recommended books and -A references (scientific journals, (.s, etcreport
Any site that deals with a single item of the (material, such as (Gulf Network Forums	Electronic references. -B ...websites

15. Curriculum Development Plan
<p>members who have taught the course and Forming a committee of faculty making the necessary amendments to keep pace with scientific .developments in this field</p> <p>Developing the academic content by deleting, adding and .replacing</p>

Academic Program Description

Stage Four

Education Material Thinking

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities linked to the program descriptions. It must be liopportuni

Tikrit University	58. Educational institution
Educational and Psychological Sciences	59. Scientific Department / Center
Teaching thinking	60. Course Name/Code
My presence	61. Available attendance forms
temAnnual study sys	62. semester/year
hours per week ٢	63. Number of study (hours (total
٢٠٢٥/٢/٨	64. Date this description was prepared
65. Course objectives	
The student's awareness of the importance of teaching _١ thinking	
Providing the student with thinking education programs _٢	
.the student with factors for successful thinking Providing _٣	
.Enabling the student to learn how to build a thinking program _٤	

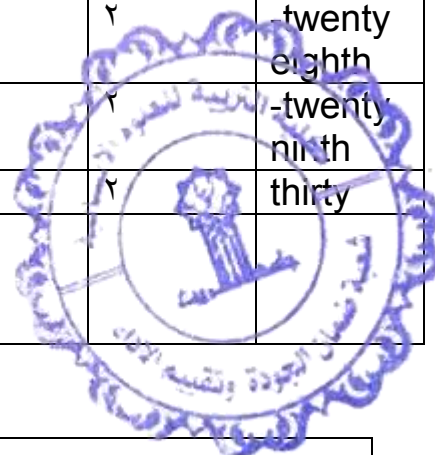
10. Course outcomes, teaching, learning and assessment methods

<p>Cognitive objectives -A</p> <p>1. The student should know how to teach thinking -1A</p> <p>2. The student should explain the importance of teaching thinking -2A</p> <p>3. The student should list the programs for teaching thinking -3A</p> <p>4. The student analyzes thinking patterns -4A</p> <p>5. The student proposes an idea and it is discussed -5A</p> <p>6A</p>	<p>Course specific skill objectives -B</p> <p>1. The student should draw a diagram showing the types of thinking in education programs -1B</p> <p>2. The student should prepare a picture on the board that illustrates making-critical thinking, creative thinking, and decision making -2B</p> <p>3. The student should use modern devices to display various types of thinking programs -3B</p> <p>4B</p>
<p>Teaching and learning methods</p>	<p>Lecture, presentation, discussion and interrogation</p>
<p>Evaluation methods</p>	<p>Achievement tests</p>
<p>Emotional and value based goals -C</p> <p>1. The student conclude the importance of teaching thinking -1A</p> <p>2. The student should analyze the patterns of teaching thinking -2A</p> <p>3. The student should realize how to develop thinking skills -3A</p> <p>4. The student should try to employ thinking skills in his practical life -4A</p>	<p>Teaching and learning methods</p> <p>Discussion, lecture and questioning</p> <p>Evaluation methods</p> <p>Various achievement tests</p>
<p>General and transferable skills (other skills related to employability and personal development) -D</p> <p>1. Controlling students' classroom behavior -1D</p> <p>2. Employing thinking program skills in the student's life -2D</p> <p>3D</p>	

11. Course structure					
Evaluation method	Teaching method	Unit e/topicnam	Required learning outcomes	watches	week
Achievement tests/written and oral	Lecture, discussion and questioning	concept of The thinking	Achieving educational, cognitive, emotional and behavioral goals	٦٠	the first
=	=	Islam's view of thinking	Bachelor of Education Educational) and Psychological (Sciences	٢	the second
=	=	The importance of teaching thinking	=	٢	the third
=	=	Teaching thinking jobs	=	٢	rthFou
=	=	General characteristics of thinking	=	٢	Fifth
=	=	Basic units of thinking	=	٢	Sixth
=	=	midterm exam	=	٢	Seventh
=	=	Justifications for teaching thinking	=	٢	The eighth
=	=	Obstacles to teaching thinking	=	٢	Ninth
=	=	Factors for successful thinking	=	٢	tenth
=	=	critical thinking skills	=	٢	Week eleven
=	=	The relationship of	=	٢	Twelfth week

		critical thinking to other types of thinking			
=	=	Decision making concept	=	٢	thirteenth week
=	=	Problem Prob solving	=	٢	Fourteenth week
=	=	creative thinking	=	٢	Week ١٥
=	=	Justifications for teaching creative thinking	=	٢	Week ١٦
=	=	Creative thinking skills	=	٢	Seventeenth week
=	=	Live training programs	=	٢	Eighteenth week
=	=	Components and types of problem solving	=	٢	Week ١٩
=	=	Factors affecting problem solving	=	٢	Week ٢٠
=	=	Six Thinking Hats Program	=	٢	-twenty one
=	=	negative thinking	=	٢	-twenty second
=	=	analytical thinking	=	٢	-twenty third
=	=	Principles of Education: Formal -Post ingThink	=	٢	-twenty fourth
=	=	positive thinking	=	٢	-twenty fifth

=	=	mind map	=	٢	-twenty sixth
=	=	Habits of the mind	=	٢	-twenty seventh
=	=	Theories of the mind	=	٢	-twenty eighth
=	=	higher order thinking	=	٢	-twenty ninth
D	=	semester exam	=	٢	thirty



10. frastructurein		
Teaching thinking		Required textbooks -١
Scientific fields, periodicals, research and studies in the field of specialization		Main references -٢ (sources)
nking by Youssef QatamiTeaching Thi -Foundations of Thinking by Walid Al Ayasrah		Recommended -A books and references scientific journals,) (.reports, etc
	Recognized scientific journals, published and approved reports, and lectures prepared by specialists Theses , dissertations and lectures prepared by experienced professors	Electronic -B ...references, websites

11. Curriculum Development Plan
Developing the study material according to the nature of the curriculum and the year of its composition. Development takes place through deleting, proved curriculum if there adding, or replacing parts or chapters from the ap

.are actual reasons for development that are determined in advance

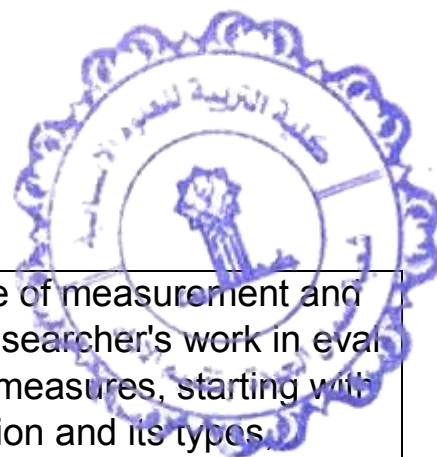


Form Description

Stage Four

Measurement and Evaluation Material

Course Description



This course aims to introduce students to the science of measurement and evaluation, its importance, and its role in facilitating the researcher's work in dealing with psychological and educational tests and measures, starting with measurement methods and their types, evaluation and its types. The aim is to provide knowledge, and tests measurement levels and their significance to the student with a set of experiences in the field of measurement and evaluation.

College of Education for Humanities	66. Educational institution
al Department of Educational and Psychologic Sciences	67. Scientific Department / Center
Measurement and Evaluation	68. Course Name/Code
	69. Available attendance forms
٢٠٢٥-٢٠٢٤	70. semester/year
hours ٨٠	71. Number of study (hours (total
	72. Date this description was prepared
73. Course objectives	
19- ment and The student should know the science of measure	

	.evaluation and its functions
0-	The student should know how to describe the phenomena under study
21-	The student applies statistical methods in his field of specialization
22-	The student should know the methods of collecting data, its method of collecting it, and the types of sample sources, the method
23-	.To know the levels of measurement
24-	The student should know the measurement and meaning of evaluation
25-	.The student should know the tests and their types
26-	ical properties The student should know how to extract the statistical properties of tests and measures
27-	The student should know the types of evaluation and their characteristics

12. Course outcomes, teaching, learning and assessment methods

Cognitive objectives -A

1-A The student should know the basic concepts and terms in measurement and evaluation

2-A The student describes the data using statistical measures

3-A The student should know the relationships between phenomena through data

4-A The student applies statistical measures in new situations

5-A The student should be able to distinguish between tests and their types

6-A The student should know the basics of probability theory in order to move from descriptive measurement and evaluation to inferential measurement and evaluation

.Course specific skill objectives -B

The student should apply the statistical method to data on social and - ١B
.economic phenomena that he needs to study

The student should be able to distinguish between types of statistical - ٢B
.data and appropriate statistical analysis

.know the methods of selecting samples The student should - ٣B

The student should know how to generalize the results after statistical - ٤B
.analysis

Teaching and learning methods

5- .Theoretical lectures

6- - Exercise solutions

Evaluation methods

13- .Attendance and participation

14- .odic tests Peri

15- .Outdoor activities

based goals-Emotional and value -C

.The student should show interest in measurement and evaluation - ١A

The student should show a desire to help his weak fellow students in - ٢A
.measurement and evaluation

uld appreciate the role of measurement and evaluation The student sho - ٣A
.in raising the academic level and solving many problems

The student should evaluate the impact of measurement and evaluation - ٤A
.in his specialization

Teaching and learning methods

7- .seminars and workshops on measurement and evaluation Participation in

8- Participate in demonstration lessons for students on measurement and
.evaluation

9- .Giving lectures on measurement and evaluation scholars

Evaluation methods

7- .Attendance and participation

8- .Periodic tests

9- .Outdoor activities

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

.Attend lectures on time -١D

.Performing the required duties on time -٢D

.Perform the tests on time -٣D

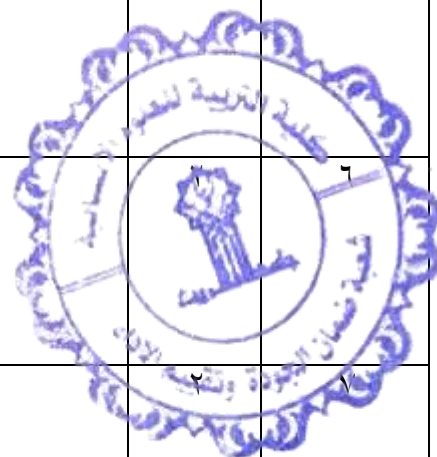
.of dialogue and discussion Commitment to the rules -٤D



13. Course structure

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Attendance and participation	a lecture	Definition of the -concept of (testing -measurement -evaluation the -assessment relationship between (them		٢	١
Attendance and participation	a lecture	-Concept -Variables Types		٢	٢
Attendance and participation	a lecture	Measurement levels		٢	٣
Attendance and participation	a lecture	Types of educational evaluation		٢	٤

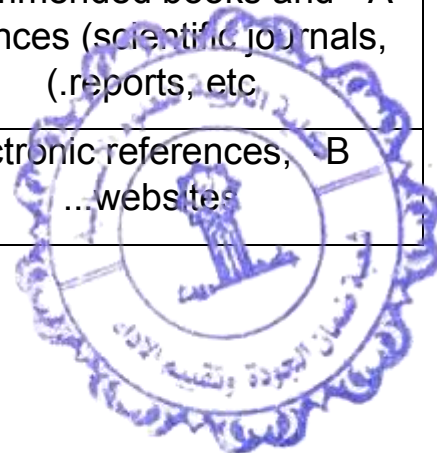
Attendance and participation	a lecture	-Educational objectives their -their importance specifications -levels for writing a good .objective		٢	٥
Attendance and participation	a lecture	-Achievement tests their -essay, objective their -advantages disadvantages		٢	٦
Attendance and participation	a lecture	Test construction steps		٢	٧
Attendance and participation	a lecture	Content Selection		٢	٨
Attendance and participation	a lecture	Goal setting		٢	٩
Attendance and participation	a lecture	Build a specification table		٢	١٠
Attendance and participation	a lecture	Test preparation in preliminary format		٢	١١
a test	a test	First semester exam		٢	١٢
Electronicall y	a lecture	Verify the face validity of the test		٢	١٣
Electronicall y	ecturea le	Preparing test instructions		٢	١٤
Electronicall y	a lecture	exploratory experiment		٢	١٥
Electronicall	a lecture	Statistical analysis of		٢	١٦



y		test items			
Electronicall y	a lecture	-its types -Test validity factors affecting it		٢	١٧
15. infrastructure					
Measurement and evaluation in the educational process			Required textbooks		
Mustafa / Measurement and Evaluation Hussein Abdul Imam, Anwar-Mahmoud Al			(Main references (sources		
Electronicall y	a lecture	Extract difficulty and ease of paragraphs		٢	٢١
Electronicall y	a lecture	Extract paragraph highlighting		٢	٢١
Electronicall y	a lecture	Building a specification table		٢	٢٢
Electronicall y	a lecture	Specification table objectives		٢	٢٣
Electronicall y	a lecture	Conditions to be followed when setting school tests		٢	٢٤
Electronicall y	a lecture	Types of calendar		٢	٢٥
a test	a test	Second semester exam		٢	٢٦

14. Curriculum Development Plan

Ajili-Rahman, Sabah Hussein Al	
	Recommended books and -A references (scientific journals, (.reports, etc
	Electronic references, B ...websites



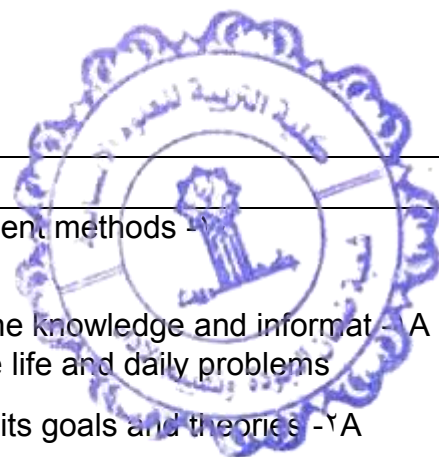
Course Description Form

Stage Four

nCourse Description: Philosophy of Educatio

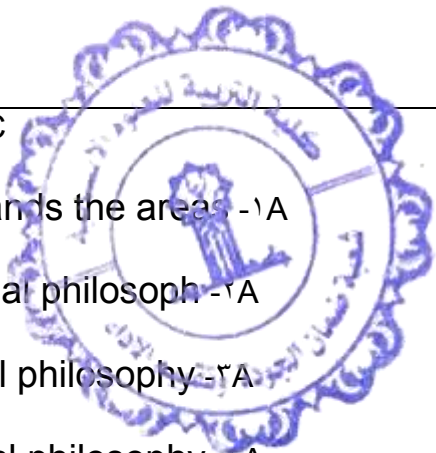
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Tikrit University. College of Education for Humanities	Educational Institution
Educational and Psychological Sciences	Scientific Department .٢
Philosophy of Education	Course Name/Code
hours per week ٢	Available forms of attendance
٢٠٢٥-٢٠٢٤	semester/year
60	(Number of study hours (total
The beginning of the school year	Date of preparation of this description
It is to increase the student's understanding of the educational and philosophical reality throughout alize the educational process in its the ages, to re most essential aspects, and to understand the social theories of various peoples, ancient and .modern	Course objectives
Explaining the educational process from a philosophical point of view, shedding light on it, onstrating the importance of the role of dem educational institutions, and helping students to train and feel the importance of the educational It is also a science that describes and . process explains the impact of philosophical systems on ality and the impact of the educational re philosophical processes on the individual's personality and upbringing. Among its most important objectives are defining the social reality in education, determining the objectives of community education, applying philosophical epts in the educational field, studying the conc relationships between the educational system based on social interaction and other social	General objectives

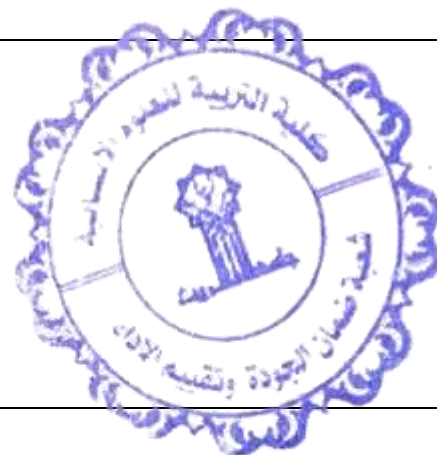


systems, and studying the individual human being when he enters into relationships with another institutions and in human being in educational human relationships and dealings and his .interaction with the systems approved by society	
Course outcomes, teaching, learning and assessment methods - Cognitive objectives ion that help achieve adaptation and The student must possess the knowledge and informat - A .compatibility, as well as psychological adaptation to solve life and daily problems .The student should learn about the meaning of philosophy, its goals and theories -٢A .ophy and enabling the student to apply them in lifeUnderstanding the basic principles of philos -٣A The student should become familiar with the historical basis of philosophy and education and -٤A .understand the main ideas put forward by scholars and thinkers t information and knowledge to enable him to analyze and To provide the student with sufficien -٥-A .evaluate it The student should learn the meaning of intellectual development and how to achieve scientific -٦A .gains Course skill objectives research skills and scientific achievement Developing the student's skill towards increasing -١B Developing the student's skill towards increasing the effectiveness of academic achievement -٢B Developing the student's skill towards increasing interaction with others--٣B ards increasing understanding of the foundations and Developing the student's skill tow--٤B .principles of the philosophy of education	
	Teaching and learning methods
dialogue, ' Student's book, the most important available tools: the blackboard, colored pens .tivitiesdiscussion, and some classroom ac	
Evaluation methods	

<p>Oral exam, paper test, and activities presented by the student</p>
<p>based goals-Emotional and value -C</p> <p>١- A The student understands the areas of educational philosophy</p> <p>٢- A The student identifies the areas of educational philosophy</p> <p>٣- A The student explains the areas of educational philosophy</p> <p>٤- A The student compares the fields of educational philosophy</p> <p>٥- A The student evaluates the areas of educational philosophy</p>
<p>Teaching and learning methods</p>
<p>Dialogue, discussion, raising ideas and questions</p>
<p>Evaluation methods</p>
<p>Written test</p> <p>Homework and class activities</p> <p>١- (General and transferable skills (other skills related to employability and personal development</p> <p>١- D The student analyzes the sections of philosophical and educational studies</p> <p>٢- D By asking a question: For example, define the philosophy of education</p> <p>٣- D</p> <p>٤- D</p>



Course structure .١١

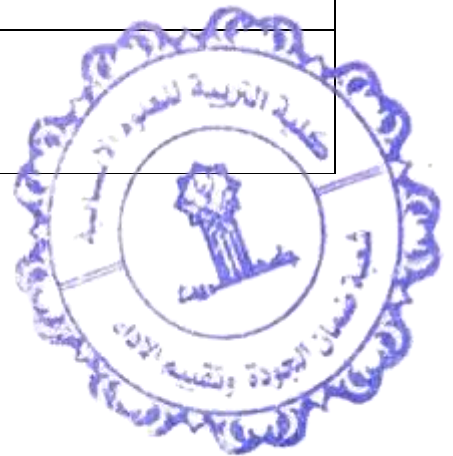


Evaluation method	Teaching method	Name of the unit or topic	Required learning outcomes	watches	week
Oral and written test	Dialogue and discussion	Philosophy of Education	Individual acceptance of the new environment and the relationship between philosophy and education	2	1
Oral and written test	Dialogue and discussion	epistemology	The individual has the ability to know where we gain knowledge from	2	2
Oral and written test	Dialogue and discussion	Logic	Finding the relationship of harmony between thought and	2	3

			reality		
Oral and written test	Dialogue and discussion	Et hics	It means symmetry and consistency in thinking, action and behavioral discipline.	2	4
Oral and written test	Dialogue and discussion	philosophical schools	It means distinguishing between ideas and between peoples.	2	5
Oral and written test	Dialogue and discussion	Culture	The practices we do during our lives, whether short or long	2	6

Philosophy of Education	1- Required textbooks
Philosophy of Education, Dabbagh, -Muqdad Al ٢٠١٣ Baghdad, Dr. Ibrahim Nasser, -Philosophy of Education, Al ٢٠٠٤ Tali'ah House, Amman,	2- (Main References (Sources
Muhammad Farhan Jaloub, Philosophy of Education, ١٩٨٨ Cairo,	and references Recommended books (... 'scientific journals, reports)
Sayed, -Dr. Mahmoud Al Studies in Education and ١٩٨٨ Nadim, Cairo, -Society, Al	...Electronic references, websites

Plan Curriculum Development - ١٣

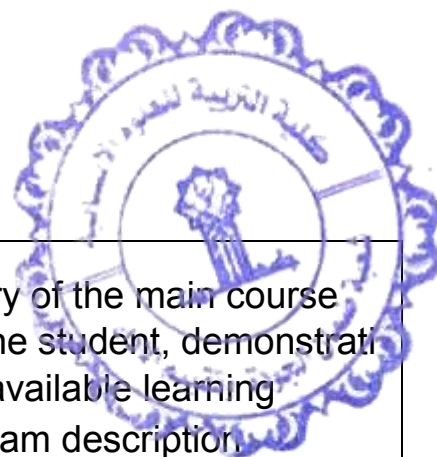


Course Description Form

Stage Four

Educational Administration

Course Description



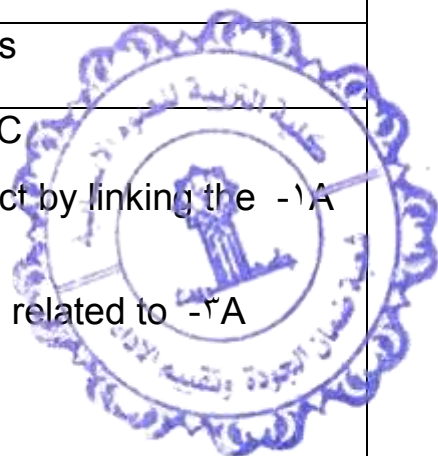
This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

Ministry of Higher Education and Scientific Research	4. Educational institution
Educational and Psychological Department of Educational Sciences / College of Education for Humanities	5. Scientific Department Center /
EDM247	6. Course Name/Code
mandatory	7. Available attendance forms
٢٠٢٥-٢٠٢٤	78. semester/year
٦٤	79. Number of study (hours (total
٢٠٢٥-٢٠٢٤	80. Date this description was prepared
81. Course objectives	
To provide the student with basic information and principles about management.	
For the student to understand the meaning of management	
The student should become familiar with the concept of classroom management in learning management in terms of its nature and function.	

To familiarize the student with modern trends in management and supervision
The student should understand the concept of educational supervision objectives and its types
nd The student should learn about the relationship between the school and the community and the means of communication
The student should understand the characteristics and features of the selected educational supervisor and the
The student should become familiar with the basic concepts and types of educational supervision principles related to the type
To familiarize the student with management theories

16. Course outcomes, teaching, learning and assessment methods
<p>Cognitive objectives -A</p> <p>1-A The student should know the educational administration</p> <p>2-A The student should know the importance of educational administration and its elements</p> <p>3-A The student should know the objectives and characteristics of management</p> <p>4-A The student should know the theories and trends of management and supervision</p>
<p>Course specific skill objectives -B</p> <p>1-B The student must have the skill of preparing written correspondence</p> <p>2-B The student must have the skills to plan and prepare activities</p> <p>3-B</p> <p>4-B</p>
Teaching and learning methods

Lecture, discussion and dialogue
Evaluation methods
achievement tests/activities Various
<p>based goals-Emotional and value -C</p> <p>Creating motivation among students towards the subject by linking the -١A students' needsgoals to the stu</p> <p>Helping students acquire the attitudes and values related to -٢A .thicsadministrative work e</p> <p>-٤A</p>
Teaching and learning methods
Discussion, lecture and questioning
Evaluation methods
Various achievement tests
<p>General and transferable skills (other skills related to employability and -D .(personal development</p> <p>account individual differences Skills of taking into -١D</p> <p>Skills for developing and investing in students' motivation -٢D</p> <p>Classroom management skills-٣D</p> <p>Time management skills -٤D</p>



17. Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Achievement tests	Lecture and discussion	Management and its historical development	Educational and logical psychological sciences	۲	the first
=	=	Its concept and definition	=	۲	the second
=	=	Its properties and elements	=	۲	the third
=	=	Its elements and Its level factors	=	۲	Fourth
=	=	prevailing trends in management	=	۲	Fifth
=	=	Centralization, decentralization, democracy	=	۲	Sixth
=	=	Management styles	=	۲	Seventh
=	=	Autocratic democracy Diplomatic correspondence	=	۲	The eighth
First semester exam	=	School administration	=	۲	Ninth
=	=	Its goals and patterns	=	۲	tenth

=	=	Her relationships and tasks	=	٢	eleventh
=	=	Its characteristics	=	٢	twelfth
=	=	School and classroom management	=	٢	thirteenth
=	=	Its role in the educational process	=	٢	fourteenth
=	=	School and Society	=	٢	fifteenth
semester ٢/exam	=	Communication methods	=	٢	sixteenth
=	=	The relationship between school and society	=	٢	seventeenth
=	=	Parents' Councils	=	٢	eighteenth
=	=	Educational supervision	=	٢	nineteenth
=	=	Meaning of evolution	=	٢	Twenty
=	=	The importance of its philosophy	=	٢	-twenty one
=	=	Its goals, tasks and types	=	٢	-twenty second
=	=	Modern trends	=	٢	-twenty

		in educational supervision			third
=	=	Founded	=	٢	-twenty fourth
=	=	His methods	=	٢	-twenty fifth
=	=	Selection of educational supervisors	=	٢	-twenty sixth
=	=	Supervisor training	=	٢	-twenty seventh
=	=	The reality of educational supervision in Iraq	=	٢	-twenty eighth
=	=	Educational Supervision Evaluation	=	٢	-twenty ninth
=	=		=	٢	thirty

18. infrastructure	
Educational administration and supervision	Required textbooks -١
Management and Supervision / Management Theories	Main references -٢ (sources)
ge of Education for Journal of the Colle Humanities	Recommended books -A and references (scientific (.journals, reports, etc

Various contact sites related to the specialty	Electronic references, -B ...websites
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19. Curriculum Development Plan
Developing the curriculum according to the annual plan to update the college approved academic programs at the college



Academic Program Description

Stage Four

Economics of Education

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating

e the most of the available learning whether the student has mad
. opportunities. It must be linked to the program description

Tikrit University / College of Education for Humanities	111. Educational institution
Educational and Psychological Sciences	112. Scientific Department / Center
mics of EducationEcono	113. e of Nam academic or professional program
Bachelor of Educational and Psychological Sciences	14. Final Certificate Name
annual	115. Academic :system Annual/Courses/Ot her
Educational program	116. Accredited Certification Program
	117. Other external uencesinfl
٢٠٢٥-٢٠٢٤	118. Description preparation date
119. Academic program objectives	
Providing the Ministry of Education with specialized staff to teach .English in secondary schools	
Providing graduates with the skills to teach the various linguistic they have learned to secondary school students, using disciplines appropriate teaching methods, aided by modern means of .clarification and scientific communication skills	

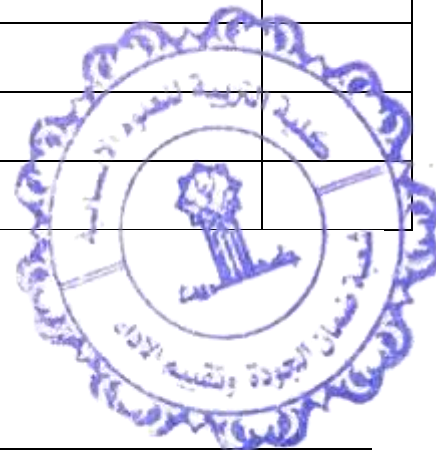
<p>- Cognitive objectives</p> <p>.To familiarize students with modern teaching methods</p> <p>nts to learn modern technical skills in language study To enable students to learn modern technical skills in language study To enable students to learn modern technical skills in language study To enable students to learn modern technical skills in language study</p> <p>.and curriculum</p>
<p>Program skill objectives -B</p> <p>To enable students to choose the appropriate teaching method for each scientific subject, presenting it in an interesting way</p> <p>lated to their understanding problems re To enable students to solve of scientific material by using educational psychology theories and modern teaching methods, which facilitates the study and teaching of the language</p>
<p>Teaching and learning methods</p>
<p>learning-through e (The inductive method (deductive- .Problem solving method-</p>
<p>Evaluation methods</p>
<p>Formative assessment (daily exams , online classroom discussion, - √ .(up, evaluation-homework and follow</p> <p>Diagnostic assessment (midterm and final exams to issue decisions - (of success and failure</p>
<p>.Emotional and value goals -C</p> <p>Working to promote the teaching of different methods and raise the students' awareness of the importance of learning curricula, dialogues and developing awareness</p>
<p>Teaching and learning methods</p>
<p>-do not rely on traditional teaching methods, because they are value based goals that cannot be taught like cognitive goals. Therefore, effective providing psychological motivation is required to achieve aff</p>

goals
Evaluation methods
Affective goals are not assessed through traditional tests. Rather, they rely on observing the student's behavior, interviewing and discussing with her, and monitoring her relationship with the high which provides a cumulative record of her work educational environment .based goals-embodiment of affective and value

General and transferable skills (other skills related to employability -D (and personal development Skills in solving educational problems using educational and - psychological programs and methods
Teaching and learning methods

.Inductive (deductive) method - Classroom interaction and exchange of opinions between the student .and the teacher to raise learning difficulties and discuss their solutions				
methods Evaluation				
.Electronic tests, individual and group -				
120. Program structure				
Credit hours		Course name	Course code	Acade mic stage
practical	theoretical			

٢	٢	Economics of Education		Fourth



121. Planning for personal development
tific communication in acquiring modern scientific Scien - experiences and skills in the field of modern technical .communication
22. Admission Criteria (setting regulations for admission to a college (or institute
tribution Admission to the college follows the central dis - system adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities and institutes, and by balancing the .student's desire and the total he obtained
123. formation about the programThe most important sources of in

Link to the program on the Internet, and its applications in -
.similar universities

Training courses held by the University Quality and -
Performance Departments on the program in various
.institutes and colleges in Iraq



Academic Program Description

Stage Four

Mental health material

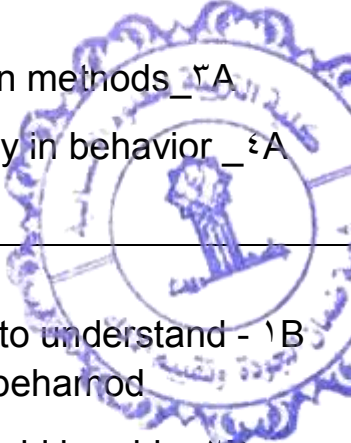
For the Humanities

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating the most of the available learning whether the student has many opportunities. It must be linked to the program description

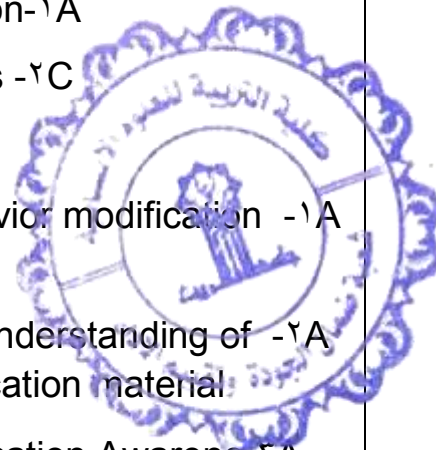
Ministry of Higher Education and Scientific
Research / Tikrit University

124. Educational
institution

Human Sciences / College of Education for Department of Educational and Psychological Sciences	125. Scientific Department / Center
Mental health	126. Name of academic or professional program
Bachelor of Educational and Psychological Sciences	127. Final Certificate Name
annual	128. Academic :system Annual/Courses Other/
	129. ted Accredi Certification Program
	130. Other external influences
٢٠٢٥-٢٠٢٤	131. Description preparation date
132. Academic program objectives	
Providing the Ministry of Education with specialized staff to work -١ . as educational guides	
.subject of behavior modificationEnabling students to master the s -٢	
Reinforcing the concept of behavior modification, and some -٣ .of the basic terms and concepts associated with it	
Understanding the theoretical foundations on which behavior -٤ .modification is based	
duate with skills and methods in behavior Providing the gra -٥ .modification	
133. Required program outcomes, teaching, learning and assessment methods	

<p>٣- Cognitive objectives</p> <p>١A - Knowing the basic principles of behavior modification</p> <p>٢A - The student should be familiar with strategies for modifying and shaping behavior</p> <p>٣A - Learn about different behavior modification methods</p> <p>٤A - Learning about the research methodology in behavior modification</p>	
<p>Program skill objectives -B</p> <p>١B - The student should be able to understand the steps for planning behavioral treatment</p> <p>٢B - The student should be able to build and design a behavioral treatment plan</p> <p>٣B - The student should be able to solve problems related to the student's understanding of the scientific material</p>	
<p>Teaching and learning methods</p>	
<p>The lecture method is based on explanation and clarification, and encouraging students to diagnose and interpret some cases</p> <p>Discussion method -</p> <p>The inductive method-</p> <p>Problem solving method-</p>	
<p>Evaluation methods</p>	
<p>Evaluation is done through periodic and final exams, in addition to assigning some homework, discussing with students what they are assigned and attendance and participation</p> <p>Formative assessment (daily exams , class discussion, homework - (up, class assessment-and follow</p> <p>Diagnostic assessment (midterm and final exams to issue</p>	

(decisions of success and failure
<p>.Emotional and value goals -C</p> <p>Observation and perception-١A</p> <p>and Communication Analysis -٢C</p> <p>Educating the student to analyze and use behavior modification -١A .methods</p> <p>Observing the student's awareness and understanding of -٢A .the importance of behavior modification material</p> <p>ss of the ability to apply behavior modification Awarene-٢A strategies</p>
Teaching and learning methods
<p>-cause they are valuedo not rely on traditional teaching methods, be based objectives that cannot be taught like cognitive objectives. :Therefore, the following are relied upon</p> <p>.The student should be a good role model for those around him -١</p> <p>.Forming a general category of good values-٢</p> <p>.hological motivation to achieve emotional goalsProviding psyc -٣</p>
Evaluation methods
<p>Affective goals are not assessed through traditional tests. Rather, they rely on observing the student's behavior, interviewing and th the discussing them, and monitoring their relationship wi educational environment, thus providing a cumulative record of their .based goals-representation of affective and value</p>



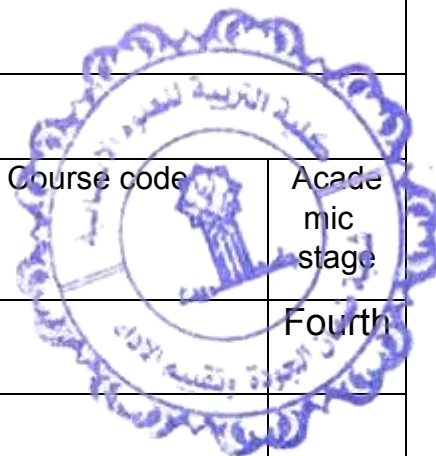
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<p>General and transferable skills (other skills related to employability -D (and personal development</p> <p>Scientific dialogue -\D e and discussion skills</p> <p>Modern technology skills in communications, documentation -\D and communication with scientific institutions and centers</p> <p>Teamwork -\D cooperation and discussion skills among students , cially in scientific researchespe</p> <p>Skill -\D using educational and and study a behavioral problem s to solve psychological programs and methods</p> <p>Skills_\D in choosing appropriate measurement methods and strategies for behavior modification</p>	
Teaching and learning methods	
<p>- Inductive (deductive) method</p> <p>- Problem solving method</p> <p>- He held training courses and seminars to equip students with the ability to communicate with the community, engage in fruitful dialogue, and solve educational problems using scientific methods</p> <p>- f opinions between the Classroom interaction and exchange o student and the teacher to raise learning difficulties and discuss their solutions</p>	
Evaluation methods	
<p>- Oral and written tests, individual and group, theoretical and practical</p> <p>- e areas of Direct observation of the student's performance in th dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment</p> <p>Assigning students to prepare scientific research to test their ability</p>	

lemsto think, draw conclusions, and solve prob

134. Program structure

Credit hours		Course name	Course code	Academic stage
practical	theoretical			
	٤	Mental health		Fourth



135. Planning for personal development

Scientific communication through seminars, conferences, -
work with qualified cadres in similar and joint
specializations

Reviewing scientific studies in similar departments, to -
develop the ability to research and solve scientific
problems

Engage in acquiring modern scientific experiences and -
modern technical communicationskills in the field of m

136. Admission Criteria (setting regulations for admission to a (college or institute
<p>Admission to the college follows the central distribution - system adopted by the Ministry of Higher Education and ding to the admission form for Scientific Research, accor s and institutes, and by balancing the Iraqi universitie .student's desire and the total he obtained</p> <p>Admission to the Department of Educational and .Psychological Sciences is subject to the students' desire</p>
137. t sources of information about the programThe most importan
<p>Link to the program on the Internet, and its applications in - .similar universities</p> <p>Training courses held by the University Quality and - Performance Departments on the program in various .in Iraq institutes and colleges</p>

Course Description Form

Stage Four

Practical education: observation and application

Course Description

This course description provides a concise summary of the main course strating features and the learning outcomes expected of the student, demonstrate the most of the available learning whether the student has many . opportunities. It must be linked to the program description

Ministry of Higher Education and Scientific Research	82. Educational Institution
of Educational and Psychological Department Sciences / College of Education for Humanities	83. Scientific Department / Center
Practical education: observation and application	84. Course Name/Code
	85. Available attendance forms
٢٠٢٥-٢٠٢٤	86. semester/year
٤٥	87. Number of study (hours (total
٢٠٢٥-٢٠٢٤	88. Date this on was descriptive prepared
89. Course objectives	
To provide the student with the basic information and principles of .the material	
The student should understand the meaning of research and .deduction	
search The student should become familiar with the concept of re .and deduction in terms of their nature and use in learning	

The student should become familiar with the modern trends in .employing this material during the study period
.The student should understand the concept of plagiarism
be aware of the relationship of deduction in the The student should .onal processededucati
The student should understand the importance of avoiding .plagiarism
The student should become familiar with the basic concepts and .principles of the subject's vocabulary
.should know each term during the course The student
The student should understand the meaning of plagiarism, quotation .and borrowing

20.	Course outcomes, teaching, learning and assessment methods
Cognitive objectives -A	
ce of deduction in The student should recognize the importan -١A .scientific research	
.To know plagiarism and ways to avoid it -٢A	
.The student should know the purpose of the deduction -٣A	
.The student should know the types of academic plagiarism -٤A	
.Course specific skill objectives -B	
dent must have the skill of preparing written The stu - ١B .correspondence	
.The student should have the skills to plan and prepare activities - ٢B	
To employ what has been learned - ٣B	
.To be able to implement effective teaching skills -٤B	
Teaching and learning methods	

Lecture, discussion, dialogue, and problem solving Communicative, technical, generative and social educational approaches
Evaluation methods
achievement tests/activities Various achievement tests
based goals-Emotional and value -C towards the subject by linking Creating motivation among students -A .the goals to the students' needs Helping students acquire the attitudes and values related to -A .professional teaching ethics
Teaching and learning methods
Discussion, lecture, and questioning: all methods and strategies according to educational situations
Evaluation methods
Various achievement tests
General and transferable skills (other skills related to employability and -D .(personal development Skills of taking into account individual differences -D Skills for developing and investing in students' motivation -D Teaching planning skills -D Time management and teaching implementation skills -D How to write a daily plan -D

21. Course structure

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Objective tests	Explore and discuss	Curriculum	Education Educational') and Psychological (Sciences	٤	the first
=	=	Old curriculum	=	٤	the second
=	=	Old curriculum	=	٤	the third
=	=	Goals	=	٤	Fourth
=	=	General objectives	=	٤	Fifth
=	=	Specific goals	=	٤	Sixth
=	=	Behavioral objectives	=	٤	Seventh
=	=	Educational tools			The eighth
=	=	Developing students' capabilities			Ninth
=	=	Developing classroom management skills			tenth
=	=	Developing questioning skills			eleventh
=	=	Preparing the plan			elfthtw

=	=	Developing students' skills			thirteenth
=	=	Developing speaking skills			fourteenth
=	=	Field visit			fifteenth
=	=	Field visit			sixteenth
=	=	Student numbers			seventeenth
=	=	Student performance evaluation			eighteenth
=	=	Plans calendar			nineteenth
=	=	Practical program calendar			Twenty

22. Course structure

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Achievement tests	Lecture and discussion	Research and deduction	Educational and psychological sciences	٣	the first
=	=	Scientific research and its technical aspects	=	٣	the second
=	=	Ethics of scientific research and scientific researchers	=	٣	the third

=	=	Intellectual property and author's description	=	۳	Fourth
=	=	Citation and quotation	=	۳	Fifth
=	=	forgery	=	۳	Sixth
=	=	Academic plagiarism	=	۳	Seventh
23. infrastructure					
nothing			Required textbooks - ۱		
=	=	Strategies to avoid plagiarism	=	۳	Ninth
=	=	Methods for detecting plagiarism	=	۳	tenth
=	=	ntation Docume and citation	=	۳	elevant h
=	=	Forms of scientific plagiarism	=	۳	twelfth
=	=	Challenges of using plagiarism detection systems	=	۳	thirteent h
=	=	Reasons for plagiarism	=	۳	fourteen th
=	=	Penalties for plagiarism	=	۳	fifteenth

A Growing Problem -Plagiarism	(Main references (sources -٢
Journal of the College of Education for Humanities	Recommended books and -A references (scientific journals, (.reports, etc
rious contact sites related to the specialtyVa	Electronic references -B ...websites

24. Curriculum Development Plan
Developing the curriculum according to the annual plan to update the .approved academic programs at the college