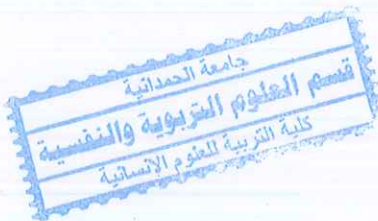


Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department



Academic Program and Course Description Guide

2025-2026



Introduction:

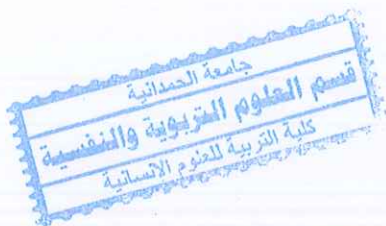
The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal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

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

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



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



Concepts and terminology:

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

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

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

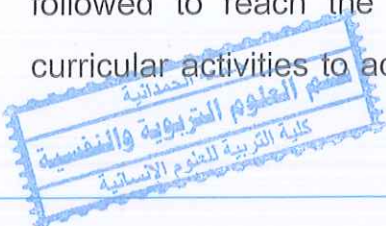
Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

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

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

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

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



Academic Program Description Form

University Name: Al-Hamdaniya University

Faculty/Institute: College of Education for Humanities Scientific

Department: Department of Educational and Psychological Sciences

Academic or Professional Program Name: Bachelor's Degree / Academic Study

Final Certificate Name: Bachelor's Degree in Educational and Psychological Sciences

Academic System: Annual

Description Preparation Date: 16/9/2025

File Completion Date: 18/9/



Signature:

Head of Department Name:

Jalila Marzina

Date: 24-09-2025



Signature:

Scientific Associate Name:

Dr. Jasim Abbas Mohsen

Date: 24/9/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 24-09-2025

Signature:



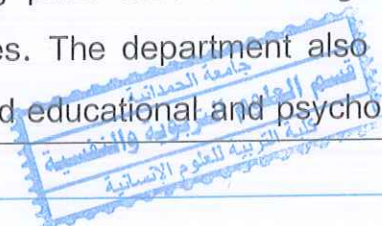
Approval of the Dean

1. Program Vision

The Department of Educational and Psychological Sciences at the College of Education for Humanities / Al-Hamdaniya University aims to achieve leadership and excellence in the preparation of scientifically, professionally, and research-oriented educational and psychological cadres. These individuals will be capable of contributing to the construction of a contemporary knowledge-based society and addressing educational and psychological issues in harmony with human and ethical values, as well as the needs of the labor market. Over the coming years, the department will work towards achieving quality and excellence, securing a prominent position within the college and the Ministry's plan. This will be done by graduating students who are competitive in the workforce, providing a distinguished educational environment, and fostering a climate that encourages scientific research both theoretically and practically. Furthermore, the department strives for excellence in offering academic programs and psychological and educational services to the community, along with leadership in scientific research.

2. Program Mission

The mission of the department is to actively contribute to meeting the needs of society on both the local and regional levels, and to disseminate psychological knowledge at both theoretical and practical (field) levels in accordance with international standards, community requirements, and professional ethics. The mission aims to enable the department's faculty members to enrich educational and psychological sciences through conducting original and purposeful scientific research. Additionally, the department provides services to the community through various services, lectures, and workshops targeting different community groups, keeping pace with the changes in the field of educational and psychological sciences. The department also aims to prepare scientifically and professionally qualified educational and psychological cadres who possess research knowledge,

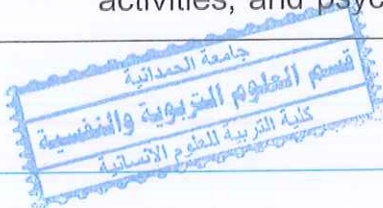


skills, and practical abilities, and who are committed to ethical and human values. This will empower them to effectively contribute to the development of the educational process, address educational and psychological issues, serve the community, and meet the demands of the labor market.

3. Program Objectives

The Department of Educational and Psychological Sciences is one of the important departments that contribute to the preparation and development of human resources. It works towards achieving crucial aspects of the comprehensive goal, the general objectives of the educational system, as well as the goals of higher education and the goals of the College of Education for Humanities, in light of the central philosophy of the state. This is achieved through:

1. Preparing specialized cadres in educational and psychological sciences who are capable of applying theoretical knowledge and practical skills in the fields of education, teaching, and psychological counseling.
2. Developing research skills among students and faculty members in studying educational and psychological issues and finding scientific solutions for them.
3. Promoting ethical and professional values and building students' character in alignment with societal requirements and human values.
4. Developing practical abilities in educational and psychological counseling, field training, and solving behavioral and educational problems.
5. Contributing to community service through awareness programs, scientific activities, and psychological and educational support.



6. Keeping up with modern educational and psychological developments and utilizing educational and research technologies in a way that meets the needs of the labor market.
7. Promoting innovation and critical thinking among students in analyzing educational and psychological problems and proposing solutions.

The department's educational objectives can be summarized into specific dimensions, as follows:

First: Cognitive Dimension, which includes the following objectives:

1. Preparing students academically, professionally, and culturally, enabling them to understand the facts, concepts, and theories in educational and psychological sciences, and acquiring the fundamental principles that qualify them for teaching, higher research, and psychological and educational counseling in the Ministry of Education and social and educational institutions.
2. Enabling students to apply scientific methods in addressing life and professional problems, and developing the ability to analyze these methods and assess them based on specific standards.
3. Enabling graduates to continue their higher studies, grasping the latest scientific developments and advancements in educational and psychological sciences, and mastering research methods.
4. Deepening scientific cooperation with educational and social institutions, organizing seminars, study groups, workshops, and continuous education programs.



Second: Affective Dimension, which includes the following objectives:

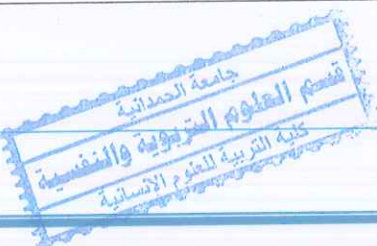
1. Helping students acquire beneficial attitudes and values that align with our Arab values, guiding them towards the highest levels of progress and maturity.
2. Developing students' attitudes, inclinations, and desires, and fostering their capabilities towards the profession of teaching, scientific research, and psychological counseling.
3. Developing and promoting ethical values, especially in the professions of teaching, scientific research, and psychological counseling, while preventing the misuse of their responsibilities in the educational and psychological fields.

Third: Psychomotor Dimension (Skills), which includes:

1. Enabling students to acquire essential skills related to the professions of teaching, scientific research, and psychological counseling, and working to develop and enhance these skills to perform their duties successfully and handle life situations with high competence during their career.
2. Fostering students and community members to acquire self-learning skills, expanding their horizons, and developing their competencies so that they can independently access sources of knowledge and culture.

4. Program Accreditation

Not available



5. Other external influences

Not available

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	9	32	20%	Core Course
College Requirements	6	24	15%	Core Course
Department Requirements	26	100	63%	Core Course
Summer Training	1	4	2%	Core Course
Other				

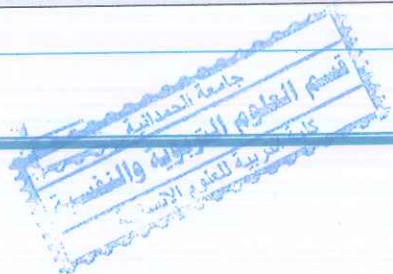
* This can include notes whether the course is basic or optional.

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025-2026			theoretical	practical
First Stage	EPS105	General Psychology	3	
	EPS109	Psychology of Individual differences	2	2
	UOH101	Arabic Language	1	
	UOH102	English	1	
	UOH104	Computer Sciences		2
	UOH103	Democracy and Human Rights	1	
	EPS106	Educational Sociology	3	
	EPS107	Environmental Education And Sustainable Development	1	2
	EPS108	Fundamentals of Education & Teaching	3	
	EPS110	Ethics of the Teaching Profession	2	
Second Stage			theoretical	practical
	EPS205	Developmental Psychology	2	

	EPS206	Educational Psychology	2	
	EPS207	Continuing education	2	
	EPS208	Social Psychology	2	
	EPS209	Curriculum & Textbook	2	
	EPS210	English Texts 2	2	
	EPS211	Educational Planning	1	2
	UOH204	Computer Sciences	1	
	UOH201	Descriptive Statistics	1	
	UOH202	Arabic Language	1	
	UOH203	Crimes of ALBaath Party in Iraq	1	
Third Stage			theoretical	practical
	EPS301	Teaching Methods	2	
	EPS302	Scientific Research method	2	
	EPS303	Inferential Statistics	1	2
	EPS304	Educational Technologies	1	2
	EPS305	Personality Psychology	2	
	EPS306	Psychological counseling	2	
	EPS307	Physiological Psychology	2	
	EPS308	Comparative Education	2	
	EPS309	Experimental Psychology	1	2
	EPS310	Cognitive Psychology	2	
Forth Stage			theoretical	practical
	EPS403	Philosophy of Education	2	
	EPS404	Behavior Improvement	2	
	EPS405	Educational Economics	2	
	EPS406	Psychological Health	2	
	EPS407	Educational Administration & Supervision	2	
	EPS408	Special Education	2	
	EPS409	Thinking Education	2	
	EPS410	Assessment & Evaluation	2	
	EPS411	Graduation Research project	2	
	FAC402	Practicum(observation&Practicum)	-	4

8. Expected learning outcomes of the program



Knowledge

A. Cognitive Objectives

- Students will acquire comprehensive knowledge of concepts and theories in the fields of education and psychology.
- Recognize teaching strategies, psychological counseling methods, and educational scientific research techniques.
- Understand common educational and psychological problems and the methods of addressing them.
- Be familiar with recent developments in educational and psychological sciences and their applications in the educational field.
- Attain comprehensive knowledge of teaching methods.
- Learn the correct methodology for writing academic research.
- Be capable of teaching educational and psychological subjects in schools, as well as psychological counseling and social work methods.

Skills

B. Skills-Based Objectives of the Program

- Ability to apply educational and psychological knowledge in analyzing educational and behavioral problems.
- Practice skills in psychological and educational counseling (listening, guidance, problem-solving, psychological support).
- Master the design and implementation of effective instructional strategies that meet learners' needs.
- Acquire scientific research skills (formulating research problems, designing data collection tools, analyzing results).
- Develop critical and creative thinking skills in addressing educational and psychological issues.
- Utilize modern technologies in education, counseling, and research.
- Prepare qualified teaching staff in the educational and psychological fields.

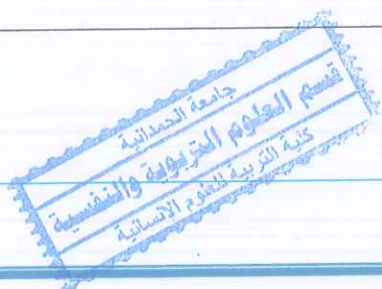
	• Train cadres to interact with students in schools based on sound psychological and educational principles.
Ethics	
C. Affective Objectives	1. Developing students' ability to share and express ideas. 2. Commitment to ethical and professional values in educational and psychological interactions. 3. Respect for cultural and social diversity, and the promotion of dialogue and tolerance. 4. Fostering a sense of responsibility toward community service and the development of the educational environment. 5. Enhancing self-confidence and teamwork in educational and counseling practices.

9. Teaching and Learning Strategies

- Providing students with a detailed explanation of the course material.
- Engaging students in organizing and participating in training workshops and lectures.
- Conducting discussions and dialogues on topics related to the subject matter.
- Field training.
- Forming committees and assigning individuals responsible for implementation.
- Setting an appropriate schedule (both online and in-person) for the department's students.
- Determining which courses will be taught online and in-person by the department head and the academic committee.
- Role-playing and simulation activities.

10. Evaluation methods

1. Daily quizzes/examinations.
2. Mid-year (semester) examinations.
3. Final (end-of-year) examinations.
4. Continuous assessment by instructors through daily discussions and attendance.
5. Weekly seminars held by the department.



11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Asst. Lecturer Ammar Yelda Karomi	Teaching Methods for Basic Education	Teaching Methods for Special Education			Staff	
Asst. Prof. Dr. Thuraya Ahmed Khalis	E-Learning Technology	E-Learning Technology			Staff	
Asst. Lecturer Hala Adeeb Dawood	Teaching Methods of Science	Teaching Methods of Science			Staff	
Asst. Lecturer Hassan Abdul-Jabbar Saeed	Teaching Methods for Special Education	Teaching Methods for Basic Education			Staff	
Asst. Lecturer Jalila Marzina Afram	Sociology	Sociology			Staff	
Asst. Lecturer Ismail Abdul Hassu	Teaching Methods for Special Education	Teaching Methods for Basic Education			Staff	
Lecturer Assistant Ibrahim Mameeq Sultan	Sociology	Sociology			Staff	
Lecturer Assistant Thamer Mustafa Ibrahim	Psychology	Educational Psychology			Staff	
Lecturer Assistant Shawqi Sabah Bahnam	Social Psychology	Social Psychology			Staff	
Lecturer Assistant Maryam Yelda Matti Yassi	Educational Psychology	Educational Psychology			Staff	
Lecturer Assistant Younis Dhirar Jasem	Teaching Methods of Quranic Sciences	Teaching Methods of Quranic Sciences			Staff	
Asst. Prof. Dr. Uday Neamat Butros	Educational Psychology	Educational Psychology			Staff	

Lecturer Assistant Khansa Ziyad Ghanem Abdullah	Educational Psychology	Educational Psychology			Staff	
Lecturer Assistant Muhannad Ahmed Sultan	Educational Psychology	Educational Psychology			Staff	
Lecturer Assistant Mustafa Moayad Khalil Hassan	Teaching Methods of Arabic Language	Teaching Methods of Arabic Language			Staff	
Lecturer Assistant Mohammed Qazi Jasem Ahmed	Educational Psychology	Educational Psychology			Staff	
Lecturer Assistant Elham Abdul-Samad Mohammed Sultan	Educational Psychology	Educational Psychology			Staff	
Lecturer Assistant Silvana Fares Khidr Karomi	Educational Psychology	Educational Psychology			Staff	
Lecturer Assistant Abdullah Khalil Younis	Sociology	Sociology			Staff	

Professional Development

Mentoring new faculty members

1. Academic Advising and Mentorship Program

- Pairing new faculty members with experienced professors to provide academic support and guidance in teaching and research.

2. Introductory Training Workshops

- Organizing workshops on modern teaching strategies, classroom management, and the use of instructional materials and digital technologies.

3. Training on Course and Curriculum Design

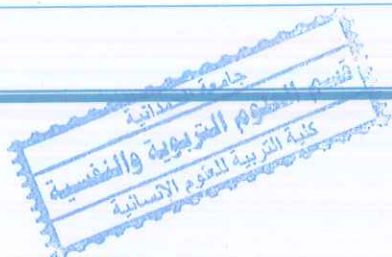
- Training new faculty on how to develop course plans, prepare lectures, and design assessment tools.

4. Orientation to Department and University Culture

- Introducing new members to departmental policies, academic regulations, and the objectives of the academic program.

5. Scientific Research Workshops

- Providing courses on research methodology, academic writing, and the use of statistical analysis tools.



6. Field Training and Classroom Observation

- Offering opportunities to observe practical teaching sessions and learn from experienced faculty members in classroom settings or during supervision.

7. Ongoing Evaluation and Individual Support

- Providing regular feedback to improve teaching and research skills, and encouraging participation in academic activities.

8. Encouraging Self-Learning and Continuous Development

- Motivating new faculty to attend online courses, read up-to-date references, and participate in scientific workshops and conferences.

Professional development of faculty members

1. Training Workshops and Professional Development Courses

- Organizing specialized workshops on modern teaching strategies, e-learning technologies, and educational and psychological research methods.

2. Encouraging Scientific Research and Publication

- Supporting faculty members in conducting research and publishing in reputable local and international academic journals.

3. Participation in Conferences and Scientific Seminars

- Providing opportunities to participate in academic events inside and outside the university to exchange experiences and stay updated on new developments.

4. Academic Supervision and Mentorship Programs

- Facilitating knowledge exchange between experienced professors and new faculty members through structured mentorship initiatives.

5. Training in Modern Technologies

- Equipping faculty with essential skills in using educational software, e-learning platforms, and statistical analysis tools.

6. Self-Development

- Encouraging faculty to take part in online courses (MOOCs) and read the latest references in their fields of specialization.

7. Field Training and Educational Visits

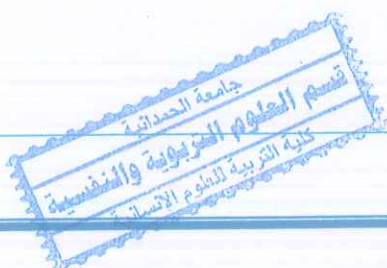
- Involving faculty members in visits to educational and psychological institutions to observe and learn from current best practices.

8. Incentive Programs

- Providing both moral and financial incentives to encourage excellence in teaching, research, and community service, including in-class teaching supervision monitored by the department's academic committee.

9. Guidance and Benefit from Senior Faculty Expertise

- Offering continuous educational and administrative support by leveraging the experience of senior faculty members within the department.



12. Acceptance Criterion

- A. Central Admission
- B. Submission of Preliminary Admission Plans
- C. Finalization of Student Transfer Plans (to and from the College)
- D. Conducting a Feasibility Study for Admission Based on Enrollment Capacity
- E. Reviewing Student Transfer Requests

13. The most important sources of information about the program

- A. Official textbooks prescribed by the Ministry
- B. Updated annual lectures prepared by faculty members
- C. The Internet (Global Information Network)

14. Program Development Plan

1. Curriculum and Course Development

- Periodic review of curricula to ensure alignment with the latest educational and psychological theories and practices.
- Introducing new courses that reflect scientific and technological advancements in the fields of education and psychology.
- Integrating practical and field-based learning into courses to enhance hands-on application.

2. Faculty Development

- Providing training programs and professional development workshops for both new and experienced faculty members.
- Encouraging scientific research and publication in reputable local and international journals.
- Promoting participation in academic conferences and seminars for knowledge exchange and professional growth.

3. Improvement of Teaching and Learning Methods

- Adopting modern instructional strategies such as interactive learning, collaborative learning, problem-based learning, and simulation.
- Utilizing multimedia tools, digital technologies, and e-learning platforms.
- Designing practical activities, workshops, and case studies to apply theoretical knowledge to real-world scenarios.

4. Enhancement of Learning Outcomes

- Defining clear learning outcomes for each course and linking them to the program's overall learning outcomes.
- Strengthening students' cognitive, practical, and value-based skills in alignment with labor market needs.
- Periodic assessment and evaluation of learning outcomes to ensure the quality of graduates.

5. Promotion of Scientific Research and Community Service

- Supporting research projects and student-led initiatives that address educational and psychological issues.
- Developing psychological and educational counseling programs in collaboration with schools and community institutions.
- Encouraging students and faculty members to participate in community engagement and local service initiatives.

6. Continuous Program Evaluation

- Establishing mechanisms for the periodic evaluation of the program, including curriculum, faculty performance, teaching methods, and learning outcomes.
- Utilizing evaluation results to implement continuous improvements and ensure sustainable program development.



Program Skills Outline

Required program Learning outcomes

Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First			Basic	Ω	Ω	Ω		Ω	Ω			Ω	Ω		q
			Basic												
Second			Basic	Ω	Ω	Ω		Ω	Ω			Ω	Ω		
			Basic												
Third			Basic	Ω	Ω	Ω		Ω	Ω			Ω	Ω		
			Basic												
Forth			Basic	Ω	Ω	Ω		Ω	Ω			Ω	Ω		
			Basic												





Course Description Form

1. Course Name:					
English Language					
2. Course Code:					
UOH102					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
2026					
5. Available Attendance Forms:					
Daily Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 Hour and 2 Credits					
7. Course administrator's name (mention all, if more than one name)					
Name: Wasan Mohsin Hazim Al-Rawas					
Email: wasanmohsinalrawas@uohamddaniya.edu.iq					
8. Course Objectives					
Course Objectives			1-Enriching and developing students' English language skills 2-Developing students' language abilities and skills		
9. Teaching and Learning Strategies					
Strategy		1. Develop students' ability to recognize the most important vocabulary and linguistic terms in the English language. 2. Enrich students' vocabulary. 3. Understand the importance of learning English and its impact on learning other subjects. 4- Developing students' English language skills. 5- Developing reading and writing skills. 6- Developing students' English-speaking skills.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	1	Theoretical knowledge and practical educational application	Unit one Verbs to be/ Questions words	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
2 nd	1	Theoretical knowledge and practical educational application	Unit Two Possessive adjective/ Pl nouns	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback

				blackboard and display screens with interactive student participation	
3 rd	1	Theoretical knowledge and practical educational application	Unit Three Questions with question words/Yes-No questions	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
4 th	1	Theoretical knowledge and practical educational application	Unit Three Verbs to be/positive and negative	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
5 th	1	Theoretical knowledge and practical educational application	Unit Four Have/ Has	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
6 th	1	Theoretical knowledge and practical educational application	Unit Four Plural nouns	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
7 th	1	Theoretical knowledge and practical educational application	Unit Four Possessive pronoun	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
8 th	1	Theoretical knowledge and practical educational application	Unit Five Possessive adjective	Delivering the lecture through the blackboard and display	Direct questions and feedback

				screens with interactive student participation	
9 th	1	Theoretical knowledge and practical educational application	Unit Five Present simple	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
10 th	1	Theoretical knowledge and practical educational application	Unit Five a-an/ Adjective+ noun	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
11 th	1	Theoretical knowledge and practical educational application	Unit Six Present simple	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
12 th	1	Theoretical knowledge and practical educational application	Unit Six Adverbs of frequency	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
13 th	1	Theoretical knowledge and practical educational application	Unit seven Question words	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
14 th	1	Theoretical knowledge and practical educational application	Unit Seven Pronouns	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
15 th	1	Theoretical knowledge and practical educational application	Unit Seven This & That	Delivering the lecture through the blackboard and display	Direct questions and feedback

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قسم العلوم التربويه والنفسية
كلية التربية للعلوم الانسانية

				screens with interactive student participation	
16 th	1	Theoretical knowledge and practical educational application	Unit Eight There is & There are	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
17 th	1	Theoretical knowledge and practical educational application	Unit Eight Some & Any	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback

11.Course Evaluation

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

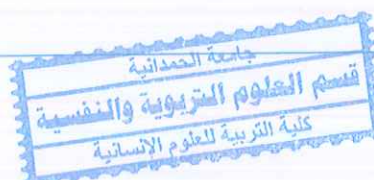
12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	New Headway Plus for Beginners.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Follow up on electronic references and the Internet, including reliable scientific websites and library websites in some international universities.



Course Description Form

1.	Course Name:		
	Ethics of the teaching profession		
2.	:Course Code		
	EPS110		
3.	:Chapter/Year		
	2025-2026		
4.	:Date of preparation of this description		
	21/09/2025		
5.	Available Attendance Formats:		
	Face-to-face education		
6.	Number of Hours (Total) / Number of Credits (Total)		
	60 Hours / 4 Units		
7.	Course administrator name (if more than one name mentioned)		
	Name: M.M. Mustafa Moayed Khalil Email: mustafamoayed1994@uohamdaniya.edu.iq		
8.	Course Objectives		
The course aims to introduce students to: 1. Ethics of the teaching profession and related concepts. 2. Sources of the ethics of the teaching profession and how to employ them in building the learner. 3. The historical development of the ethics of the teaching profession. 4. The most important ethical values that should be possessed by those working in the field of education. The week		Course Objectives	
9.	Teaching and Learning Strategies		



1. Use cognitive and metacognitive strategies . 2. Use of modern teaching models and teaching methods, including lectures discussions, and teamwork.					Strategy
10. Course Structure					
Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Hours	The week
Feedback via direct questions	Lecture, Discussion and Dialogue	The concept of ethics, the concept of ethics, the concept of professional ethics, the concept of ethical values, the concept of education Ethical	The student should understand what is meant by the concept of ethics, professional ethics, and education.	2	First
Feedback via direct questions	Lecture, Discussion and Dialogue	The most important ethics of the public service, the historical development of the ethics of the teaching profession	Recognition of Public Service Ethics, the Historical Development of Education Ethics	2	Second
Feedback via direct questions	Lecture, Discussion and Dialogue	Sources of Ethics of the Teaching Profession.	Identify the sources of ethics of the teaching profession.	2	Third
Feedback via direct questions	Lecture, Discussion and Dialogue	Ethics of the Teaching Profession in Islamic Education, Work Ethics in Islam	Identifying the Ethics of the Teaching Profession in Islamic Education, Work Ethics in Islam	2	Fourth
Feedback via direct questions	Lecture, Discussion and Dialogue	A Review of the Most Important Ethics of the Teaching Profession among Muslim Scholars Ibn Sina, Al-Ghazali, Ibn Khaldoun	Identifying the Ethics of the Teaching Profession among Muslim Scholars Ibn Sina, Al-Ghazali, Ibn Khaldoun	2	V
Feedback via direct questions	Lecture, Discussion and Dialogue	The philosophical and psychological basis of professional ethics.	Identify the philosophical and psychological basis of professional ethics.	2	Sixth

Feedback via direct question s	Lecture, Discussion and Dialogue	Social Theory and Kohlberg's Moral Theory	Introduction to social theory and Kohlberg's moral theory	2	Seventh
Feedback via direct question s	Lecture, Discussion and Dialogue	The relationship between religion and morality	Understanding the Relationship between Religion and Ethics	2	Eighth
Feedback via direct question s	Lecture, Discussion and Dialogue	Ethical Standards of Conduct, Ethical Decision-Making	Identify ethical standards of behavior, ethical decision-making	2	Ninth
Extra-curricular Activities	Lecture, Discussion and Dialogue	The Legal Basis of the Ethics of the Teaching Profession	Identify the legal basis for the ethics of the teaching profession	2	X
Feedback via direct question s	Lecture, Discussion and Dialogue	National Regulations and Instructions Governing the Ethics of the Teaching Profession in Iraq	Identify the national regulations and instructions governing the ethics of the teaching profession in Iraq	2	Eleventh
Feedback via direct question s	Lecture, Discussion and Dialogue	Ethical Aspects of the State Employees Discipline Law	Identify the ethical aspects of the State Employees Discipline Law	2	Twelfth
Feedback via direct question s	Lecture, Discussion and Dialogue	Ethics of the teaching profession and its relationship to the concept of functional traditions	Identify the ethics of the teaching profession and its relationship to the concept of functional traditions	2	Thirteenth
Feedback via direct question s	Lecture, Discussion and Dialogue	The most important functional traditions of the teacher	Identify the most important career traditions of a teacher	2	Fourteenth
Written Exam	Lecture, Discussion and Dialogue	examination	Identify the student's ability through their answer	2	Fifteenth
Feedback via direct	Lecture, Discussion	Methods of preserving school traditions	Identify the methods of preserving school	2	Sixteenth week

question s	and Dialogue		traditions and then identify the most important values and professional ethics of the teacher		
Feedback via direct question s	Lecture, Discussion and Dialogue	Ethical Qualities to Possess in a Teacher	Identify the ethical qualities that must be met in the teacher	2	Week Seventeen
Feedback via direct question s	Lecture, Discussion and Dialogue	Methods of Establishing Professional Ethics, the Ideal Teacher	Learn about the methods of establishing professional ethics, the ideal teacher	2	Week Eighteenth
Feedback via direct question s	Lecture, Discussion and Dialogue	Ethics of the Teaching Profession in Measurement and Evaluation of Students and School Committees	Identifying the ethics of the teaching profession in measurement and evaluation of students and school committees	2	Week Nineteen
Feedback via direct question s	Lecture, Discussion and Dialogue	Conceptual Education Profession, Barriers, Problems	Understanding the Teaching Profession Conceptually, Barriers, Problems	2	Week 20
Feedback via direct question s	Lecture, Discussion and Dialogue	The Role of the Teachers' Syndicate in Promoting the Rights of Teachers	Understanding the role of the Teachers' Syndicate in promoting teacher rights	2	Week 21
Feedback via direct question s	Lecture, Discussion and Dialogue	Administrative Work Ethics for School Management	Identifying the Ethics of Administrative Work for the School Administration	2	Week 22
Feedback via direct question s	Lecture, Discussion and Dialogue	Ethics of Educational Counseling	Identifying the Ethics of Educational Counseling	2	Week Twenty Three

Feedback via direct questions	Lecture, Discussion and Dialogue	Applied Models for Role Model Teachers	Identifying Applied Models for Role Model Teachers	2	Week Twenty Four
Feedback via direct questions	Lecture, Discussion and Dialogue	Examples of the Code of Ethics of the Teaching Profession in the Arab Countries	Identifying Examples of the Code of Ethics of the Teaching Profession in the Arab Countries	2	Week Twenty Five
Feedback via direct questions	Lecture, Discussion and Dialogue	The most important ethics contained in the Charter	Identify the most important ethics contained in the Charter	2	Week twenty sixth
Feedback via direct questions	Lecture, Discussion and Dialogue	Ethical Charter for the Teaching Profession in Iraq	Learn about the ethical charter of the teaching profession in Iraq	2	Week twenty seven
Feedback via direct questions	Lecture, Discussion and Dialogue	Preparing the teacher in the light of the ethics of the teaching profession and the quality of education	Identify the preparation of the teacher in the light of the ethics of the teaching profession and the quality of education	2	Week Twenty Eight
Feedback via direct questions	Lecture, Discussion and Dialogue	Licensing to practice the teaching profession Criteria for a Successful Teacher	Recognition of the license to practice the teaching profession Criteria for a Successful Teacher	2	Week twenty ninth
Written Exam	Lecture, Discussion and Dialogue	examination	Identify the student's ability through their answer	2	Week 30

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

12. Learning and Teaching Resources

Ethics of the profession and education, Dr. Saad Musle Year of publication: 2010, Dar Al-Fikr Al-Arabi, Cairo Educational Ethics and its Applications, Author: Dr. Abdullah Bin Ali Bin Hamdan, Year of Publication 201 Dar Al-Nahda Al-Arabiya, Cairo.	Required textbooks (methodology if available)
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Teacher Ethics, Author: Dr. Fawzia Al-Hassan, Year of Publication: 2008, Dar Al-Yazouri, Amman.	
Ethics of Profession and Education, by Adel Musallam, Year of Publication 2013, Dar Al-Fikr, Beirut. Ethics of the profession and education, written by Dr. Hala Al-Awwad, year of publication: 2017, Dar Al-Ma'arif, Cairo.	Primary References (Sources)
Access to scientific journals and educational reports	Recommended Books and References (Scientific Journals, Reports)



Course Description Form

1.	Course Name	
	Fundamentals of Education	
2.	Course Code	
	EPS111	
3.	Semester/Year	
	2025-2026	
4.	Date of preparation of this description	
	18-9-2025	
5.	Available Forms of Attendance	
	Face-to-face education	
6.	Number of Hours (Total) / Number of Credits (Total)	
	60 Hours/ 4 Units	
7.	Course administrator name (if more than one name mentioned)	
	Name: Assoc. Prof. Dr. Thuraya Ahmed Khalis Shaalan Email: thurayaa@uohamdaniya.edu.iq	
8.	Course Objectives	
	• Increasing the student's understanding of the educational and social reality throughout the ages, realizing the educational process in its most necessary ways, and understanding the educational theories of various peoples, ancient and modern. • Interpreting the Educational Process from a Historical and Philosophical Perspective • Shedding light on upbringing and education, explaining the importance of the role of educational and social education institutions, and helping students to train and sense the importance of the educational process. • One of its most important objectives is to define the educational reality revealed by philosophical schools of education, to determine the goals of educating society and to apply educational concepts.	Course Objectives



It also studies the relations between the educational system based on social interaction and other educational systems, and the study of the individual human being when he enters with another human being in educational institutions and in the relations and dealings of humanity and his interaction with the systems approved by society.	
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9. Teaching and Learning Strategies

1. Dialogue, discussion, ideas and questions 2. Collaborative learning. 3. Educational seminars "Seminar". 4. - Group education: individual training for students on basic skills of measurement 5. Written Testing	Strategy
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10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Oral and written testing	Dialogue and discussion	The meaning of education and its objectives are necessary	The meaning of education and its objectives are necessary	2	1
Oral and written testing	Dialogue and discussion	Theories, Fields	Theories, Fields	2	2
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	The Historical Basis of Education	2	3
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Ancient Education	2	4
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Chinese Education	2	5
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Greek Education	2	6



Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Medieval Breeding	2	7
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Arabic Education Before Islam and After Islam	2	8
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Modern Education	2	9
Oral and written testing	Dialogue and discussion	The Social Basis of Education	The relationship between education and society	2	10
Oral and written testing	Dialogue and discussion	The Social Basis of Education	The relationship between the individual and the environment	2	11
Oral and written testing	Dialogue and discussion	The Social Basis of Education	Moral Education	2	12
Oral and written testing	Dialogue and discussion	The Social Basis of Education	Family Education,	2	13
Oral and written testing	Dialogue and discussion	The Social Basis of Education	National Education,	2	14
Oral and written testing	Dialogue and discussion	The Social Basis of Education	Health Education	2	15
Oral and written testing	Dialogue and discussion	The Economic Basis of Education	Education and its impact on economic development	2	16
Oral and written testing	Dialogue and discussion	The Economic Basis of Education	and exploitation of natural resources	2	17
Oral and written testing	Dialogue and discussion	The Scientific Basis of Education	Education and Methodology in Research	2	18
Oral and written testing	Dialogue and discussion	National and Social Foundations	National and Social Foundations	2	19
Oral and written testing	Dialogue and discussion	Education in the Islamic Perspective	Education in the Islamic Perspective	2	20
Oral and written testing	Dialogue and discussion	Educational Renewal in Iraq	Comprehensive School	2	21

Oral and written testing	Dialogue and discussion	Educational Renewal in Iraq	Systematic Education	2	22
Oral and written testing	Dialogue and discussion	Educational Renewal in Iraq	Schools of Excellence Acceleration	2	23
Oral and written testing	Dialogue and discussion	Primitive Education	The individual accepts the primitive environment and how the education itself is woven	2	24
Oral and written testing	Dialogue and discussion	Social Education	The individual has a specific social need.	2	25
Oral and written testing	Dialogue and discussion	Education throughout history	Finding the Relationship of Harmony between Civilizations	2	26
Oral and written testing	Dialogue and discussion	Islamic Education	I mean symmetry and consistency in thinking and acting according to our religion	2	27
Oral and written testing	Dialogue and discussion	Social control	I mean social control and positive control	2	28
Oral and written testing	Dialogue and discussion	Culture and Education	The practices we do during our lives are short or long.	2	29
Oral and written testing	Dialogue and discussion	Social Education	The individual has a specific social need.	2	30

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (methodology if available)

1. Emile D'Orkheim, Education and Society, Al-Nahda , Cairo, 1999

Main References (Sources)

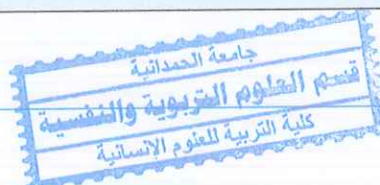


2. Dr. Ibrahim Nasser, Foundations of Education, Dar Al-Tali'a, Amman, 2004	
3. Dr. Maher Al-Jaafari, Foundations of Education, Dar Ammar, Amman, 1998 4. Dr. Ibrahim Othman, Education, Dar Kazma, Kuwait, 1983 5. Dr. Mahmoud El-Sayed, Studies in Education and Society, Al-Nadim, Cairo, 1988	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites



Course Description Form

1. Course Name:	
Psychology of Individual Differences	
2. :Course Code	
EPS112	
3. :Chapter/Year	
2025-2026	
4. :Date of preparation of this description	
17/09/2025	
5. Available Attendance Formats:	
Face-to-face education	
6. Number of Hours (Total) / Number of Credits (Total)	
60 hours/6 units	
7. Course administrator name (if more than one name mentioned)	
Name: Eng. Mohammed Qazi Jassim Email: mohammedalhadidi@uohamdaniya.edu.iq	
8. Course Objectives	
Introducing students to the importance of differential psychology Introducing students to the principles of differential psychology Enable students to distinguish individual genetic and environmental differences Identify individual differences goals Identify the characteristics of individual differences	Course Objectives
9. Teaching and Learning Strategies	
- Conducting seminars among students. - Assigning students to prepare lectures that they conduct within the lecture as an intellectual skill for students. - Discussion method . - Interrogation method . - The Thought Strategy of Sharing Marriage.	Strategy
10. Course Structure	



Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Discussion, exchange of views and preparation of reports	Introducing the student to the importance of differential psychology	Introduction to the psychology of difference	Introducing the student to the importance of differential psychology	4	1
Discussion, exchange of views and preparation of PowerPoint	Introducing the student to individual differences	Characteristics of individual differences	Introducing the student to individual differences	4	2
Discussion, exchange of opinions, and bring photos related to the topic	Introducing the student to the goals of individual differences	Goals of individual differences	Introducing the student to the goals of individual differences	4	3
Discussion and exchange of views Bringing reports	Introducing the student to the classification of individual differences	Differential Classification Spreads	Introducing the student to the classification of individual differences	4	4
Discussion, exchange of views and scientific dialogue	Clarifying the components of individual differences	Components of individual spreads	Clarifying the components of individual differences	4	5
Engagement, Discussion and PowerPoint Presentations	Enabling students to know the relationship between psychology and other sciences	The relationship between differential psychology and other sciences	Enabling students to know the relationship between psychology and other sciences	4	6
Participate in the presentation and discussion Research Preparation	Enable students to compare aspects of individual differences with personality traits	Individual Differences and Personality Traits	Enable students to compare aspects of individual differences with personality traits	4	7
Participation and discussion in the explanation	Introducing students to the concept of	Individual Differences and Genetic Engineering	Introducing students to the concept of genetic engineering	4	8

	genetic engineering				
Participation, Discussion and Oral Exam	Introducing the student to individual differences and the impact of genetics and the environment on them	Individual Differences Between Heredity and the Environment	Introducing the student to individual differences and the impact of genetics and the environment on them	4	10
Discussion, exchange of opinions and written exam	Introducing the student to the importance of physical traits and their impact on individual differences	Individual Differences and Physical Characteristics	Introducing the student to the importance of physical traits and their impact on individual differences		11
Discussion and exchange of views	Introducing the student to the effect of mental traits on individual differences	Individual Differences and Legacy Traits	Introducing the student to the effect of mental traits on individual differences	4	12
Discussion and exchange of views	Introducing the student to the characteristics of intelligence and their impact on individual differences	Individual Differences and Intelligence	Introducing the student to the characteristics of intelligence and their impact on individual differences	4	13
Discussion and exchange of views	Introducing the student to psychological tests	Individual Differences and Psychological Tests	Introducing the student to psychological tests	4	14
Discussion and exchange of views	Introducing the student to the impact of individual differences on the outstanding students	Individual Differences and Mentally Superior	Introducing the student to the impact of individual differences on the outstanding students	4	15
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11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

12. Learning and Teaching Resources

Individual Differences of Students of the Department of Educational and Psychological Sciences Prof. Dr. Abdulhussain Razouqi Al-Jubouri	Required textbooks (methodology if available)
Individual Differences and Their Educational Applications Abu Allam Raja, Nadia Sharif	Primary References (Sources)
- The Psychology of Differences between Individuals and Groups Translated by Sayyid Muhammad - Introduction to Differential Psychology Mohamed Ramadan Mohamed	Recommended Books and References (Scientific Journals, Reports)
View educational websites and videos on the Internet	References, Websites

Course Description Form

1. Course Name:	
Arabic Language	
2. :Course Code	
UOH101	
3. :Chapter/Year	
2025-2026	
4. :Date this description was prepared	
23-9-2025	
5. Available Attendance Formats:	
Face-to-face education	
6. Number of Hours (Total) / Number of Credits (Total)	
(30) Hours/2 Units.	
7. Course administrator name (if more than one name mentioned)	
Name; Eng. Eng. Suhaib Hussain Abdullah Email:suhaibaldulaimi@uohamdaniya.edu.iq	
8. Course Objectives	
1. Students learn about the importance of the Arabic language and literature, and understand the grammar of it. 2. Develop students' language skills. 3. The student should acquire the necessary skills and the ability to understand the grammatical and semantic structure. 4. Developing students' poetic and artistic taste	Course Objectives
9. Teaching and Learning Strategies	
1. Providing students with information and concepts of the Arabic language, and preparing trained and qualified cadres to work in institutions. 2. Teach students how to use general Arabic grammar in their writing. 3. Discuss with students and conduct tests to discuss language and expressive errors with them.	Strategy
10. Course Structure	

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Hours	The week
Post-test	Reading and Interpreting the Surah	Surah Al-Hajj Verse Number 5	The Noble Qur'an	1	First
Post-test	Explanation of the Hadith and its meanings	But I was sent to complete the noble morals	The Prophet's Hadith	1	Second
Interactive Questions	Reading and analyzing the text technically and linguistically	Anthology of poetry from the pre-Islamic era / Al-Muallaqat	Arabic Literature	1	Third
Straightforward Questions and Reading	Reading and analyzing text at several levels	The poem of the Oudi mouth in judgment	Arabic Literature	1	Fourth
Direct Questions	Lecture and practical applications	Balance of Accounts	Exchange	1	V
Live Test	Lecture and practical applications	Conjugation of Verbs	Exchange	1	Sixth
			First Month Exam	1	Seventh
Interactive Questions	Lecture and practical applications	Alphabets	Language Skills	1	Eighth

Interactive Questions	Lecture and practical applications	Provisions for Writing Punctuation	Punctuation	1	Ninth
Interactive Questions	Lecture and practical applications	First, Medium, Extreme, Connection and Cutting	Rulings on writing the Hamza	1	X
Direct Questions	Lecture, Questions & Applications	Dictionary of words (definition, importance, types of dictionaries)	Arabic Dictionaries	1	Eleventh
Direct Questions	Lecture, Questions & Applications	Method (Eye and Foundation) and Knowledge of Word Extraction	Arabic Dictionaries	1	Twelfth
Direct Questions	Lecture, Discussion and Dialogue	Common mistakes in contemporary tongue	Common language mistakes	1	Thirteenth
			Eighth month exam	1	Fourteenth
		Surah Al-Baqarah Verses 260-263	The Noble Qur'an	1	Fifteenth
Interactive Questions	Explanation of the Hadith	The best of you is the one who learned the Quran and taught it	The Prophet's Hadith	1	Sixteenth week
Direct Questions	Read & Analyze	7 Verses from Ba'a al-Rumi	Arabic Literature	1	Week Seventeen

Direct Questions	Lecture, Discussion and Dialogue	kindliness	Human Values in Pre-Islamic Poetry	1	Week Eighteenth
Direct Questions	Lecture, Discussion and Dialogue	Sections of Speech / Verbal Expressions and Expressions / Knowledge and Denial	Arabic grammar	1	Week Nineteen
Direct Questions	Lecture and Dialogue	The Beginner and the News	Speech Sections	1	Week 20
Direct Questions	Lecture, Discussion and Dialogue	He and her sisters	Transcripts	1	Week 21
			First Month Exam	1	Week 22
Direct Questions	Lecture and practical applications	Actor and Deputy Actor	Speech Sections	1	Week Twenty Three
Direct Questions	Lecture and historical presentation	Definition of Rhetoric as a Language and Idiom / The Relationship between Rhetoric and Arabic	Arabic Rhetoric	1	Week Twenty Four
Direct Questions	Lecture, Discussion and Dialogue	Definition and Types of Statement	Arabic Rhetoric	1	Week Twenty Five
Direct Questions	Lecture, Discussion and Dialogue	Analogy, Truth and Metaphor	Arabic Rhetoric	1	Week twenty sixth

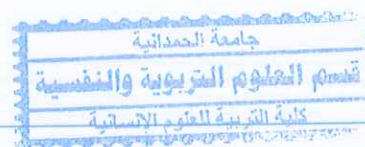
Direct Questions	Discussion and dialogue	The linguistic metaphor (its definition, relations and applications + metaphor, its definition and applications)	Arabic Rhetoric	1	Week twenty seven
Direct Questions	Lecture and practical applications	Its definition, relationships, and applications, metonymy, its definition and applications	Mental metaphor	1	Week Twenty Eight
			Second Month Exam	1	Week twenty ninth
		Common mistakes in television journalism	Common language mistakes	1	Week 30

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

12. Learning and Teaching Resources

There isn't any	Required Textbooks (Methodology, if any)
Explanation of Ibn Aqeel on the Millennium of Ibn Malik / Rhetoric and Application – Ahmad Matloob	Primary References (Sources)
Meanings of Grammar – Dr. Fadel Al-Samarrai, Adequate Grammar – Abbas Hassan, Al-Kafi Morphology, Ayman Amin Abdel Ghani	Recommended Books and References (Scientific Journals, Reports)



Course Description Form

13. Course Name:	
Educational Sociology	
14. :Course Code	
EPS109	
15. :Chapter/Year	
2025-2026	
16. :Date of preparation of this description	
17/9/2025	
17. Available Attendance Formats:	
Face-to-face education	
18. Number of Hours (Total) / Number of Credits (Total)	
90 Hours/6 Units	
19. Course administrator name	
Name: Eng. Maryam Yalda Matthew Email: maryamyaldoka@uohamdaniya.edu.iq	
20. Course Objectives	
1. Interpreting the educational process from the social point of view. 2. Shedding light on socialization and explaining the importance of the role of socialization institutions. 3. Helping students to train and feel the importance of the educational process. 4. Determining the social reality in education, defining the goals of community education, and applying the concepts of general sociology in the educational field.	Course Objectives
21. Teaching and Learning Strategies	
1. Dialogue, discussion, ideas and questions 2. Collaborative learning. 3. Educational seminars "Seminar". 4. - Group education: individual training for students on basic skills of measurement 5. Written Testing 6. Assignment and Class Activities	Strategy
22. Course Structure	

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Group discussions	Discussion and dialogue style	Educational sociology – its definition and emergence	The student should be familiar with the concept of educational sociology and explain the reasons for its appearance	3	First
Direct Questions	Discussion and dialogue style	Objectives and Importance of Educational Sociology	The student should clarify the importance of educational sociology in understanding the educational process and enumerate the goals	3	Second
Direct Questions	Discussion and dialogue style	What is socialization and education?	The student should clarify the concept of socialization and distinguish between socialization and education.	3	Third
Daily Exam	Discussion and dialogue style	Dimensions and Objectives of Socialization	To enumerate and explain to the student the role of each dimension of socialization	3	Fourth
Direct Questions	Discussion and dialogue style	Characteristics of socialization	The student should know the concept of socialization and explain the importance of socialization characteristics.	3	V
Direct Questions	Discussion and dialogue style	Socialization Theory	The student should mention the most important theories of socialization	3	Sixth
Daily Exam	Discussion and dialogue style	Pioneers of Educational Sociology (Ibn	The student should know Ibn Khaldun and Emile about their role in educational sociology and	3	Seventh

		Khaldun, Emile d'Or Kayim)	mention their most important contributions		
Direct Questions	Discussion and dialogue style	Education and Socialization	The student should know the concept of education and the concept of socialization and clarify the relationship	3	Eighth
Daily Tests	Discussion and dialogue style	Social control and education	The student should know the concept of education and the concept of social control and clarify the relationship	3	Ninth
Daily Tests	Discussion and dialogue style	Elements of socialization	The student should enumerate and explain the elements of socialization	3	X
Direct Questions	Discussion and dialogue style	Socialization Institutions	The student should know the concept of socialization institutions and its importance	3	Eleventh
Direct Questions	Discussion and dialogue style	Social and Educational Means of Control	The student should prepare the various means of social control	3	Twelfth
Direct Questions	Lecture, Discussion and Dialogue	Social Interaction in Education	The student should explain the importance of social interaction in the educational environment	3	Thirteenth
Direct Questions	Lecture, Discussion and Dialogue	Stages of Social Change and Education	The student should know the stages of social change and explain each of its stages	3	Fourteenth
Written Tests		examination		3	Fifteenth

Direct Questions	Discussion and dialogue style	Factors of Social and Educational Change	The student should enumerate the factors that affect social change.	3	Sixteenth week
Direct Questions	Discussion and dialogue style	Characteristics of social change	The student should enumerate the characteristics of social change and explain them in detail	3	Week Seventeen
Direct Questions	Discussion and dialogue style	Education and Social Change	Clarify the relationship between education and social change and explain how it affects	3	Week Eighteenth
Daily Tests	Discussion and dialogue style	Theories of Social Change	The student should explain the main theories of social change.	3	Week Nineteen
Direct Questions	Discussion and dialogue style	The Relationship of Education to Social Change	The student should know the concept of education and social change and show the relationship between them	3	Week 20
Direct Questions	Discussion and dialogue style	Social Processes and Education	The student should know the concept of education and social processes and show the relationship between them	3	Week 21
Direct Questions	Discussion and dialogue style	Educational Social Phenomena	To enumerate the most prominent social phenomena that affect education	3	Week 22
Direct Questions	Discussion and dialogue style	Social Classes	To analyze the concept of social classes from a scientific and theoretical perspective	3	Week Twenty Three

Direct Questions	Discussion and dialogue style	Types of Social Processes	The student should know social processes and their importance in social life and classify their types	3	Week Twenty Four
Direct Questions	Discussion and dialogue style	Education and Social Development	Defining the concept of education and social development and clarifying the relationship between them	3	Week Twenty Five
Direct Questions	Discussion and dialogue style	Cooperation and types	Defining the concept of cooperation in social and educational contexts and classifying the types of cooperation	3	Week twenty sixth
Direct Questions	Discussion and dialogue style	Social and educational compatibility	Definition of the concept of social compatibility education and clarification of the relationship between them	3	Week twenty seven
Direct Questions	Discussion and dialogue style	Social Commitment	The student should know social commitment and its importance in the stability of the society	3	Week Twenty Eight
discussion	Taaleem Tawuni	General Review of the Curriculum Vocabulary	General Review of the Curriculum Vocabulary	3	Week twenty ninth
Written Tests		examination		3	Week 30

23. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

24. Learning and Teaching Resources

1. Emile Dor Kayim, Rules of Method in Sociology, Al-Nahda , Cairo, 1999	Required textbooks (methodology if available)
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2. Dr.Ibrahim Nasser, Educational Sociology, Dar Al-Tali'a, Amman, 2004	
3. Dr.Abdullah Al-Rashdan, Educational Sociology, Dar Ammar, Amman, 1998 4. Dr.Ibrahim Othman, Fundamentals of Sociology, Dar Kazma, Kuwait, 1983 5. D. Mahmoud El-Sayed, Studies in Education and Society, Al-Nadim, Cairo, 1988	Primary References (Sources)
Follow up on electronic and internet references that include solid scientific websites and library websites in some international universities	Recommended Books and References (Scientific Journals, Reports)
Websites related to educational sociology	References, Websites

Course Description Form

13. Course Name	
Democracy and Human Rights	
14. Course Code	
UOH103	
15. Semester/Year	
First and Second Semester	
16. Date of preparation of this description	
17/9/2025	
17. Available Forms of Attendance	
Face-to-face education	
18. Number of Hours (Total) / Number of Credits (Total)	
30 Hours/ 2 Units	
19. Course administrator name (if more than one name mentioned)	
Name: Eng. Tawfiq Abdel Hafiz Tawfiq Email: tawfeq@uohamdaniya.edu.iq	
20. Course Objectives	
(Introducing basic human rights , explaining human rights in the constitution, Iraqi laws and principles of religions, providing students with information about their rights , giving adequate information about human rights at the domestic and international scales, introducing democracy and its concepts, and explaining the types of democracy and the extent to which it can be applied in Iraq).	Course Objectives
21. Teaching and Learning Strategies	
1 - Students acquire basic skills in rights and systems, including democracy 2. Providing students with information about the rights in the Iraqi constitution and laws. 3 - Providing the student with information on the rights in international treaties and conventions.	Strategy

22. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
clarification	Theoretical explanation	Definition of Human Rights	Basic definitions	2	1
clarification	Theoretical explanation	The Historical Development of Human Rights in the Mesopotamian Valley	Historical development	2	2
clarification	Theoretical explanation	Human Rights in Islamic and Christian Religion	Introducing Students to Human Rights in Religions	2	3
Clarification and discussion	Theoretical explanation	Types and characteristics of rights	Introducing students to the types of rights and their characteristics	2	4
Clarification, discussion and daily exam	Theoretical explanation	Iraqi Constitution of 2005	Human Rights in the Iraqi Constitution	2	5
Discussion and Dialogue	Theoretical explanation	Supplementary Texts of the Iraqi Constitution of 2005	Human Rights in the Iraqi Constitution	2	6
Discussion and Dialogue	Theoretical explanation	Supplementary Texts of the Iraqi Constitution of 2005	Human Rights in the Iraqi Constitution	2	7
clarification	Theoretical explanation	Human Rights in International Conventions	Human Rights in International Laws and Conventions	2	8
clarification	Theoretical explanation	Human Rights in International Organizations	Human Rights in International Laws and Conventions	2	9
Clarification and discussion	Theoretical explanation	Human Rights in International Organizations	Human Rights in International Laws and Conventions	2	10

Clarification and discussion	Theoretical explanation	Human Rights in Regional Organizations	Human Rights in International Laws and Conventions	2	11
Clarification and discussion	Theoretical explanation	Labor and Social Security Law	Human Rights in Some Iraqi Laws	2	12
Clarification, discussion, dialogue and daily exam	Theoretical explanation	Personal Status Law	Human Rights in Some Iraqi Laws	2	13
Q&A & Discussion	Theoretical explanation	Student Discipline Instructions	Student Discipline Instructions	2	14
Q&A & Discussion	Theoretical explanation	Human Rights in Iraqi Laws	Overview	2	15
Discussion and daily exam	Theoretical explanation	Human Rights in Iraqi Laws	Overview	2	16
clarification	Theoretical explanation	General definitions of democracy	Definitions of Democracy	2	17
clarification	Theoretical explanation	Basic Concepts in the Democratic System	Basic Concepts in the Democratic System	2	18
clarification	Theoretical explanation	Forms of Democracy in Iraq	Types of Democracy	2	19
Clarification and discussion	Theoretical explanation	Advantages and disadvantages of democracy	Evaluation of the democratic system	2	20
Clarification and discussion	Theoretical explanation	The Extent to which the Democratic System Can Be Implemented in Iraq	Implementation of the democratic system in Iraq	2	21
Clarification and discussion	Theoretical explanation	Examples and Examples	Global Systems of Governance	2	22
Clarification and discussion	Theoretical explanation	Examples and Examples	Democracy in Middle Eastern Countries	2	23

Clarification and discussion	Theoretical explanation	Examples, Examples and Facts	Democracy in the Iraqi Reality	2	24
Clarification and daily exam	Theoretical explanation	Definitions and development of the democratic system and its types	Overview	2	25
Re-clarification	Theoretical explanation	Human rights	Overview of the Curriculum	2	26
Re-clarification	Theoretical explanation	Human rights	Overview of the Curriculum	2	27
Re-clarification	Theoretical explanation	Democracy	Overview of the Curriculum	2	28
Re-clarification	Theoretical explanation	Democracy	Overview of the Curriculum	2	29

23. Course Evaluation

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

24. Learning and Teaching Resources

Human Rights (Prof. Dr. Riad Aziz Hadi)	Required textbooks (methodology if available)
Democracy (Sabri Saeed) Iraqi Constitution of 2005	Main References (Sources)
Scientific journals, periodicals and research in the specialty	Recommended books and references (scientific journals, reports...)
http://www.lasportal.org/ar/humanrights https://www.oas.org/en/iachr https://www.echr.coe.int/	Electronic References, Websites



Course Description Form

1. Course Name:					
General Psychology					
2. :Course Code					
EPS108					
3. :Chapter/Year					
2025-2026					
4. :Date of preparation of this description					
20/9/2025					
5. Available Attendance Formats:					
Face-to-face education					
6. Number of Hours (Total) / Number of Credits (Total)					
90 Hours / 6 Units					
7. Course administrator name (if more than one name mentioned)					
Name: M .Ammar Yilda Krumi Email: ammaryalda@uohamdaniya.edu.iq					
8. Course Objectives					
The aim of the course is to introduce students to: 1. The Concept, Nature and Importance of Psychology 2. Goals and Schools of Psychology 3. Behavior and Factors Affecting it 4. Research Methods in Psychology 5. Motivations, emotions, attitudes and their types 6. Attention and sensory perception and the factors affecting them 7. Remembering, Forgetting, Thinking, Creativity, Intelligence and Mental Abilities					Course Objectives
9. Teaching and Learning Strategies					
Self-Learning Strategy – Brainstorming – Problem Solving – Collaborative Learning					Strategy
10- Course Structure					
Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Hours	The week



Feedback	Discussion , Lecture, Debate	Introduction to General Psychology and Defining its Term	- It enables learners to define the term general psychology and its importance in the educational aspect	3	1
Feedback	Discussion , Lecture, Debate	The historical development of general psychology and its phases	- The learner's ability to identify the stages of psychology	3	2
Feedback	Discussion , Lecture, Debate	General Psychology in Islamic Heritage and the most prominent scholars in this field	Acquainting students with the most prominent Arab scientists who contributed to the emergence of psychology	3	3
Feedback	Discussion , Lecture, Debate	The nature of general psychology and its role in the educational field, its objectives	Enabling students to set psychology goals	3	4
Feedback	Discussion , Lecture, Debate	Psychology Schools	Enabling students to excel among psychology schools	3	5
Feedback	Discussion , Lecture, Debate	Behavior and Factors Affecting it	Enabling students to define the term human behavior	3	6
Feedback	Discussion , Lecture, Debate	Research Methods in Psychology	Enable students to identify research methods	3	7
Feedback	Discussion , Lecture, Debate	Thor Nadik's theory and its educational applications	Enabling students to define the concepts of theory and its educational applications	3	8
Feedback	Discussion , Lecture, Debate	The concept of motivation and its types	Enables students to identify the term motivation and its main types	3	9
Feedback	Discussion , Lecture, Debate	Classification of Motivations and Factors Affecting it	Enable students to categorize the types of motivations	3	10
test	Discussion , Lecture, Debate	The Concept of Emotions and the	Enables students to identify the concept of	3	11

		Factors Affecting Them	emotions and factors that affect them		
Feedback	Discussion , Lecture, Debate	Types of Emotions	Enables students to identify the basic types of emotions	3	12
Feedback	Discussion , Lecture, Debate	Psychological Trends and Forms	Enable students to define the concept of trends	3	13
Feedback	Discussion , Lecture, Debate	Elements and types of trends	Students' ability to identify trends	3	14
Semi-annual news	Discussion , Lecture, Debate	Factors Affecting Trends	Students' ability to identify factors influencing trends	3	15
Feedback	Discussion , Lecture, Debate	The term attention and a course in learning and teaching	Enable students to define the term attention and a course in education	3	16
Feedback	Discussion , Lecture, Debate	Types of attention	Familiarizing students with theories that explain forgetfulness	3	17
Feedback	Discussion , Lecture, Debate	Factors Affecting Attention	Enable students to identify the main factors affecting memory and forgetfulness	3	18
Feedback	Discussion , Lecture, Debate	Information Processing Theories and Their Educational Applications	Enable students to learn about information processing theories	3	19
Feedback	Discussion , Lecture, Debate	Defining the concept of both sensation and perception	Enable students to define the concept of learning transition	3	20
Feedback	Discussion , Lecture, Debate	Factors Affecting Both Perception and Sensation	Enabling students to learn about the factors affecting perception and sensation	3	21
Feedback	Discussion , Lecture, Debate	Memory, forgetfulness and factors	Enable students to define the term concepts and its methods	3	22
Feedback	Discussion , Lecture, Debate	Define the concept of thinking and its types	Enable students to define a concept of thinking and its main types	3	23

Feedback	Discussion , Lecture, Debate	Learning and its Types	Enable students to define the term learning	3	24
test	Discussion , Lecture, Debate	Learning Theories	Enabling students to learn about some of the learning theories and their applications	3	25
Feedback	Discussion , Lecture, Debate	The Concept of Intelligence and Mental Abilities	Enable students to identify the concept of intelligence and its main types	3	26
Feedback	Discussion , Lecture, Debate	Personality Concept	Enable students to identify key concepts of personality	3	27
Feedback	Discussion , Lecture, Debate	Some Personality Theories	Enabling students to learn about a range of personality theories	3	28
Feedback	Discussion , Lecture, Debate	The Concept of Mental Health in the Educational Process	Enabling students to define the concept of mental health and its role in education	3	29
Feedback	Discussion , Lecture, Debate	The Concept of Psychological Conflict	Enabling students to define the concept of psychological conflict	3	30

11- Learning and Teaching Resources	
-Introduction to Psychology, Ahmed Ezzat Rajeh - Introduction to General Psychology, Linda Davidoff, translated by Mr.	1 Required Textbooks
Introduction to Psychology, Ahmed Ezzat Rajeh	2 Main References (Sources)
General Psychology - Mahmoud Abu-Ghazal 2015	Recommended books and references (scientific journals, reports,....)
Library .Educational Psychology (Telegram) - Al-Noor Library (e-library) is free on the Google search engine that contains a variety of specialized resources	in References, Websites

Course Description Form

25. Course Name:	
Education Environment and Sustainable Development	
26. :Course Code	
EPS110	
27. :Chapter/Year	
2025-2026	
28. :Date of preparation of this description	
17/9/2025	
29. Available Attendance Formats:	
Face-to-face education	
30. Number of Hours (Total) / Number of Credits (Total)	
90 Hours/ 4 Units	
31. Course administrator name (if more than one name mentioned)	
Name: M.M. Silvana Fares Khader Email: selvanafaris@uohamdaniya.edu.iq	
32. Course Objectives	
To introduce the student to the concept of environmental education The student should enumerate the levels of environmental education The student should distinguish the entrances of the classification of environmental education in the school curriculum - The concept of sustainability and its dimensions	Course Objectives
33. Teaching and Learning Strategies	
- Providing students with information and concepts of environmental education psychology. - Identifying the scientific applications of each scientific knowledge. - Identify the different types of scientific knowledge such as the facts, concepts, principles and theories of environmental education. - How to learn about environmental protection	Strategy

34. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Feedback on the direct question method	Method Lecture Discussion	- Introduction to environmental education - The concept of environmental education in the idiom language - ecology	- The student should understand environmental education - To know the concept of environmental education	3	1
directing Questions And an answer Students about it	Method Lecture Discussion	- The concept of environmental education and its philosophy - The evolution of the relationship between humans and the environment	- To understand what education is and its philosophy - Identifying the relationship between humans and the environment	3	2
test	Method Lecture Discussion	- The impact of humans on the environment	- Understand the impact of man on Environment and environmental protection	3	3
Asking questions Discussion	Method Lecture Discussion	- Objectives of environmental education	- Introducing the student to the goals of environmental education	3	4
Discussion and exchange of views	Method Lecture Discussion	- Methods of environmental education - Levels of environmental education	- Introducing the student to the methods of environmental education	3	5
Reports	Method Lecture Discussion	- Foundations of environmental education	- Definition of the basics of education and the environment	3	6

Discussion and exchange of views	Oral Tests	- Characteristics and features of Environmental Education	- Identifying a specialty of Environmental Education	3	7
Discussion and exchange of views	Method Lecture Discussion	-Environmental awareness	Understanding Environmental Awareness	3	8
Discussion and exchange of views	Method Lecture Discussion	- Dimensions of environmental awareness	- What are the dimensions of consciousness?	3	9
Discussion and exchange of views	Method Lecture Discussion	- Development and the absence of environmental awareness	- Identify environmental development	3	10
Discussion and exchange of views	Editorial Tests	-Components of environmental awareness	- Identifying the components of environmental awareness	3	11
Discussion and exchange of views	Method Lecture Discussion	The Role of Environmental Awareness in Modifying Human Behavior	- The student's ability to use modern methods Helps modify human behavior	3	12
Discussion and exchange of views	Method Lecture Discussion	-Environmental awareness in light of Cognitive Theory	- Understanding the theory Cognition on the part of environmental awareness	3	13
Discussion and exchange of views	Method Lecture Discussion	- Environmental Education in Curriculum	- Identify the curricula of environmental education	3	14
Discussion and exchange of views	Reports	- Approaches to the classification of environmental education in the school curriculum	- The student's ability to know what the classification entries are	3	15
Discussion and exchange of views	Lecture Style Discussion	-Environmental concepts	- Identify environmental concepts	3	16

Discussion and exchange of views	Method Lecture Discussion	-Ecosystem components	- Identifying the components of environmental education	3	17
test	Lecture Style Discussion	- The concept of environmental pollution - Environmental and pollution issues	- Identify the concept of environmental pollution - The student's ability to understand the problem-solving strategy Environmental	3	18
Discussion and exchange of views	Daily Tests	-The concept of sustainability -Dimensions - Sustainable Development Goals	- Understanding the concept of sustainability - The student's ability to understand the dimensions of sustainable development	3	19
Discussion and exchange of views	Method Lecture Discussion	The role of the state in protecting the environment	- Familiarize the student with the role of the state in protecting the environment	3	20
Discussion and exchange of views	Method Lecture Discussion	The role of the individual in protecting the environment	- The student's ability to understand Role in environmental protection	3	21
Discussion and exchange of views	Method Lecture Discussion	- Breeding and environmental protection media	-Recognize media Education and Environmental Protection	3	22
Discussion and exchange of views	Lecture Discussion	- Islam and environmental conservation	Identifying the Role of Islam and preserving the environment	3	23
discussion	Method Lecture	Intellectual Pollution in Iraq and the Role of	- Identifying pollution and how it affects human health	3	24

and exchange views	Discussion	Environmental Education in Addressing			
Discussion and exchange of views	Method Lecture Discussion	- The attitude of positivist religions towards the environment	- Identifying the role of religions in the situation of the environment	3	25
Discussion and exchange of views	Learning method Cooperative	- The position of the monotheistic religions on the environment	What are the heavenly religions?	3	26
Discussion and exchange of views	Lecture and Discussion Style	Philosophy Education - Environmental	- Getting to know the philosophy of environmental education	3	27
Discussion and exchange of views	Method Lecture Discussion	- Green Economy - Green Education for Sustainability	- Identifying the Green Economy	3	28
Discussion and exchange of views	Discussions and exchange of views	- Environmental Education and its Relationship to Sustainable Education	- Ability to understand education Sustainable and its relationship to environmental education	3	29
Discussion and exchange of views	Method Lecture Discussion	-Objectives and levels Sustainable Education	Identify the goals and levels of sustainable education	3	30

35. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

36. Learning and Teaching Resources

There isn't any	Required textbooks (methodology if available)
United Nations, (2007) United Nations Environment Programme, Global Environment Outlook 4, Environment for Development, Beirut	Primary References (Sources)

United Nations, (2011), Economic and Social Commission for Western Asia (ESCWA) United Nations, (2022), OHCHR in the Context of Development, Sustainable and Poverty Eradication, Initiatives, Opportunities, and Challenges in the Arab Region Productivity Review and Sustainable Development Activities. Abdel Ghani Abboud and Aharon, (2005) Comparative Education and the Third Millennium: Ideology, Education and the New World Order, Dar Al-Fikr Al-Arabi, Cairo. Alaa El-Din Arafat, (2011) Climate Change and its Effects on Egypt, Development Partners for Research, Consultancy and Training, Cairo.	
Environmental Reports	Recommended Books and References (Scientific Journals, Reports)
About the Electronic Library	References, Websites



Course Description Form

37.	Course Name:		
	Computer		
38.	:Course Code		
	UOH104		
39.	Season/Year: Year		
	2025/2026		
40.	:Date of preparation of this description		
	1/9/2025		
41.	Available Attendance Formats:		
	Came		
42.	Number of Hours (Total) / Number of Credits (Total)		
	60 Hours/ 2 Units		
43.	Course administrator name (if more than one name mentioned)		
	Name: Eng. Rasha Raad Hadi Email: rasharaad@uohamdaniya.edu.iq		
44.	Course Objectives		
	- Students learn the skills of using a personal computer (PC Computer), and perform various skills on Microsoft Windows 10 - Knowledge of computer applications to be learned and used for education. - Developing the student's thinking about the modern technology used, as well as the concept of modern education, which is based on the ability of the educator to use computer applications that raise the student's ability to concentrate and observe. - At the end of the academic program, the student should be able to install the applications. - At the end of the academic program, the student should be able to take the necessary steps to protect against hacking. - At the end of the academic program, the student should be able to understand and realize the importance of computer learning and its applications in order to raise the level of education as a supporting material for the rest of the subjects, as well as the use of computer applications in the field of educational administration and scientific research.	Course Objectives	
45.	Teaching and Learning Strategies		
	• Reading books and lieutenants related to the curriculum.	Strategy	

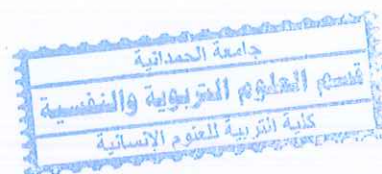


- Exercises and activities during and outside the lecture. - Presentations on the topics of the lecture prepared by me. - Lecture, discussion, dialogue, and applied analysis.					
46. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Awarding Degrees to Participants	Explanation and Discussion	Introduction to Computers, Basic Computer Operations and Computer Classifications	Gain knowledge	1	1
Awarding Degrees to Participants	Explanation and Discussion	PC Main Parts, I/O Modules	Gain knowledge	1	2
Awarding Degrees to Participants	Explanation and Discussion	Main memory, memory units and types of software	Gain knowledge	1	3
Providing incentives for encouragement	Explanation and Discussion	Software Ownership and Virus Protection	Gain knowledge	1	4
Applying Scientific and Practical Testing Standards	Questions and Quizzes	Daily Theoretical Exam of Previous Lectures	Knowledge Measurement	1	5
Awarding Degrees to Participants	Explain, Discuss and Apply	Define the Microsoft office word word program and define the main workpage and the existing bars	Gain knowledge	1	7
Awarding Degrees to Participants	Explain, Discuss and Apply	Text creation and processing, text formatting, table handling, spell checking, language settings	Gain knowledge	1	8

Providing incentives for encouragement	Skills Training	Practical Application	Skills acquisition	1	9
Providing incentives for encouragement	Skills Training	Practical Application	Skills acquisition	1	10
Awarding Degrees to Participants	Explain, Discuss and Apply	Page Layout Menu	Gain knowledge	1	11
Providing incentives for encouragement	Skills Training	Practical Application	Skills acquisition	1	12
Granting grades to participants and taking a daily exam in the previous lecture	Explain, Discuss and Apply	Design List	Gain knowledge	1	13
Applying Scientific and Practical Testing Standards	Questions and Quizzes	Quarterly Theoretical Test	Knowledge Measurement	1	14
Applying Scientific and Practical Testing Standards	Presenting projects	Semester Practical Exam	Measuring skills	1	15
Awarding Degrees to Participants	Explain, Discuss and Apply	Definition of PowerPoint Presentation Software and define the main work page and existing bars	Gain knowledge	1	16
Awarding Degrees to Participants	Explain, Discuss and Apply	Insert, delete, duplicate slides and slide design	Gain knowledge	1	17
Awarding Degrees to Participants	Explain, Discuss and Apply	Kinetic effects on objects and the transitional movements of the slides	Gain knowledge	1	18
Providing incentives for encouragement	Skills Training	Practical Application	Skills acquisition	1	19

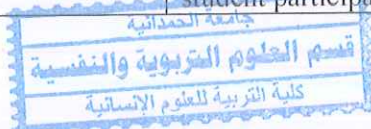
Applying Scientific and Practical Testing Standards	Questions and Quizzes	Daily Theoretical Exam of Previous Lectures	Knowledge Measurement	1	20
Awarding Degrees to Participants	Explain, Discuss and Apply	Definition of Excel Spreadsheet Software and define the main work page and existing bars	Gain knowledge		21
Awarding Degrees to Participants	Explain, Discuss and Apply	Dealing with cells, formulas and functions	Gain knowledge	1	22
Providing incentives for encouragement	Skills Training	Practical Application	Skills acquisition	1	23
Awarding Degrees to Participants	Explain, Discuss and Apply	Edit Tables, Print Tables	Gain knowledge	1	24
Applying Scientific and Practical Testing Standards	Questions and Quizzes	Daily Theoretical Exam of Previous Lectures	Knowledge Measurement	1	25
Awarding Degrees to Participants	Explain, Discuss and Apply	Introduction to the Internet and Web Browsers, Fundamentals of Computer Networks, Internet Concept and Applications, Search Engines	Gain knowledge	1	26
Awarding Degrees to Participants	Explain, Discuss and Apply	Communication & Email, Create an Email Account, Send & Receive Messages	Gain knowledge	1	27
Providing incentives for encouragement	Skills Training	Practical Application	Skills acquisition	1	28
Applying Scientific and Practical Testing Standards	Questions and Quizzes	Quarterly Theoretical Test	Knowledge Measurement	1	29

Applying Scientific and Practical Testing Standards	Presenting projects	Semester Practical Exam	Measuring skills	1	30
47. Course Evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc					
48. Learning and Teaching Resources					
1. Dr. Al-Khader Ali Al-Khader, "Fundamentals of Computers" (2016). Lectures that include the rest of the curriculum vocabulary			Required textbooks (methodology if available)		
1. Dr. Ziad Mohamed Abboud, Computer and Software, Yusr Al-Mustafa Science Series, Baghdad. 2. Anita Goel. (2010). Fundamentals of Computers. New Delhi: Pearson Education. 3. Ehsan Mohammed Al-Haysmi, Microsoft Office (2010). -			Main References (Sources)		
1. Gol,A. (2010). Computer fundamentals. Person Education India. 2 House,D., & others. (2014). Microsofte Word,Excel, and Power point.			Recommended books and references (...scientific journals, reports)		
https://download-internet-pdf-ebooks.com/47-1-library-books			References, Websites		



Course Description Form

1. Course Name:					
English Language					
2. Course Code:					
UOH202					
3. Semester / Year:					
Annual					
4. Description Preparation Date:					
2025-2026					
5. Available Attendance Forms:					
Daily Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 Hour and 2 Credits					
7. Course administrator's name (mention all, if more than one name)					
Name: Wasan Mohsin Hazim Al-Rawas					
Email: wasanmohsinalrawas@uohamddaniya.edu.iq					
8. Course Objectives					
Course Objectives			1-Enriching and developing students' English language skills 2-Developing students' language abilities and skills		
9. Teaching and Learning Strategies					
Strategy		1. Develop students' ability to recognize the most important vocabulary and linguistic terms in the English language. 2. Enrich students' vocabulary. 3. Understand the importance of learning English and its impact on learning other subjects. 4- Developing students' English language skills. 5- Developing reading and writing skills. 6- Developing students' English-speaking skills.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	1	Theoretical knowledge and practical educational application	Unit One Tenses	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
2 nd	1	Theoretical knowledge and practical educational application	Unit One. Questions	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback



3 rd	1	Theoretical knowledge and practical educational application	Unit One Question words	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
4 th	1	Theoretical knowledge and practical educational application	Unit Two Present Continuous	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
5 th	1	Theoretical knowledge and practical educational application	Unit Two Present Simple	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
6 th	1	Theoretical knowledge and practical educational application	Unit Two Has-Have got	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
7 th	1	Theoretical knowledge and practical educational application	Unit Three Past Simple	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
8 th	1	Theoretical knowledge and practical educational application	Unit Three Past Continuous	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
9 th	1	Theoretical knowledge and practical educational application	Unit Three Time Expressions	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
10 th	1	Theoretical knowledge and practical educational application	Unit Four Quantity	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
11 th	1	Theoretical knowledge and practical educational application	Unit Four Articles	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
12 th	1	Theoretical knowledge and practical educational application	Unit Five Verb Patterns	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
13 th	1	Theoretical knowledge and practical educational application	Unit Five Future intention	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback

14 th	1	Theoretical knowledge and practical educational application	Unit Six Comparative and Superlative	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
15 th	1	Theoretical knowledge and practical educational application	Unit Six Superlative adjectives	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
16 th	1	Theoretical knowledge and practical educational application	Unit Seven Present perfect and past simple	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback
17 th	1	Theoretical knowledge and practical educational application	Unit Eight Should & Must	Delivering the lecture through the blackboard and display screens with interactive student participation	Direct questions and feedback

11.Course Evaluation

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

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	New Headway Plus pre intermediate
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Follow up on electronic references and the Internet, including reliable scientific websites and library websites in some international universities.



Course Description Form

1. Course Name:	
Arabic Language	
2. Course Code :	
UOH201	
3. Semester/Year :	
2025-2026	
4. Date of preparation of this description :	
23/9/2025	
5. Available Attendance Forms:	
Face-to-face education	
6. Number of Academic Hours (Total) / Number of Units (Total)	
60 Hours/(4) Units	
7. Name of the course administrator (if more than one name mentions)	
Name: Eng. Suhaib Hussain Abdulla Email: suhaibaldulaimi@uohamdaniya.edu.iq	
8. Course Objectives	
1. Understand the general basics of grammar: Students must understand grammar and grammatical principles and use them in written and verbal contexts. 2. Develop syntax and grammatical analysis skills: Students should be able to understand, in simple and effective ways, the syntactic and semantic basis of grammatical chapters. 3. Developing the skills of proper expression of ideas, visions and feelings in the linguistic and literary fields.	Course Objectives
9. Teaching and Learning Strategies	
Discussion, dialogue, lecture, and applied analysis of grammatical structures. Conduct a test in the classroom, read the students' answers to their ears, and discuss linguistic and expressive errors with them.	Strategy

10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Hours	The week
Direct Asking Questions	Lecture & Discussion	General reviews in grammar	Theoretical Knowledge and Applied Analysis	1	First
Post-test	Lecture, Discussion	Nominal Sentence	Theoretical Knowledge and Applied Analysis	1	Second
Direct Asking Questions	Lecture & Discussion, Brainstorming Techniques	He and her sisters	Theoretical Knowledge and Applied Analysis	1	Third
Feedback via direct questions	Lecture & Discussion	N and her sisters	Theoretical Knowledge and Applied Analysis	1	Fourth
Feedback via direct questions	Lecture, Discussion and Brainstorming Techniques	Alliteration	Theoretical Knowledge and Applied Analysis	1	V
Feedback via direct questions	Lecture and Discussion, Methods of Scientific Skepticism	simile	Theoretical Knowledge and Applied Analysis	1	Sixth
Feedback via direct questions	Lecture, Discussion and Brainstorming Techniques	Actual sentence	Theoretical Knowledge and Applied Analysis	1	Seventh
Feedback via direct questions	Lecture, Discussion and Brainstorming Techniques	Types of verbs	Theoretical Knowledge and Applied Analysis	1	Eighth
Feedback via direct questions	Lecture and Discussion Brainstorming Methods	The poem of the rain song	Theoretical Knowledge and Applied Analysis	1	Ninth
Extra-curricular Activities		Monthly exam	Theoretical Knowledge and Applied Analysis	1	X

Feedback via direct questions	Lecture, Discussion and Dialogue	Actor and Deputy Actor	Theoretical Knowledge and Applied Analysis	1	Eleven th
Feedback via direct questions	Lecture and Discussion Brainstorming Methods	Effect	Theoretical Knowledge and Applied Analysis	1	Twelfth
Feedback via direct questions	Lecture & Discussion Collaborative Learning	Ibn Zaydun's poem	Theoretical Knowledge and Applied Analysis	1	Thirteenth
Feedback via direct questions	Lecture & Discussion	Subordinates (adjectives)	Theoretical Knowledge and Applied Analysis	1	Fourteenth
Feedback via direct questions	Lecture & Discussion	Subordinates (Allowance)	Theoretical Knowledge and Applied Analysis	1	Fifteenth
Feedback via direct questions	Lecture, Discussion and Dialogue	Subordinates (affection)	Theoretical Knowledge and Applied Analysis	1	Sixteenth week
Feedback via direct questions	Lecture, Discussion and Dialogue	Exclamation	Theoretical Knowledge and Applied Analysis	1	Week Seventeen
Feedback via direct questions		Monthly exam	Theoretical Knowledge and Applied Analysis	1	Week Eighteenth
Feedback via direct questions	Lecture, Discussion and Dialogue	Ibn al-Rumi's poem	Theoretical Knowledge and Applied Analysis	1	Week Nineteen
Feedback via direct questions	Lecture, Discussion and Dialogue	Spelling (Language Errors)1	Theoretical Knowledge and Applied Analysis	1	Week 20
Feedback via direct questions	Lecture, Discussion and Dialogue	Spelling (Language Errors)2	Theoretical Knowledge and Applied Analysis	1	Week 21
Feedback via direct questions		Monthly exam	Theoretical Knowledge and Applied Analysis	1	Week 22
Feedback via direct questions	Discussion and Dialogue	The Five Names	Theoretical Knowledge and Applied Analysis	1	Week Twenty Three

Feedback via direct questions	Discussion and Dialogue	The Five Verbs	Theoretical Knowledge and Applied Analysis	1	Week Twenty Four
Feedback via direct questions	Discussion and Dialogue	Emphasis	Theoretical Knowledge and Applied Analysis	1	Week Twenty Five
Feedback via direct questions	Discussion and Dialogue	Surah Al-Kahf	Theoretical Knowledge and Applied Analysis	1	Week Twenty Six
Feedback via direct questions	Discussion and Dialogue	Interpretation of Surah Al-Kahf	Theoretical Knowledge and Applied Analysis	1	Week Twenty Seven
Feedback via direct questions		Monthly exam	Theoretical Knowledge and Applied Analysis	1	Week Twenty Eight
Feedback via direct questions	Discussion and Dialogue	Allowance	Theoretical Knowledge and Applied Analysis	1	Week Twenty Nine
By evaluating a practical session		Comprehensive exam		1	Week 30

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

12. Learning and Teaching Resources

No	Required textbooks (methodology if available)
Explanation of Ibn Aqeel on the Millennium of Ibn Malik	Primary References (Sources)
Abbas Hassan Grammar The Meanings of Grammar Dr. Fadel Al-Samarrai	Recommended Books and References (Scientific Journals, Reports)
Al-Aloka website, Wadud Library, Wadud Library, Archive Library, Al-Noor Library	References, Websites



Course Description Form

1. Course Name:					
The crimes of the Baath regime in Iraq					
2 : Course Code .					
UOH203					
3 :Chapter/Year .					
2025-2026					
4 :Date of preparation of this description .					
21/09/2025					
5. Available Attendance Forms:					
Came					
6. Number of Academic Hours / Number of Units					
30 Hours/2 Units					
7. Course administrator name					
Name: Eng. Moussa Elias Abbas Email: musa.albayati@uohamdaniya.edu.iq					
8. Course Objectives					
. Learn about the history of the Baath regime in Iraq and the crimes it committed against the Iraqi people and their sects.				Course Objectives	
9. Learning and Teaching Strategies					
Theoretical and practical lecture, dialogue and discussions, oral questions					Strategy
10. BenyaRapporteur					
Evaluation Methods	Learning Methods	Unit Name or Subject	Learning and Teaching Outcomes	Hours	The week



Daily exams and oral questions	Lecture	The Concept of Crimes	The Concept of Crimes	1	The first
Daily exams and oral questions	Lecture	Crime Sections	Crime Sections	1	Second
Daily exams and oral questions	Lecture	Definition of crime in language and idiom	Definition of crime in language and idiom	1	Third
Daily exams and oral questions	Lecture	Crime Sections	Crime Sections	1	Fourth
Daily exams and oral questions	Lecture	Baath crimes documented by the Supreme Court	Baath crimes documented by the Supreme Court	1	V
Daily exams and oral questions	Lecture	Types of International Crimes	Types of International Crimes	1	Sixth
Daily exams and oral questions	Lecture	Types of International Crimes	Types of International Crimes	1	Seventh
Daily exams and oral questions	Lecture	Supreme Court Decisions	Supreme Court Decisions	1	Eighth
Daily exams and oral questions	Lecture	The most prominent cases heard by the Supreme Court	The most prominent cases heard by the Supreme Court	1	Ninth
Daily exams and oral questions	Lecture	The most prominent cases heard by the	The most prominent cases heard by the Supreme Court	1	X

		Supreme Court			
Daily exams and oral questions	Lecture	examination	examination	1	Eleventh
	Lecture	Psychological Crimes	Psychological Crimes	1	Twelfth
		Semester exam		1	Thirteenth
		Mid-Year Exam		1	Fourteenth
		examination half Sunnah		1	Fifteenth
Daily exams and oral questions	Lecture	Mechanisms of Psychological Crimes	Mechanisms of Psychological Crimes	1	Sixteenth
Daily exams and oral questions	Lecture	Effects of Psychological Crimes	Effects of Psychological Crimes	1	Seventeenth
Daily exams and oral questions	Lecture	Effects of Psychological Crimes	Effects of Psychological Crimes	1	Eighteenth
Daily exams and oral questions	Lecture	Violations of Iraqi Laws	Violations of Iraqi Laws	1	Nineteenth
Daily exams and oral questions	Lecture	Violations of Iraqi Laws	Violations of Iraqi Laws	1	Twenty
Daily exams and oral questions	Lecture	Violations of Iraqi Laws	Violations of Iraqi Laws	1	Twenty one
Daily exams and oral questions	Lecture	Decisions on Political and Military Violations	Decisions on Political and Military Violations	1	Twenty two

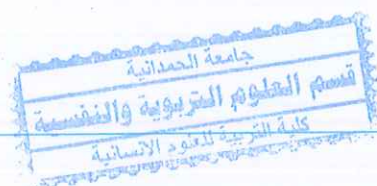
Daily exams and oral questions	Lecture	Decisions on Political and Military Violations	Decisions on Political and Military Violations	1	Twenty-third
Daily exams and oral questions	Lecture	Prison Locations	Prison Locations	1	Twenty-fourth
Daily exams and oral questions	Lecture	Prison Locations	Prison Locations	1	Twenty Fifth
Daily exams and oral questions	Lecture	Environmental Crimes	Environmental Crimes	1	Twenty-sixth
	Lecture	Semester exam		1	Twenty-seventh
	Lecture	Final Exam		1	Twenty-eighth
	Lecture	Final Exam		1	Twenty-ninth
	Lecture	Final Exam		1	Thirty

11. Course Evaluation

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, public, and written exams, and reports.

12. Learning and Teaching Resources

The book The Crimes of the Baath Regime in Iraq. Course for all public and private universities	Required Textbooks (Methodology, if any)
The Holy Qur'an, Laws of Military Occupation, Ihsan Hindi, International Responsibility for Committing the Crime of Genocide, Ayman Abdulaziz, Criminal Encyclopedia Jundi Abdulmalik.	Sources



. The Holy Qur'an, Laws of Military Occupation, Ihsan Hindi, International Responsibility for Committing the Crime of Genocide, Ayman Abdulaziz, Criminal Encyclopedia Jundi Abdulmalik.	Recommended books and references (scientific (journals, reports
http://t.me/df_dh/756	Electronic References, Websites



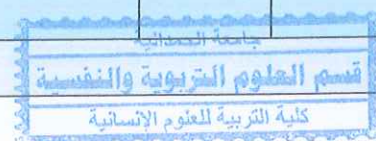
Course Description Form

1. Course Name:					
Developmental Psychology					
:Course Code .2					
EPS209					
:Semester/Year .3					
2025-2026					
:Date of preparation of this description .4					
21/9/2025					
5. Available Attendance Forms:					
Face-to-face education					
6. Number of Academic Hours (Total) / Number of Units (Total)					
60 Hours/ 4 Units					
7. Name of the course administrator (if more than one name mentions)					
Name: Eng. Ismail Abdel Hasso Mustafa Email: ismael.ahm5@uohamdaniya.edu.iq					
1. Course Objectives					
1- The student should know the concept of developmental psychology 2- Explaining the stages of cognitive development 4- Stages of human cognitive development 5. Stages of human development 6- Distinguish between branches of developmental psychology					Course Objectives
2. Teaching and Learning Strategies					
Exams (Quarterly, Semi-Annually and Final) Feedback – Extra-Curricular Assignments					Strategy
3. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Feedback	Lecture & Discussion	Developmental psychology - its origin, definition, meaning of growth, and its manifestations .	Enables learners to correctly define the term developmental psychology	2	1

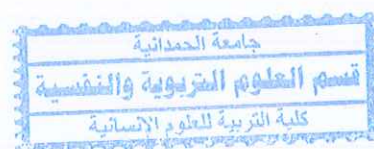
Feedback	Lecture & Discussion	The importance of studying developmental psychology from a theoretical and practical point of view (psychologists, educators, parents, individuals, and society).	Enable the learner to recognize the importance of studying developmental psychology	2	2
Feedback	Lecture & Discussion	Research Methods in Developmental Psychology	Enables students to learn about research methods	2	3
Feedback	Lecture & Discussion	Research Methods in Developmental Psychology:	Enables students to identify types of research methods	2	4
Feedback	Lecture & Discussion		Experimental Curriculum, Classroom Curriculum,	2	5
Feedback	Lecture & Discussion	Clinical Curriculum, Information Collection Methods	Enables students to learn about the clinical curriculum	2	6
Feedback	Lecture & Discussion	Factors Affecting Growth:	Enables students to identify the factors affecting growth	2	7
Feedback	A Lecture and Discussion		(Genetic Factors - Environmental Factors - Genetics and Environment	2	8
Feedback	Lecture & Discussion	Glands – Food – Maturity – Learning	Enables students to identify the types of factors affecting growth	2	9
Feedback	Lecture & Discussion	The Role of Social Institutions in Growth:	Enable students to learn about the role of social institutions	2	10
test	Lecture & Discussion		Family, school,	2	11
Feedback	Lecture & Discussion	Peers, Media.	Enables students to identify the types of social institutions	2	12
Feedback	Lecture & Discussion	General Laws (Principles) of Growth.	Enable students to learn about the laws of growth	2	13

Feedback	Lecture & Discussion	Theories of Development: Jean Piaget's Theory of Cognitive Development, Erikson's Theory (Psychosocial Theory)	Enables students to learn about growth theories	2	14
Semi-annual news	Lecture & Discussion	Divide growth into stages, the foundations of dividing growth into stages, the glandular basis, the social basis.	Enables students to learn about the stages of growth in general	2	15
Feedback	Lecture & Discussion	Developmental basis, educational basis, importance of dividing growth into stages, embryonic stage, factors affecting fetal development	Enables students to learn about the developmental basis and the educational basis	2	16
Feedback	Lecture & Discussion	Lactation stage: from birth to the end of the second year (manifestations of growth during the first two years)	Enabling students to become familiar with the breastfeeding stage	2	17
Feedback	Lecture & Discussion	Early Childhood: 3-6 years.	Enabling students to learn about early childhood	2	18
Feedback	Lecture & Discussion	Middle Childhood: (6-9)	Students' ability to identify middle childhood	2	19
Feedback	Lecture & Discussion	Early Childhood: (9-12)	Enabling students to learn about early childhood	2	20
Feedback	Lecture & Discussion	Childhood Problems :	Enabling students to identify childhood problems	2	21
Feedback	Lecture & Discussion		Psychological problems in childhood .	2	22

Feedback	Lecture & Discussion		(Fear Problem – Pathological Fear of School)	2	23
Feedback	Lecture & Discussion			2	24
test	Lecture & Discussion	(Lying – Types of lying – Means of treating lying)	Enabling students to recognize the problem of lying in general	2	25
Feedback	Lecture & Discussion			2	26
Feedback	Lecture & Discussion	(Anxiety Problem – Types of Anxiety – The Difference Between Fear and Anxiety – Causes of Anxiety in Children)	Enable students to identify anxiety in general	2	27
Feedback	Lecture & Discussion			2	28
Feedback	Lecture & Discussion	Causes of speech problems: (physical causes, mental causes, psychological and educational reasons, intensity and harshness in dealing with the child, methods of treating speech and speech problems).	Enabling students to learn about the concept of pronunciation in general	2	29
Feedback	Lecture & Discussion	Adolescence Concept Adolescence Explanations Adolescence The Difference Between Puberty and Adolescence – Forms of Adolescence	Enabling students to learn about adolescence in general	2	30
4. Course Evaluation					



Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc	
5. Learning and Teaching Resources	
Psychology of Development and Adolescence, Baghdad - University of Baghdad, Al-Alusi, Jama Hussein (1983)	Required textbooks (methodology if available)
Foundations of Childhood and Adolescence Psychology, Kuwait-Al-Falah Library, Masen, Paul, et al. (1986)	Primary References (Sources)
Evolutionary Psychology, Jordan-Amman, Dar Majdlawi, Arifaj, Sami (1993)	Recommended Books and References (Scientific Journals, Reports)
Introduction to Evolutionary Psychology, Cairo-Arab Book House Library, Alwan, Fadia (2003)	References, Websites



Course Description Form

1. Course Name	
Educational Planning	
2. Course Code	
EPS214	
3. Semester/Year	
2025-2026	
4. Date of preparation of this description	
21/9/2025	
5. Available Forms of Attendance	
My daily presence	
6. Number of Hours (Total) / Number of Credits (Total)	
60 Hours/ 4 Units	
7. Course administrator name (if more than one name mentioned)	
Name: Eng. Elham Abdulsamad Mohamed Email: elhamabdulsamad@uohamdaniya.edu.iq	
8. Course Objectives	
- Introducing students to the concept of educational planning - Explains to students the importance of educational planning in education - Introducing students to the types of planning - Identify the best alternative among other alternatives for the best performance - Drawing General Trends in Education - Difference Between Plan and Planning	Course Objectives
9. Teaching and Learning Strategies	
1. Lecture and discussion style. 2. Collaborative learning.	Strategy



10.Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Engagement and Dialogue	Lecture and Discussion Style with PowerPoint Presentation	The Concept of Educational Planning	Introducing the student to	2	1
Engagement and Dialogue	Lecture and Discussion Style	The Concept of the Relationship between Educational Planning and Educational Planning	Introducing the student to	2	2
Engagement and Dialogue	Lecture and Discussion Style	The importance of educational planning	Introducing the student to	2	3
Share	Lecture and Discussion Style	Difference Between Plan and Planning	Introducing the student to	2	4
Oral and written exam	examination	Justifications for Educational Planning	Introducing the student to	2	5
Share	Lecture and Discussion Style	Objectives of Educational Planning	Introducing the student to	2	6
Share	Lecture and Discussion Style	Basic Principles of Educational Planning	Introducing the student to	2	7
Share	Lecture and Discussion Style with PowerPoint Presentation	Types of Educational Planning	Introducing the student to	2	8

Engagement and Dialogue	Lecture and Discussion Style	Foundations of Educational Planning	Introducing the student to	2	9
Engagement and Dialogue	Lecture and Discussion Style	Stages of Educational Planning	Introducing the student to	2	10
Engagement and Dialogue	Lecture and Discussion Style	Methods (Approaches) of Educational Planning	Introducing the student to	2	11
Share	Lecture and Discussion Style	Factors Affecting Educational Planning	Introducing the student to	2	12
Oral and written exam	examination	The Crisis of Educational Planning in the Arab Countries	Introducing the student to	2	13
Share	Lecture and Discussion Style	Problems of Educational Planning	Introducing the student to	2	14
Engagement and Dialogue	Lecture and Discussion Style	Methods of studying the future	Introducing the student to	2	15
Engagement and Dialogue	Lecture and Discussion Style	Educational Planning, Development and Education	Introducing the student to	2	16
Share	Lecture and Discussion Style	The Relationship between Planning and Development	Introducing the student to	2	17
Oral and written exam	examination	The Relationship between Planning and the Department of Development and Human Resources Development	Introducing the student to	2	18

Share	Lecture and Discussion Style	Difference Between Importance of Planning and Importance of Human Resource Management	Introducing the student to	2	19
Share	Lecture and Discussion Style	The Relationship of Planning to Development Challenges	Introducing the student to	2	20
Engagement and Dialogue	Lecture and Discussion Style	The relationship between planning and education	Introducing the student to	2	21
Engagement and Dialogue	Lecture and Discussion Style with PowerPoint Presentation	Objectives of the Educational System	Introducing the student to	2	22
Engagement and Dialogue	Lecture and Discussion Style	Basic Principles of Education	Introducing the student to	2	23
Engagement and Dialogue	Lecture and Discussion Style	Education and Economic Growth	Introducing the student to	2	24
Oral and written exam	examination	Measuring the economic return of education	Introducing the student to	2	25
Share	Lecture and Discussion Style	The Relationship of Planning to University Education and the Challenges of the Future	Introducing the student to	2	26
Share	Lecture and Discussion Style	Quality in Education	Introducing the student to	2	27

Share	Lecture and Discussion Style	The importance of quality and its relationship to planning	Introducing the student to	2	28
Engagement and Dialogue	Lecture and Discussion Style	Quality and its role in education	Introducing the student to	2	29
Share	Lecture and Discussion Style	Quality Specifications in Education	Introducing the student to	2	30

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (methodology if available)

- Khidr Lakhal and Kamal Farhaoui (2009) Theoretical and Applied Fundamentals of Educational Planning, First Edition, Ministry of National Education, Algeria.
- Ghneima, Mohamed Metwally (2005) Educational Planning, First Edition, Faculty of Education, Ain Shams University, Cairo.
- Al-Ajmi, Mohamed Hassanein (2010) Educational Administration and Planning: Theory and Practice.
- Al-Jabri, Shehadeh, Kazem Karim Al-Jabri, Yousef Yaqoub Shehadeh (2008) Educational Planning, Dar Al-Manahij for

Publishing and Distribution, Amman.	
	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites

Course Description Form

6. Course Name:					
Continuing Education					
7. :Course Code					
EPS211					
8. :Chapter/Year					
2025-2026					
9. :Date of preparation of this description					
17/9/2025					
10. Available Attendance Formats:					
Face-to-face education					
11. Number of Hours (Total) / Number of Credits (Total)					
60 Hours/4 Units					
12. Course administrator name (if more than one name mentioned)					
Name: M.M. Shawqi Sabah Behnam Email: shawqi.bahnam@uohamdaniya.edu.iq					
13. Course Objectives					
1. Introducing students to the importance of continuing education 2. Enabling students to distinguish between traditional and continuing education 3. Recognize important terms					Course Objectives
14. Teaching and Learning Strategies					
Mode of discussion Brainstorming Collaborative Learning					Strategy
15. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week



Asking questions	Discussion	Continuing Education	The concept of continuing education and the definitions of some theorists	4	1
Asking questions	Discussion	Continuing Education	Types of continuing education	4	2
Evaluation Method	Teaching Method	Unit or Subject Name	Basic Education	4	3
Questions	Discussion	Continuing Education	Continuing Education	4	4
Asking questions	Brainstorming	Continuing Education	Objectives of Continuing Education	4	5
Writing Abstracts	Discussion	Ability, Skill and Competence	Characteristics of Continuing Education	4	6
Asking questions	Collaborative Learning	Communication and communication	Characteristics of Kropplly and Dave	4	7
Write a report	Discussion	Communication and communication	Characteristics of some theorists	4	8
test	Brainstorming session	Self-paced learning forms	Continuous Slavery in History	4	10
Writing Abstracts	Twisted	Programmed Learning	Continuing Education in Islamic Civilization		11
audition	Concept maps	Forms of Alternative Education	Continuing Education in the Modern Era	4	12
Writing Abstracts	Twisted	Types of Education	Continuing Education Institutions	4	13
audition	Discussion	Types of Continuous Education	Formal Education	4	14
Writing a Summary	Lecture	adult education	Non-Formal Education	4	15
Write a report	Twisted		Informal Education	4	16

test	Discussion		Alternative Educational Forms in Continuing Education	4	17
Writing Abstracts	Lecture		Self-paced learning	4	18
audition	Twisted		The concept of self-learning	4	19
Writing Abstracts	Discussion		The importance of self-learning	4	20
audition	Lecture		Programmed Learning	4	21
Writing a Summary	Twisted		Correspondence Education	4	22
Write a report	Discussion		The Concept of Correspondence Education	4	23
test	Lecture		Reasons for Correspondence Education	4	24
Writing Abstracts	Twisted		Principles of Correspondence Education	4	25
audition	Discussion		Correspondence Teaching Methods	4	26
Writing Abstracts	Lecture		Educational TV	4	27
audition	Twisted		Audiovisual	4	28
Writing a Summary	Discussion		Calendar view	4	29
Write a report	Lecture		Education through Mass Communication Technologies	4	30

16. Course Evaluation	
Attendance 5 degrees Semester Exam 5 Marks Report 5 Grades Mid-year exam 25 marks Final exam 60 marks	
17. Learning and Teaching Resources	
Continuing Education Dr. Samla Turki and Dr. Saba Hamed	Required textbooks (methodology if available)
Sustainable Education Dr. Ohood Al-Marsoumi	Primary References (Sources)
	Recommended Books and References (Scientific Journals, Reports)
View educational websites and educational films for people with disabilities on the Internet	References, Websites

Course Description Form

13.Course Name	
Social Psychology	
14.Course Code	
EPS212	
15.Semester/Year	
2025-2026	
16.Date of preparation of this description	
16/9-2025	
17.Available Forms of Attendance	
Came	
18.Number of Hours (Total) / Number of Credits (Total)	
60 Hours/4 Units	
19.Course administrator name (if more than one name mentioned)	
Name: Ms. Jalila Marzina Afram Email: haiatafram@uohamdaniya.edu.iq	
20.Course Objectives	
- The student should be familiar with the concept of social psychology, its fields, the nature of its study, its historical development, and its relationship with other sciences. - The student should be familiar with the most important areas in which social psychology can be used. - The student should understand the concept of socialization and its importance in building the individual's personality from childhood. - The student should know the meaning of the self and the concept of the self and how it grows or develops and the importance of this. - Recognize the role of family, school, and peers in socialization. - To know the meaning of delinquency, juvenile delinquency, their orientations, forms of delinquency, and the reasons leading to juvenile delinquency.	Course Objectives



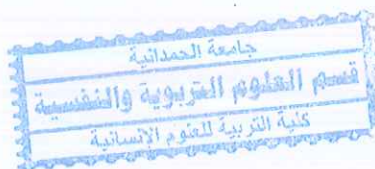
• The student should know the meaning and nature of psychological and social trends, their importance and factors of growth in different stages, especially childhood, and the role of society in forming and modifying these attitudes. • The student should understand the relationship between attitudes and values, beliefs and racial intolerance and the importance of these relationships. • The student should be familiar with the concepts of propaganda and media, public opinion, the types of these concepts, their goals and types, the relationships between them and the differences, and their impact on the behavior of the individual and the group. • The student should learn about the concepts of leadership and leadership and the difference between them, how to choose a leader, the theories that explain leadership, the forms and types of leadership, and the successful style of leadership.	
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21. Teaching and Learning Strategies

1. Collaborative Learning 2. Interactive Lectures 3. Problem-Based Learning 4. Presentations 5. Classroom Experiences and Activities 6. Use of modern technology 7. Self-learning and individual research	Strategy
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22. Course Structure

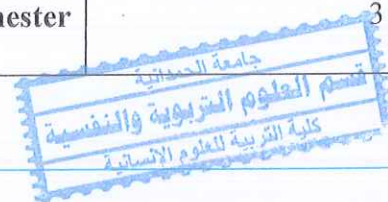
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Asking questions and answering them	Dialogue and discussion	Introduction to Social Psychology and its Definition	- Understanding the meaning of social psychology	2	First



=	=	The Historical Development of Social Psychology	- The student should be able to identify the historical development of social psychology and its relationship with other sciences, and its importance in other areas of life.	2 2 2 2	Second Third Fourth and fifth
=	=	- The socialization process Social development from childhood to old age. - Self and self-concept. The role of the family, the school, the comrades' community	- The student should be able to understand the process of socialization and social development from childhood to old age. - The student should understand what the self is and the concept of the self, how the concept of the self is formed and its function, and how it develops according to the concepts of a number of social psychologists Krugers and Vernon in the stages of childhood and adolescence. - The student should be able to understand the role of the family, the school, and the group of comrades in the process of socialization.	2 2 2 2 2	Sixth Seventh Eighth Ninth X
=	=	- Social Diseases (Social Pathology)	- The student should know the concept of social pathology. - Enabling the student to identify	2 2 2 2 2	11 12 13 14 15

		- Juvenile delinquency and their trends - Images of delinquency in juveniles - Causes of - delinquency	delinquency and juvenile, the concept of juvenile delinquency, images of this delinquency, and some patterns of events. - The student should understand the reasons leading to delinquency in juveniles in their various aspects.		
			First Semester Exam	2	16
=	=	- Psychological and social trends. - Trends, their definition, nature, composition, factors of childhood development and the role of society in their formation, modification, and types - Attitudes, - certain values and beliefs, and racial intolerance	- The student should be able to identify trends and what their nature is, how they are formed and the factors of their growth since childhood, and the student should understand the role of society.	2 2 2 2	17 18 19 20
=	=	- Advertising and Media - The concept of propaganda, its laws, types, methods, and psychology, and its impact on the	- The student should be able to identify everything related to advertising and media, its concepts, types, methods, and their impact on the individual and society, and the	2 2 2 2 2	21 22 23 24 25

		individual and society. - Difference Between Propaganda and Media, Propaganda and Rumor - Public opinion, its concept, objectives and types. The impact - of public opinion on the behavior of the individual and the group	differences between: advertising and media. Propaganda, rumors, and other concepts. Public opinion and its objectives, and the impact of public opinion on the behavior of the individual and society.		
=	=	- Leadership and the concept of leadership - Difference Between Leadership and Presidency - Leadership Behavior and How to Choose a Leader - Theories of Leadership - Leadership Forms and Types The teacher is - a leader	- The student should be able to understand leadership and the differences between it and the presidency and understand the concept of leadership behavior and how to choose a leader. - The student should know the interpretive theories and the forms and types of leadership. - The student should have a strong understanding that the teacher is a leader in the community.	2 2 2 2 2 2	26 27 28 29 30
Exams for the second semester					31 and 32



23.Course Evaluation	
Distribution of the grade out of 100 according to the tasks assigned to the student: Daily preparation = 10 Daily exams = 10 Monthly exams=10 Editorial=60 Reports=10	
	24.Learning and Teaching Resources
Social Psychology for the Second Grades in the Faculties of Education Dr. Amal Ahmed Yacoub	Required textbooks (methodology if available)
1- Social Psychology / Dr. Shaker Mahameed 2- Social Psychology / Dr. Khalil Abdel Rahman Al-Maaytah	Main References (Sources)
Follow up on electronic and internet references that include solid scientific websites and library websites in some international universities	Recommended books and references (scientific journals, reports...)
Social Psychology Websites	Electronic References, Websites



Course Description Form

25.Course Name	
Curriculum & Textbook	
26.Course Code	
EPS213	
27.Semester/Year	
2025 -2026	
28. Date of preparation of this description	
21/9/2025	
29.Available Forms of Attendance	
Came	
30.Number of Hours (Total) / Number of Credits (Total)	
60 Hours/ 4 Units	
31.Course administrator name	
Name: A.M. Hala Adib Daoud Email: hala.iwas@uohamdaniya.ed	
32.Course Objectives	
• The curriculum aims to provide students with the necessary knowledge and skills in the textbook. • It aims to know the foundations that the textbook should provide to implement the curriculum and achieve its goals. • Setting expectations for what students should learn and acquire in terms of cognitive skills and on various aspects of cognitive, emotional and skill development related to the textbook.	Course Objectives



33. Teaching and Learning Strategies

- 1- Linking learning to life and providing educational experiences that help them to apply the curriculum according to the modern curriculum using problem solving, exploration, active learning, etc.
- 2- It allows students to know the educational objectives and the content of the scientific material that is in line with the reality of education.

Strategy



34.Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Discussion	Lecture	The Evolution of the Curriculum Concept	Introduce the student to an introduction to the curriculum, its importance, and why we study the curriculum and textbook	2	First
Second	Lecture	Old and Modern Curricula	The student distinguishes between the old and modern concepts of the curriculum	2	Second
Reports	Interrogation	Curricula and foundations on which they are built	Foundations of Curriculum Building	2	Third
Questions & Answers	Lecture Discussion	Curricula and foundations on which they are built	Foundations of building a mang	2	Fourth
Reports	Questions & Answers	Curriculum Components	Elements of the Curriculum	2	V
Questions & Answers	Lecture	Curriculum Components	Goals	2	Sixth
Reports	Discussion	Elements of the Curriculum	Cognitive Objectives	2	Seventh
Discussion	Lecture	Elements of the Curriculum	Objectives and Teaching Methods	2	Eighth
Reports	Interrogation	Elements of the Curriculum	Content	2	Ninth
Reports	Lecture Power Point	Elements of the Curriculum	Content Theories	2	X
A practical application from a textbook for one of the school stages	discussion	Elements of the Curriculum	Emotional goals and linking them to content	2	Eleventh
Practical application and analysis of a systematic book for one of the stages	Lecture	Components of Educational Objectives	Emotional goals	2	Twelfth
Questions & Answers	Power Point	Elements of the Curriculum	Teaching Methods	2	Thirteenth

Reports	Lecture	Types of Curricula	Student-Centered Curriculum	2	Fourteenth
discussion	Lecture	Types of Curricula	Subject-Centered Curriculum	2	Fifteenth
Questions & Answers	discussion	Types of Curricula	Separate Course Curriculum	2	Sixteenth
Reports	Power Point Lecture	Types of Curricula	Connected Materials Curriculum	2	Seventeenth
Share & Discuss	Lecture Questions & Answers	Types of Curricula	Curriculum that connects the student to the subject	2	Eighteenth
discussion	Lecture	Calendar	Calendar Tools	2	Nineteenth
Share & Questions & Answers	discussion	Calendar	Types of Calendar	2	Twenty
Share Questions & Answers	Lecture	Calendar	The Impact of Assessment Results on the Curriculum	2	Twenty one
Practical Testing	Lecture	Calendar	Types of tests	2	Twenty two
Discussion and Sharing	Lecture	Textbook	Introducing Students to the Textbook	2	Twenty Three
Practical application of the books prescribed in the preparatory stage	discussion	Textbook	The foundations of the textbook	2	Twenty fourth
Questions & Answers	Lecture	Textbook	The importance of the textbook	2	Twenty Fifth
Questions & Answers	discussion	Textbook	Foundations of Textbook Preparation	2	Twenty Ninth
Questions & Answers	Lecture	Textbook	Characteristics of the textbook and methods of preparing it	2	Xxx

35.Course Evaluation

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

	36.Learning and Teaching Resources
Contemporary School Curriculum Jawdat Ahmed Saadeh. Abdullah Mohamed Ibrahim 2018	Required textbooks (methodology if available)
Curriculum Elements Foundations and Applications Dr. Salah Abdel Hamid Mustafa 2019	Main References (Sources)
The Curriculum That Dr. Khawla Fouad Ali Doesn't Study 2024	Recommended books and references (scientific journals, reports...)
Curriculum and Textbook Assoc. Prof. Dr. Idan Attia Al-Obaidi	Electronic References, Websites



Course Description Form

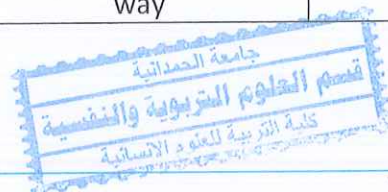
18. Course Name:					
Educational Psychology					
19. :Course Code					
EPS210					
20. :Chapter/Year					
2025-2026					
21. :Date of preparation of this description					
15/9/ 2025					
22. Available Attendance Formats:					
Face-to-face education with e-guidance					
23. Number of Hours (Total) / Number of Credits (Total)					
60 Hours / 4 Units					
24. Course administrator name (if more than one name mentioned)					
Name: M.M. Thamer Mustafa Ibrahim Email: thamer.ALSABAWY@uohamdaniya.edu.iq					
25. Course Objectives					
The aim of the course is to introduce students to: 1. Educational Psychology, its Concept and Objectives 2. The Concept of Learning, Its Applications and Theories 3. Information Processing Theory and its Educational Applications 4. Thinking, its concept, creative thinking 5. Motivation Definition, Functions, Types, Theories, Motivation and Teaching 6. Problem solving, problem definition, learning problem-solving skills					Course Objectives
26. Teaching and Learning Strategies					
Self-Learning Strategy – Brainstorming – Problem Solving					Strategy
10- Course Structure					
Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Hours	The week



Feedback	Discussion, Lecture, Debate	The concept of educational psychology, the definition of its historical development	-Enables learners to correctly define the term educational psychology	2	1
Feedback	Discussion, Lecture, Debate	Educational Psychology (Objectives, Fields, Topics)	- The learner's ability to accurately define the goals of educational psychology in the learning and teaching environment	2	2
Feedback	Discussion, Lecture, Debate	Educational Objectives, Levels, and Formulation	Familiarize students with educational goals and distinguish between them with the ability to formulate practical models	2	3
Feedback	Discussion, Lecture, Debate	The concept of learning and teaching, its forms, factors affecting it	It enables students to define the reformer of (0 learning and teaching) and the factors affecting it	2	4
Feedback	Discussion, Lecture, Debate	Characteristics of Learning and Teaching, Difference Between Learning and Teaching	Empowering students to differentiate between learning and teaching	2	5
Feedback	Discussion, Lecture, Debate	What the teacher takes into account during the learning process, The Role of the Teacher in the Educational-Learning Process	Enables students to practice the positive aspects of the learning process	2	6
test	Discussion, Lecture, Debate	Theories of Learning and Teaching (and their main divisions)	Enables students to identify the main topics of learning theories	2	7
Feedback	Discussion, Lecture, Debate	Thor Nadik's theory and its educational applications	Enables students to define the concepts of the theory and its	2	8

			educational applications		
Feedback	Discussion, Lecture, Debate	Pavlov's Theory and its Educational Applications	Enables students to define the concepts of the theory and its educational applications	2	9
Feedback	Discussion, Lecture, Debate	Skinner Theory and its Educational Applications	Enables students to define the concepts of the theory and its educational applications	2	10
test	Discussion, Lecture, Debate	Gestalt theory and its educational applications	Enables students to define the concepts of the theory and its educational applications	2	11
Feedback	Discussion, Lecture, Debate	Social Learning Theory and Applications	Enables students to define the concepts of the theory and its educational applications	2	12
Feedback	Discussion, Lecture, Debate	Cognitive Learning Theory and its Applications	Enables students to define the concepts of the theory and its educational applications	2	13
Feedback	Discussion, Lecture, Debate	The concept of memory and its types	Students' ability to identify the concept of memory and its types	2	14
Semi-annual news	Discussion, Lecture, Debate	Factors influencing memory (subjective, external)	Students' ability to identify factors affecting memory	2	15
Feedback	Discussion, Lecture, Debate	The concept of forgetfulness and the factors affecting it	Students' ability to identify the concept of forgetfulness	2	16
Feedback	Discussion, Lecture, Debate	Theories of the Interpreter of Oblivion	Familiarizing students with theories that explain forgetfulness	2	17
Feedback	Discussion, Lecture, Debate	Factors Affecting Memory and Forgetting, and	Enable students to identify the main factors affecting	2	18

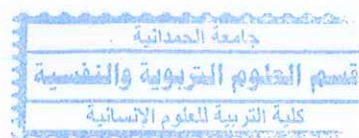
		Teaching Methods Aiding Memory	memory and forgetfulness		
Feedback	Discussion, Lecture, Debate	Information Processing Theories and Their Educational Applications	Enable students to learn about information processing theories	2	19
Feedback	Discussion, Lecture, Debate	Concept and Forms of Transmission of Learning Effect	Enable students to define the concept of learning transition	2	20
Feedback	Discussion, Lecture, Debate	Theories of Transfer of the Impact of Learning and its Educational Applications	Enabling students to learn about the theories of learning transition	2	21
Feedback	Discussion, Lecture, Debate	Define the term learning concepts and its forms	Enable students to define the term concepts and its methods	2	22
Feedback	Discussion, Lecture, Debate	Define the term conceptual thinking, its types	Enable students to define a concept of thinking and its main types	2	23
Feedback	Discussion, Lecture, Debate	E-Learning	Enabling students to learn learning learning skills	2	24
test	Discussion, Lecture, Debate	Motivation Concept and Motivation Strategies	Enable students to define the term motivation and ways to stimulate learning motivation	2	25
Feedback	Discussion, Lecture, Debate	The concept of feedback, its forms	Enabling students to apply feedback methods	2	26
Feedback	Discussion, Lecture, Debate	Educational Applications of Feedback	Enabling students to apply feedback in a practical way	2	27
Feedback	Discussion, Lecture, Debate	The concept of problem solving, its scientific and educational forms	Enabling students to be able to identify problems in a scientific way	2	28



Feedback	Discussion, Lecture, Debate	Problem-solving software (and its practical applications)	Enabling students to use educational and practical applications to solve problems	2	29
Feedback Final Calendar	Discussion, Lecture, Debate	The concept of classroom management, its types, and the factors affecting it	Empowering students to understand the importance of classroom interaction in the educational process and the factors affecting it	2	30

11- Learning and Teaching Resources

- Educational Psychology Theories, Methods and Applications (204) Nabil Abdel Hadi - Educational Psychology: Theory and Practice (2013) Adnan Yousef Al-Attoum, et al. - Educational Psychology, Saleh Abu Jado - Educational Psychology – Abdel Majeed Nashwati (2003)	1 Required Textbooks
References Selected	2 Main References (Sources)
-Educational Psychology - Hana Hussein Falfali - Educational Psychology: Concepts and Principles - Abbas Suleiman Al-Moussawi	Recommended books and references (scientific journals, reports,....)
Educational Psychology Library (Telegram) - Al-Noor Library (e-library) is free on Google Artificial Intelligence Websites	References, Websites



Course Description Form

27. Course Name:	
Descriptive Statistics	
28. :Course Code	
EPS215	
29. :Chapter/Year	
2025-2026	
30. :Date of preparation of this description	
17/9/2025	
31. Available Attendance Formats:	
Face-to-face education	
32. Number of Hours (Total) / Number of Credits (Total)	
90 Hours / 4 Units	
33. Course administrator name (if more than one name mentioned)	
Name: M.M. Mohamed Amin Oqba Mohamed Nouri Email: mohammed.am.alagha95@uohamdaniya.edu	
34. Course Objectives	
Make the student able to: 1. The student is introduced to statistical concepts. 2. The student was introduced to the role of statistics in the advancement of the humanities . 3. The student acquires the skills to apply the basic laws and principles of descriptive statistics. 4. The student acquires the skill of identifying the appropriate statistical method in describing, organizing, and presenting data.	Course Objectives
35. Teaching and Learning Strategies	
Lectures, explanation, discussion, dialogue with students, asking and solving questions and giving the opportunity Students can express their opinions on the topic of discussion to motivate the students' internal latent forces to participate, and the attention is focused on the cognitive outputs of science, such as facts, concepts, and theories. Examples of these are lectures, the use of theoretical and practical books, and problem solving.	Strategy



36. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Discussion and Questions	Lecture, Discussion and Dialogue	Statistics - Statistics Jobs	Theoretical Knowledge and Applied Analysis	3	1
Discussion and Questions	Lecture, Discussion and Dialogue	Some statistical conventions	Theoretical Knowledge and Applied Analysis	3	2
Discussion and Questions	Lecture, Discussion and Dialogue	Variables and their types	Theoretical Knowledge and Applied Analysis	3	3
Discussion and Questions	Lecture, Discussion and Dialogue	Measurement and Levels	Theoretical Knowledge and Applied Analysis	3	4
Discussion and Questions	Lecture, Discussion and Dialogue	Quantitative Data Collection - Qualitative Data Collection	Theoretical Knowledge and Applied Analysis	3	5
Monthly exam				3	6
Discussion and Questions	Lecture, Discussion and Dialogue	Display Diagrams Rank, symmetrical and asymmetrical curves	Theoretical Knowledge and Applied Analysis	3	7
Discussion and Questions	Lecture, Discussion and Dialogue	Measures of Centralism (Arithmetic Mean Characteristics of Calculation Methods)	Theoretical Knowledge and Applied Analysis	3	8
Discussion and Questions	Lecture, Discussion and Dialogue	Harmonic Medium	Theoretical Knowledge and Applied Analysis	3	9
Discussion and Questions	Lecture, Discussion and Dialogue	Broker - its characteristics and methods of calculation	Theoretical Knowledge and Applied Analysis	3	10
Discussion and Questions	Lecture, Discussion and Dialogue	Looms, its properties and methods of calculation	Theoretical Knowledge and Applied Analysis	3	11

Discussion and Questions	Lecture, Discussion and Dialogue	The relationship between the Centralism	Theoretical Knowledge and Applied Analysis	3	12
Discussion and Questions	Lecture, Discussion and Dialogue	Mediator-like metrics Relative status metrics	Theoretical Knowledge and Applied Analysis	3	13
Discussion and Questions	Lecture, Discussion and Dialogue	The relationship between median-like metrics	Theoretical Knowledge and Applied Analysis	3	14
Monthly exam				3	15
Discussion and Questions	Lecture, Discussion and Dialogue	Dispersion Scales (Absolute and True Range, Its Characteristics and Methods of Calculation)	Theoretical Knowledge and Applied Analysis	3	16
Discussion and Questions	Lecture, Discussion and Dialogue	Its characteristics and methods of calculation	Theoretical Knowledge and Applied Analysis	3	17
Discussion and Questions	Lecture, Discussion and Dialogue	Variation, its properties and methods of calculating it	Theoretical Knowledge and Applied Analysis	3	18
Discussion and Questions	Lecture, Discussion and Dialogue	Relationship between dispersion measures	Theoretical Knowledge and Applied Analysis	3	19
Discussion and Questions	Lecture and Discussion (and Dialogue)	Relationship Metrics (What is the Relationship and Its Characteristics)	Theoretical Knowledge and Applied Analysis	3	20
Discussion and Questions	Lecture, Discussion and Dialogue	Pearson correlation coefficient	Theoretical Knowledge and Applied Analysis	3	21
Discussion and Questions	Lecture, Discussion and Dialogue	Spearman's correlation coefficient	Theoretical Knowledge and Applied Analysis	3	22
Discussion and Questions	Lecture, Discussion and Dialogue	Kendall correlation coefficient	Theoretical Knowledge and Applied Analysis	3	23
Monthly exam				3	24

Discussion and Questions	Lecture, Discussion and Dialogue	Binary correlation coefficient Original binary correlation coefficient Fi correlation coefficient	Theoretical Knowledge and Applied Analysis	3	25
Discussion and Questions	Lecture, Discussion and Dialogue	Simple regression (the relationship between regression and correlation prediction)	Theoretical Knowledge and Applied Analysis	3	26
Discussion and Questions	Lecture, Discussion and Dialogue	Scales of torsion and kurtosis	Theoretical Knowledge and Applied Analysis	3	27
Discussion and Questions	Lecture, Discussion and Dialogue	Different types of convolution of frequency distributions The different types of cursion of repeat distributions	Theoretical Knowledge and Applied Analysis	3	28
Discussion and Questions	Lecture, Discussion and Dialogue	Introduction to Inferential Statistics	Theoretical Knowledge and Applied Analysis	3	29
Monthly exam				3	30

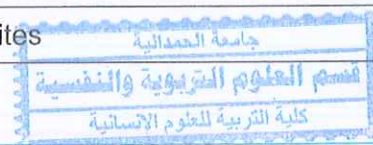
37. Course Evaluation

Comprehensive and diverse questions at the end of each lecture - weekly tests - (oral + written) questions at the end of each month with activity and reports

1. 25 mid-year exam scores
2. 15 Professor's Grades (5 Student Attendance Grades + 10 Monthly and Daily Exam Grades)
3. 60 Year End Exam Marks

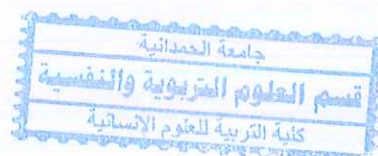
38. Learning and Teaching Resources

Introduction to Statistics	Required textbooks (methodology if available)
Basic texts prepared by a subject teacher	Primary References (Sources)
Statistics in Educational and Psychological Sciences	Recommended Books and References (Scientific Journals, Reports)
YouTube – Google	References, Websites



Course Description Form

39. Course Name:	
Computer	
40. :Course Code	
U0H204	
41. Season/Year: Year	
2026/2025	
42. :Date of preparation of this description	
1/9/2025	
43. Available Attendance Formats:	
Physical – E–Class	
44. Number of Hours (Total) / Number of Credits (Total)	
60 Hours/ 2 Units	
45. Course administrator name (if more than one name mentioned)	
Name: Eng. Rasha Raad Hadi Email: rasharaad@uohamdaniya.edu.iq	
46. Course Objectives	
- Understand the principles and techniques of computer human intelligence simulation. - Developing the student's critical and creative thinking skills to deal with artificial intelligence - Learn to troubleshoot your computer. - Learn security, networking, and e-commerce.	Course Objectives
47. Teaching and Learning Strategies	
Reading books and lectures related to the curriculum. Exercises and activities during and outside the lecture. Presentations on the topics of the lecture. Lecture, discussion, dialogue, and applied analysis. Theoretical and practical lectures, dialogue and discussions, oral questions and reports.	Strategy
48. Course Structure	



Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Awarding Degrees to Participants	Explanation and Discussion	Security and Networks: What is a Network? Types of Networks, Basic Components of a Network	Gain knowledge	1	1
Providing incentives for encouragement	Skills Training	Network Security Basics	Skills acquisition	1	2
Awarding Degrees to Participants	Explain, Discuss and Apply	Network troubleshooting	Gain knowledge	1	3
Applying Scientific and Practical Testing Standards	Questions and Quizzes	Conducting a daily exam with previous lectures	Knowledge Measurement	1	4
Awarding Degrees to Participants	Explain, Discuss and Apply	E-commerce: Concepts of e-banking including online banking,	Gain knowledge	1	5
Providing incentives for encouragement	Skills Training	ATM & Debit Card Services	Skills acquisition	1	6
Awarding Degrees to Participants	Explain, Discuss and Apply	SMS Banking	Gain knowledge	1	7
Providing incentives for encouragement	Skills Training	Electronic Alerts & Mobile Banking	Skills acquisition	1	8

Applying Scientific and Practical Testing Standards	Questions and Quizzes	Conducting a daily exam with previous lectures	Knowledge Measurement	1	9
Providing incentives for encouragement	Skills Training	Troubleshooting	Skills acquisition	1	10
Awarding Degrees to Participants	Explain, Discuss and Apply	Identify and resolve common hardware and software problems faced by computer users	Gain knowledge	1	11
Providing incentives for encouragement	Skills Training	Basic Techniques and Tools for Diagnosing and Solving Problems	Skills acquisition	1	12
Applying Scientific and Practical Testing Standards	Questions and Quizzes	Conducting a daily exam with previous lectures	Knowledge Measurement	1	13
Applying Scientific and Practical Testing Standards	Questions and Quizzes	Quarterly Theoretical Test	Knowledge Measurement	1	14
Applying Scientific and Practical Testing Standards	Presenting projects	Semester Practical Exam	Measuring skills	1	15

Awarding Degrees to Participants	Explain, Discuss and Apply	Introduction to Artificial Intelligence	Gain knowledge	1	16
Providing incentives for encouragement	Skills Training	Definition of Artificial Intelligence, its History, Techniques and Methodology	Gain knowledge	1	17
Awarding Degrees to Participants	Explanation and Discussion	Challenges and Ethical Considerations of Artificial Intelligence	Gain knowledge	1	18
Providing incentives for encouragement	Skills Training	Artificial Intelligence in Our Daily Life	Skills acquisition	1	19
Awarding Degrees to Participants	Explain, Discuss and Apply	Artificial Intelligence Applications	Skills acquisition		20
Applying Scientific and Practical Testing Standards	Questions and Quizzes	Conducting a daily exam with previous lectures	Knowledge Measurement	1	21
Awarding Degrees to Participants	Explanation and Discussion	Artificial Intelligence and Society	Gain knowledge	1	22
Providing incentives for encouragement	Explanation and Discussion	Its impact on social and international relations and the future of humanity	Gain knowledge	1	23
Awarding Degrees to Participants	Explanation and Discussion	Ethical Challenges in Artificial Intelligence	Gain knowledge	1	24
Providing incentives for encouragement	Skills Training	Privacy & Monitoring	Gain knowledge	1	25

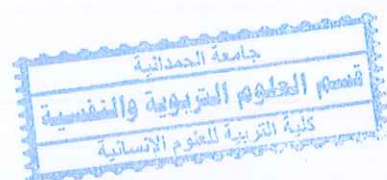
Awarding Degrees to Participants	Explanation and Discussion	The Impact of Artificial Intelligence on the Labor Market	Gain knowledge	1	26
Awarding Degrees to Participants	Explanation and Discussion	The Future of Artificial Intelligence	Gain knowledge	1	27
Providing incentives for encouragement	Skills Training	Future Trends in Artificial Intelligence Modern Research and Emerging Technologies	Skills acquisition	1	28
Applying Scientific and Practical Testing Standards	Questions and Quizzes	Quarterly Theoretical Test	Knowledge Measurement	1	29
Applying Scientific and Practical Testing Standards	Presenting projects	Semester Practical Exam	Measuring skills	1	30

49. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

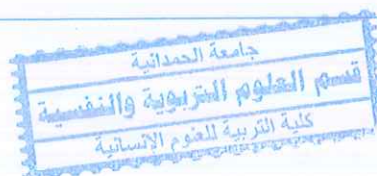
50. Learning and Teaching Resources

1. Dr. Adel Abdel Nour, "Introduction to the World of Artificial Intelligence" , 2005. 2. Lectures that include curriculum vocabulary.	Required textbooks (methodology if available)
Ahmed Banafa,"Introduction to Artificial Intelligence(AI)", 1 st Edition(2024)	Main References (Sources)
David L. Poole & Alan K. Mackworth,"Artificial Intelligence: Foundations of Computational Agents"(2017)	Recommended books and references (scientific (...journals, reports



Course Description Form

1. Course Name:					
Teaching Methods					
2. :Course Code					
EPS303					
3. Chapter/Year: Annual Survey					
2025-2026					
4. :Date of preparation of this description					
21/09/2025					
5. Available Forms of Attendance: Daily Morning Attendance					
Face-to-face education					
6. Number of Hours (3) / Number of Units (3)					
60 Hours/4 Units					
7. Course administrator name (if more than one name mentioned)					
Name: Eng. Hassan Abdul-Jabbar Saeed Email: hhsn8622@uohamdania.edu.iq					
8. Course Objectives					
The General Teaching Methods course aims to make the learner able to: 1. The message of the Muslim teacher is recognized in the community . 2. It deduces the responsibilities of the Muslim teacher in the community . 3. Identify aspects of teacher preparation . 4. The concept of teaching adequacy is recognized. 5. Classifies the necessary teaching competencies for the teacher .					Course Objectives
9. Teaching and Learning Strategies					
1. Lecture of all kinds. 2. Panels, discussion and questioning. 3. Collaborative learning. 4. Project Method. 5. Follow-up viewing and discussion sessions.					Strategy
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week



Discussion, exchange of views and use of	Lecture and Discussion Style	Introduce the course, its vocabulary, objectives, and how to implement it.	1) Identify the concept and nature of teaching. 2) Identify the theoretical and practical rules of successful teaching. 3) The concept of teaching is defined within the Total Quality Strategy.	3	1
Discussion and exchange of views	Power Point	The Muslim Teacher's Message and Responsibility in the Muslim Community	1) Provides creative ideas in teaching. 2) Identify educational situations and their relationship to planning and teaching. 3) Defines the scientific concept of the HD 4) Recognizes the time and educational divisions of the goals	3	2
Discussion and exchange of views	Lecture and Discussion Style	The nature of the teaching process, teaching is a science and an art	1) Determine the importance of goals in the educational process. 2) Identify the areas of the objectives and their levels. 3) Identify the components of the behavioral goal. 4) Define the criteria for behavioral goals. 5) Master the formulation of behavioral goals.	3	3

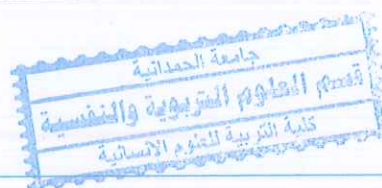
Discussion and exchange of views	Power Point	Educational Objectives (Definition, Classification, Levels)	Introducing the student to the educational goals	3	4
Discussion and exchange of views	Lecture and Discussion Style	Behavioral Goals (Components, Conditions, Fields)	1) The concept of planning is recognized. 2) Specifies the importance of planning for the teacher 3) Derives the principles of planning. 4) Identifies the elements of long-term planning. 5) Identify the elements of medium-term planning. 6) Identify the elements of short-term planning.	3	5
Participation and discussion	Lecture and Discussion Style	Planning (Concept, Importance, Principles, Types)	Introducing the student to the importance of planning	3	6
Participate in the presentation and discussion	Power Point	Periodic tests.	Empowering students how to take the exam	3	7
Participation and discussion	Lecture and Discussion Style	Elements of lesson planning (horizontal and vertical methods)	Introduce students to the importance of these fields and how to apply them according to problems, age and gender	3	8
Electronic exam	examination	Multiple Choice Questions True and False	Identify the student's ability through their answer	3	9

Discussion and exchange of views	Lecture + Discussion and Use of PowerPoint	Skills (Preparation, Class Management, Reinforcement)	Introducing the student There are three approaches to achieve the goals of guidance and guidance in the counseling process, and the counselor must take a specific goal from them or according to what the need and problem require.	3	10
Discussion and exchange of views	Lecture and Discussion Style	Periodic tests.	Helping the student to understand the material	3	11
Discussion and exchange of views	Lecture and Discussion Style	Evaluation of the lesson (concept, importance, methods)	1) Master the lesson planning in the vertical way. 2) Master the lesson planning in the horizontal way. 3) Identify the objectives of the class questions. 4) Identify the classifications of questions. 5) Identify the subdivisions within the question classifications. Learn the basics of using questions	3	12
Discussion and exchange of views	Lecture and Discussion Style	Identify the foundations of the calendar .	1) Classify the messages used in the classroom. 2) Identify the basics of transmitting messages during the educational process.	3	13



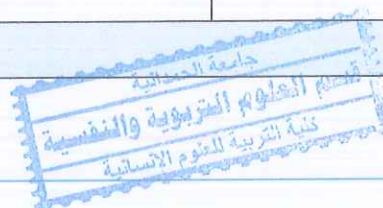
			3) Determine the relationship between verbal and non-verbal language. 4) Identify the concept of teaching method. 5) Distinguish between teaching method, method, and strategy.		
Discussion and exchange of views	Lecture and Discussion Style	1) Identify the areas of learner assessment .	1) Recognizes the skill of reinforcement. 2) Classifies the types of reinforcement. 3) Determine the effect of reward on the educational process. 4) The effect of punishment on the educational process is determined. 5) Recognizes effective communication skill Defines the pillars of the communication process	3	14
Discussion and exchange of views	Lecture and Discussion Style	He is proficient in designing note cards. Methods of assessing the emotional aspect are known.	1) Proficient in formulating questions according to different classifications. 2) Identify the skill of preparation. 3) Sets the objectives of the	3	15

			preparation process. 4) Define the principles of the success of the preparation process. 5) Recognizes the skill of class management.		
11. Course Evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc					
12. Learning and Teaching Resources					
4 General teaching methods Planning and Educational Applications. Waleed Ahmed Jaber Dar Al-Fikr Publishing & Distribution 2013 5. Curriculum and teaching methods. Ramadan Musaad Badawi Dar Al-Fikr Publishing & Distribution 2011 6. General teaching methods and their evaluation. Abd El , Hai Ahmed Al , Subhi Muhammad Abdullah Al-Qasima Khwarizm Scientific Publishers & Magazine 2011 7 Teaching Methods. Khaled Al-Sarayrah et al. Dar Al-Masirah for Printing and Publishing 2010			Required textbooks (methodology if available)		
1. Teaching Strategies. Ali Munir Al , Hosari Al-Hurricane Scientific House for Printing and Publishing 2015 2. Creativity in teaching. Khalil Abdulfattah Hammad Yusra Rasmi Badr Al-Falah Library for Publishing and Television 2014			Primary References (Sources)		
			Recommended Books and References (Scientific Journals, Reports)		
			References, Websites		



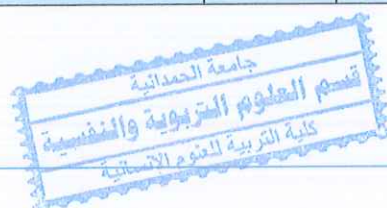
Course Description Form

1. Course Name:	
Experimental Psychology	
2. :Course Code	
EPS311	
3. Chapter/Year: Annual Schedule	
2025-2026	
4. :Date of preparation of this description	
21/9/2025	
5. Available Forms of Attendance: Daily Morning Attendance	
Face-to-face education	
6. Number of Academic Hours (3) / Number of Units (4)	
90 Hours/4 Units	
7. Course administrator name (if more than one name mentioned)	
Name: Eng. Elham Abdulsamad Mohamed Email: elhamabdulsamad@uohamdaniya.edu.iq	
8. Course Objectives	
1- This course aims to introduce students to experimental psychology in terms of its concept and development. 2- Science and the Scientific Method. 3- Types of psychological experiments. 4- Characteristics of the experimental hypothesis and elements of the experiment. 5- Steps to conduct the experiment. 6- Experimental designs. 7- Control of extraneous variables.	Course Objectives
9. Teaching and Learning Strategies	
6. Active learning. 7. Collaborative learning. 8. Brainstorming. 9. Task Analysis.	Strategy
10. Course Structure	



Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Discussion, exchange of views and use of	Lecture and Discussion Style	Comprehensive Introduction to the Course Experimental Psychology Concept, Development and Field	Knowledge Goals	2	1
Discussion and exchange of views	Power Point	Definition of Experience, Science and its Goals	Cognitive Goals Psychokinetics	2	2
Discussion and exchange of views	Lecture and Discussion Style	Definition of observation and its relationship to experience	Cognitive Goals Psychokinetics	2	3
Discussion and exchange of views	Power Point	Types of Psychological Experiments	Cognitive Goals Psychokinetics	2	4
Discussion and exchange of views	Lecture and Discussion Style	Steps to Conduct the Experiment	Cognitive Goals Psychokinetics	2	5
Participation and discussion	Lecture and Discussion Style	Return Time: Its Meaning and Methods of Measuring It	Cognitive Goals Psychokinetics	2	6
Participate in the presentation and discussion	Power Point	Empirical hypothesis: its meaning, conditions for formulation, characteristics	Cognitive Goals Psychokinetics	2	7
Participation and discussion with a daily exam	Lecture and Discussion Style	Types of empirical hypotheses (null and alternative)	Cognitive Goals Psychokinetics	2	8
Discussion and exchange of views	Lecture and Discussion Style	Hypothesis sources and how to formulate hypotheses	Cognitive Goals Psychokinetics	2	9
Discussion and exchange of	Lecture + Discussion	Types of experimental	Cognitive Goals Psychokinetics	2	10

opinions with a daily exam		variables (independent, dependent, outsider)			
Discussion and exchange of views	Lecture and Discussion Style	Types of experimental groups and their respective function	Cognitive Goals Psychokinetics	2	11
Discussion and exchange of views	Lecture and Discussion Style	Tests in Experimental Research (Pre and Post)	Knowledge Goals	2	12
Discussion and exchange of views	Lecture and Discussion Style	Community, Sample and Methods of Selection	Knowledge Goals	2	13
Discussion and exchange of opinions with a daily exam	Lecture and Discussion Style	Methods of adjusting extraneous variables	Knowledge Goals	2	14
Discussion and exchange of views	Lecture and Discussion Style	Experimental design and its meaning	Knowledge Goals	2	15
Discussion and exchange of opinions with a daily exam	Lecture and Discussion Style	Interior Safety of Pilot Design	Cognitive and psychokinetic goals	2	16
Discussion and exchange of opinions with a daily exam	Lecture and Discussion Style	Exterior Safety of Pilot Design	Cognitive and psychokinetic goals	2	17
Discussion and exchange of views	Lecture and Discussion Style	Types of Experimental Designs	Knowledge Goals	2	18
Discussion and exchange of views	Lecture and Discussion Style	Pre-experimental designs and their types	Cognitive and psychokinetic goals	2	20,19

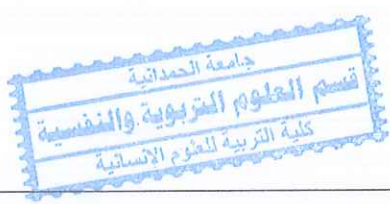


Discussion and exchange of opinions with a daily exam	Lecture and Discussion Style	Semi-experimental designs and their types	Cognitive and psychokinetic goals	2	23.22.21
Discussion and exchange of views	Lecture and Discussion Style	Real experimental designs	Cognitive Goals Psychokinetics	2	26.25.24
Discussion and exchange of views	Lecture and Discussion Style	Factor Designs	Cognitive and psychokinetic goals	2	29.28.27
Discussion and exchange of opinions with a daily exam	Lecture and Discussion Style	Individual Design	Cognitive Goals Psychokinetics	2	30

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

12. Learning and Teaching Resources

- | | |
|---|---|
| <ul style="list-style-type: none"> - Experimental Psychology, Anne Myers, translated by Khalil Al-Bayati. - Experimental Psychology, Abdulrahman Al-Qa - Introduction to Experimental Psychology, Kam Bakdash, 2000. - Experimental Psychology, M. Kimberly Maclin 2016. - Experimental Psychology, Mr. Mohamed Khair et al. - Experimental Psychology, Robert Schensworth 1962. - Experimental Psychology, Willem Barnes, 2020 - Experimental Psychology, Abdulfattah Al-Qurashi, 2020. - Experimental Psychology, Mr. Khaled Matahne 2013. | <p>Required textbooks (methodology if available)</p>  |
|---|---|

Reference in Experimental Psychology, Mohamed Shehata Rabie, 2011.	Primary References (Sources)
	Recommended Books and References (Scientific Journals, Reports)
	References, Websites

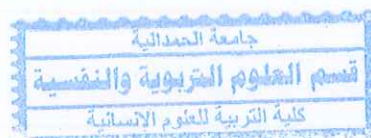
Course Description Form

1. Course Name:	
Personality Psychology	
2. :Course Code	
EPS307	
3. :Chapter/Year	
2025-2026	
4. :Date of preparation of this description	
21/9/2025	
5. Available Attendance Formats:	
Face-to-face education	



6. Number of Hours (Total) / Number of Credits (Total)					
60 Hours/4 Units					
7. Course administrator name (if more than one name mentioned)					
Name: Assoc. Prof. Dr. Adi Nemat Boutros Ajaj Email: ouday.ehp1@student.uomosul.edu.iq					
8. Course Objectives					
General Objectives: 1- Identify the theoretical foundations on which personality psychology is based . 2- Identify the basic principles and general characteristics of personality styles and traits . 3- Identify personality measurement through special tests and scales . 4- Identify the theories of the interpreter of the human personality. 5- Enriching educational thought through understanding and applying the foundations of mental health in the process of learning and teaching according to educational theory.					Course Objectives
9. Teaching and Learning Strategies					
- Lecture - Discussion - Brainstorming - Collaborative Groups - Self-paced learning. - Homework and Assignment in Class by Students - Use of Educational Aids: Science books, blackboard, colored pens, PowerPoint slideshows.					Strategy
10. Course Structure					
Evaluation Method	Teaching Method	Unit Name or Subject	Required Learning Outcomes	Hours	The week
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	The concept of personality through the psychological heritage	Personality Concept, Nature and Definition	2	1
Oral and written testing	Lecture, Discussion, Brainstorming,	The concept of personality	Personality Determinants	2	2

	Collaborative Learning	through the psychological heritage			
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	The concept of personality through the psychological heritage	Personality Dynamics	2	3
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality Dimensions	Dimensions of Personality Building and Development (Formative Dimension)	2	4
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality Dimensions	Cultural Dimension	2	5
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality Dimensions	Social Dimension	2	6
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality Dimensions	Personality Development	2	7
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Piaget's cognitive development	2	8
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Freud's Psychological Development	2	9
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Pandora's Social Development	2	10



Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Traditional Classical Freudianism	2	11
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Hippocrates' Formative Theory	2	12
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Kretschmer's theorem	2	13
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Goldstein Organic Theory	2	14
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Organic Theory Evaluates	2	15
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Allport's Theory of Traits	2	16
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Theories based on environmental determinism	2	17
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Behavioral Theory	2	18
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Theories based on interactive determinism	2	19
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	The Neo-Freudians Adler's Theory	2	20

Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Neo-Freudians's Theory	2	21
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	The Neo-Freudians Fromm's Theory	2	22
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Neo-Freudians: Sullivan's Theory	2	23
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Field Theory	2	24
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Needs Theory	2	25
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality theories	Social Biotheory	2	26
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality and mental health	Personality and mental health	2	27
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality and mental health	Conflict, anxiety, and contemporary civilization	2	28
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality and mental health	Methods of cultural socialization	2	29
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Personality and mental health	Personality Integration	2	30
11. Course Evaluation					

- Oral exams.
- Written Tests (Essay – Objective)
- Activities offered by the student.
- Reports.
- Works and modeling for the scientific subject.
- Seminars with students.
- (Preliminary Evaluation - Structural Evaluation - Final Calendar) Daily, Monthly and Final Exams

12. Learning and Teaching Resources

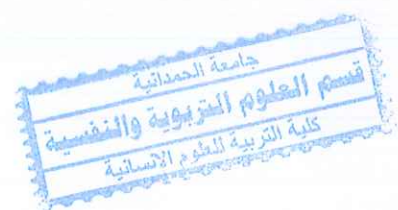
- Personal Psychology / Dr. Aziz Hanna Daoud and Dr. Nazim Hashem Al-Obaidi, 1990	Required textbooks (methodology available)
1. Personal Psychology, Kamel Muhammad Aweidah, 1996 2. Personal Psychology, Shehata Mohamed Rabie, 2017 3. Personality Psychology, Ahmed Abu Saad, 2013 4. Personal Psychology, Helmy Meligy, 2001	Primary References (Sources)
Follow up on electronic and internet references that include solid scientific websites and library websites in some international universities	Recommended Books and References (Scientific Journals, Reports)
<u>Free Online Resources for Beginners in Psychology</u> <u>Psychology Library - Free Online Library</u> <u>Everett Library: PSY 200: Information Knowledge in Psychology</u> <u>Personality Test Discover your personality style</u> <u>Best Psychology Websites</u>	References, Websites

13- Course Development Plan:

- Familiarity with all that is new in the fields of learning and teaching.

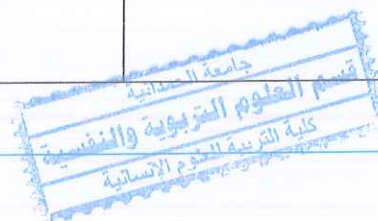


- Periodically reviewing scientific research and books with the latest developments in this field.
- Comparison of the course with the courses in Iraqi and Arab universities.
- Benefit from the questionnaires provided to students.
- Providing experimental laboratories and laboratories to benefit from practical personal psychology lessons.



Course Description Form

1. Course Name					
Educational Techniques					
2. Course Code					
EPS306					
3. Semester/Year					
2025-2026					
4. Date of preparation of this description					
18-9-2025					
5. Available Forms of Attendance					
Face-to-face education					
6. Number of Hours (Total) / Number of Credits (Total)					
60 Hours/2 Units					
7. Course administrator name (if more than one name mentioned)					
Name: Assoc. Prof. Dr. Thuraya Ahmed Khalis Shaalan Email: thurayaa@uohamdaniya.edu.iq					
8. Course Objectives					
1- The student is familiar with the importance of ancient education. 2- The student should be aware of the importance of modern education. 3- Enabling the student to achieve the general educational goals. 4- Inform the student in detail about the forms of education. 5- Enabling the student to achieve research in the history of education. 6- The student's familiarity with the educational characteristics. 7 – Empowering students to use modern education in their daily life.					Course Objectives
9. Teaching and Learning Strategies					
Discussion, lecture and questioning. Various achievement tests.					Strategy
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Achievement / Written and Oral Tests	Lecture, Discussion and Interrogation	Introduction to Educational Technology	Bachelor of Education (Educational and Psychological Sciences)	3	First



=	=	Types of Teaching Aids and Means	=	3	Second
=	=	Educational Equation	=	3	Third
=	=	The Role of Educational Aids in Cognition and Education	=	3	Fourth
=	=	Educational Aids for Science Are No Alternative	=	3	V
=	=	Educational Technical Characteristics	=	3	Sixth
=	=	Situations that require the use of means	=	3	Seventh
=	=	Semester exam	=	3	Eighth
=	=	Calibration and how to choose the means	=	3	Ninth
=	=	Traditional Methods and Their Importance	=	3	X

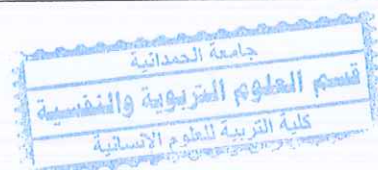
11.Course Evaluation

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

12.Learning and Teaching Resources

Required textbooks (methodology if available)

Educational Technology between Theory and Practice, Mohamed Mahmoud Al-Haila, 2003



Educational Technology and Educational Aids, Mohamed El-Sayed Ali, 2002	Main References (Sources)
	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites



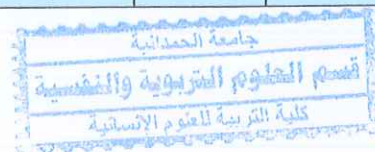
Course Description Form

1. Course Name:	
Physiological Psychology	
2. :Course Code	
EPS309	
3. :Chapter/Year	
5202-2026	
4. :Date of preparation of this description	
17/9/2025	
5. Available Attendance Formats:	
Face-to-face education	
6. Number of Hours (Total) / Number of Credits (Total)	
60 Hours/4 Units	
7. Course administrator name (if more than one name mentioned)	
Name: Eng. Maryam Yalda Matti Email: maryamyaldoka@uohamdaniya.edu.iq	
8. Course Objectives	
The student learns about the origin, development, and fields of physiological psychology. Understand the nature of the physiological foundations of behavior. Introducing students to the relationship of hormones to behavior Understand the coordination and neural and hormonal integration in regulating the relationship between the individual and his environment. The student learns about the nervous system, its function, and the physiological underpinnings of motivation.	Course Objectives
9. Teaching and Learning Strategies	
Dealing with models that resemble natural to know the physiology of the body. The instructor addresses documented problems in research and sources with the student's participation in the treatment style and the opinion of the student. Conducting seminars among students, and assigning students to prepare lectures .that they conduct within the lecture as an intellectual skill for students \	Strategy
10. Course Structure	

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Direct Questions	Discussion and dialogue style	The Origin of Physiological Psychology, Its Development and Fields	The student should know physiological psychology in terms of concept and field and analyze the historical and scientific factors that led to the emergence of physiological psychology	2	1
Direct Questions	Discussion and dialogue style	Neuron: its definition and structure	The student should know the neuron in terms of function and structure and explain the main parts of the neuron.	2	2
Direct Questions	Discussion and dialogue style	Types of neurons, their shapes and the nature of their work	The student should know the types of neurons and the student should distinguish between the types of neurons	2	3
Brainstorming Direct Questions	Discussion and dialogue style	Neurotransmitter Transmission	To know the concept of neural cuing and explain the steps of neurotransmitter transmission	2	4
Brainstorming A daily exam at the end of the lecture	Lecture and Discussion Style	Synapse	The student's definition of the synapse and distinguishes between its types	2	5
Brainstorming Short Questions	Taaleem Tawuni	The nervous system, its function and divisions	The student should distinguish between the central and peripheral nervous system and draw a diagram that shows the sections and branches of the nervous system.	2	6
Brainstorming	Discussion and dialogue style	Brain lobes	Determine the location and basic	2	7

Direct Questions			function of each lobe of the brain.		
Brainstorming Direct Questions	Discussion and dialogue style	Spinal cord and reflex action	The student should know the spinal cord, its position and its basic function, and the student should explain the concept of the reflex action.	2	8
Daily exam	Discussion and Dialogue PowerPoint Style	Types of nerves	The student should know the nerve as part of the peripheral nervous system and explain the function of each type of nerve	2	9
Brainstorming Direct Questions	Discussion and dialogue style	Peripheral nervous system and its types	The student should know the peripheral nervous system, explain its location and function, and classify the components of the peripheral nervous system.	2	10
Brainstorming Practical exam	Taaleem Tawuni	Sympathetic and parasympathetic system	The student should know the sympathetic and parasympathetic systems and the student should draw a diagram showing the difference	2	11
Brainstorming and exchange views	Discussion and dialogue style	Hormonal system	The student should know the hormonal system and explain how hormones are secreted and their role in the body.	2	12
Brainstorming Daily exam	Discussion and dialogue style	Types of ductal and non-ductal glands	Explain the difference between ductal and non-ductal glands and distinguish between the functions of	2	13

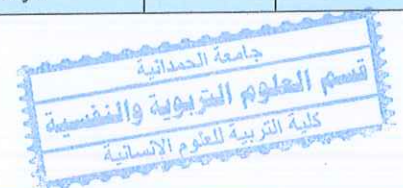
Brainstorming Daily exam	Discussion and dialogue style	Types of endocrine	The student should know the endocrine glands and explain how hormones are secreted	2	14
Written Exam		examination		2	15
Brainstorming Direct Questions	Discussion and dialogue style	Pituitary gland: secretions and diseases caused by its disorder	To know the pituitary gland, its location and function and to explain the functions of each hormone and related diseases	2	16
Brainstorming Direct questions	Discussion and dialogue style	Thyroid gland and diseases caused by its disorder	Know the thyroid gland, its location and function and explain the functions of each hormone and related diseases	2	17
Brainstorming Daily exam	Discussion and dialogue style	Adrenal gland and diseases caused by its disorder	To know the adrenal gland, its location and function and to explain the functions of each hormone and related diseases	2	18
Brainstorming Daily exam	Discussion and dialogue style	Common glands: Pancreas and gonads	The student should know the common glands, explain how they function, and explain the effect of pancreatic hormones and sexuality.	2	19



Brainstorming Direct questions	Discussion and dialogue style	Childhood Glands: Thymus and Thymus	The student should know the thymus, locate it, and explain its role	2	20
Brainstorming Direct Questions	Discussion and dialogue style	Human senses and bodily sensations	The student should explain the mechanisms of receiving sensory information through the senses and analyze the role of bodily sensations.	2	21
Brainstorming Direct questions	Taaleem Tawuni	Sleep and Wake Physiology	The student should explain the physiological concept of sleep and wakefulness and their importance.	2	22
Brainstorming and exchange views	Discussion and dialogue style	Sleep patterns and stages	The student should describe basic sleep patterns and distinguish between deep and light sleep	2	23
Brainstorming and direct questions	Discussion and dialogue style	Electroencephalo graphy	The student should know electroencephalogram and explain the types of waves and explain the relationship between them	2	24



Brainstorming Daily exam	Discussion and dialogue style	Neural mechanisms of sleep	The student should know the neural centers responsible for regulating sleep and wakefulness in the brain	2	25
Brainstorming Direct questions	Discussion and dialogue style	Physiological Foundations of Motivation	The student should scoop up the concept of motivation from a physiological perspective and distinguish between innate and acquired motivations.	2	26
Brainstorming Direct questions	Discussion and dialogue style	Physiological Basis of Emotions	The student should know emotions from a physiological perspective and explain the relationship between hormonal activity and emotions	2	27
Brainstorming Direct questions	Discussion and dialogue style	The Physiology of Learning and Memory	The student should distinguish between the types of memory and explain the role of the different brain regions associated with learning and memory.	2	28



Brainstorming Direct questions	Discussion and dialogue style	Physiology of psychosomatic diseases	The student should know the psychosomatic diseases and distinguish them from purely mental diseases	2	29
Written Tests		examination		2	30

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

12. Learning and Teaching Resources

Ahmed Okasha, Physiological Psychology, Dar Al-Ma'arif Al-Masriyya, Cairo. Ali Mahmoud Kazim 2011, Physiological Psychology, Dar Al-Sadiq Publishing, Baghdad. Abbas Mahmoud Awad 2013, Physiological Psychology. Mokhtar Nouredine Othman 2004, Physiological Psychology. Muhammad Bani Younis 2002, Physiological Psychology. Ali Ahmed Mostafa 2015, Physiological Psychology. Khalil Al Bayati 2002, Basic Principles.	Required textbooks (methodology if available)
Kazem Wali Agha, 1981, Physiological Psychology.	Primary References (Sources)
	Recommended Books and References (Scientific Journals, Reports)
1. In the light of theoretical and field studies, seminars, and following explanatory means, and assigning students to write reports and researches, according to the vocabulary of the prescribed course, 2- It is possible to build a scientific personality for the student through field visits to medical colleges.	References, Websites

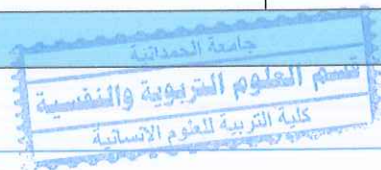


3. Field visits to experimental psychology laboratories	
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Course Description Form

1. Course Name:	
Counseling	
2. :Course Code	
EPS308	
3. :Chapter/Year	
2025-2026	
4. :Date of preparation of this description	
11/9/2025	
5. Available Attendance Formats:	
Face-to-face education	
6. Number of Hours (Total) / Number of Credits (Total)	
60 Hours/4 Units	
7. Course administrator name (if more than one name mentioned)	
Name: Ms. Jalila Marzina Afram Email: haiatafram@uohamdaniya.edu.iq	
8. Course Objectives	
There is one goal, which is to prepare a fairly competent educational and psychological counselor, who is characterized by the most important qualifications, the most important of which are: 1. Providing counseling services to educational institutions. 2. Deal effectively with the educational and psychological problems of children and adolescents. 3. Employing counseling programs in the educational process. 4. Monitoring and diagnosing psychological problems and phenomena in the educational environment. 5. Providing guidance to students and guiding their families. 6. Providing mentoring services to other organizations in need	Course Objectives
9. Teaching and Learning Strategies	
1. Dialogue, discussion, ideas and questions 2. Collaborative learning. 3. Educational seminars "Seminar". 4. - Group education: individual training for students on basic measurement skills 5. Written Testing 6. Assignment and Class Activities	Strategy
10. Course Structure	



Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	Introduction and General Basic definitions of counseling psychology	Introducing the student to counseling psychology Characteristics of Guidance in the Light of the Previous Definitions	2	1
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	The relationship between counseling and other terms (mentoring, psychotherapy)	Introduce the student to the importance of identifying the relationship between the concept of counseling and these concepts.	2	2
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	A brief history of the development of psychological counseling	Introducing the student to the development of the counseling profession and its historical practice	2	3
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	The importance of psychological counseling, its goals, justifications, and function	Introducing the student to the importance of psychological counseling and the goals he seeks to achieve	2	4
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	Practical Objectives of Psychoeducational Counseling	Introducing the student to the goals of psychological counseling, including self-actualization, achieving mental health, achieving compatibility, and on the basis of which he can add these goals in his	2	5

			professional work in the future.		
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	Justifications for Psychoeducational Counseling and the Need for It	Define the student that any profession cannot grow and prosper without having a job performed by this profession that constitutes a justification for its growth and need as well as guidance	2	6
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	Mentor Ethics and Professional Specifications	Enabling students to familiarize themselves with the regulations that allow the counselor to accept the conditions of work in the school or any institution in which he can practice the counseling process on the one hand, and meet his responsibilities towards himself, his profession and his clients.	2	7
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	Fields of Psychological Counseling and its Practical Applications	Introduce students to the importance of these fields and how to apply them according to problems, age and gender	2	8
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	Multiple Choice Questions True and False	Identify the student's ability through their answer	2	9
Discussion, exchange of views and use of	Lecture and Discussion Style	Methods and Methods of Psychological Counseling	Introducing the student There are three approaches to achieve the goals of guidance and guidance in the	2	10

Asking questions and answering them		Development Curriculum Development Preventive Approach - Therapeutic approach	counseling process, and the counselor must take a specific goal from them or according to what the need and problem require.		
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	Methods and methods of psychological counseling Multiple Methods of Psychological Counseling • Individual Counseling • Collective Counseling • Direct Mentorship • Indirect Mentoring	Introducing the student to the multiplicity of points of view in the field of counseling, followed by a diversity of his methods and means due to the multiplicity and complexity of humanitarian problems on the one hand, and the flexibility of human behavior on the other hand.	2	11
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	Methods and methods of psychological counseling • Al , Khyari Guidance • Behavioral Counseling • Play Guidance Religious and Moral Guidance	Student Definition There is no theory or method of instruction that is completely the best or one approach adopted by the counselor to help the counselor solve all his problems. Therefore, the counselor is required to be flexible and experienced enough to diversify the methods of guidance and guidance	2	12
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	A presentation of some theories of psychological counseling and their field applications Self-Theory Psychoanalytic theory Behavioral Theory	Introducing the student to the psychological counselor is in great need to identify the theories on which guidance and counseling are based, due to the importance of their applications during the professional practice of counseling work.	2	13

Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	Means of Gathering Information in Psychological Counseling Orientation Interview Note Case Study Status Conference Tests and Metrics Cumulative Record Biography Questionnaire	Introduce students to the means of gathering information in psychological counseling and consider them as the cornerstone of the counseling process.	2	14
Discussion, exchange of views and use of Asking questions and answering them	Lecture and Discussion Style	Educational Counseling in School Teacher Mentor , Preparation , Importance , Functions	Definition of the student The purpose of educational and psychological counseling in school is to provide services and assistance to school students, and there must be educational problems that hinder the progress of students and their scientific progress, and here comes the role of educational counseling in guiding them and taking their hand in solving their problems	2	15

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student:

Daily preparation = 10

Daily exams = 10

Monthly exams=10

Editorial=60

Reports=10

12. Learning and Teaching Resources

- Basic Principles and Applications,
Hassan Ali Al-Sayed, 2017

Required textbooks (methodology if available)



5. Hamed Abdel Salam Zahran (1995). Mental Health and Psychotherapy. Cairo: World of Books. 6. Abdul Muttalib Al-Quraiti (2002). in mental health. I (2). Cairo: Dar Al-Fikr Al-Arabi. 7. Muhammad Abdul Zahir Al-Tayeb (1999). Principles of Mental Health. Alexandria: Dar Al-Maarifa University	Primary References (Sources)
Follow up on electronic and internet references that include solid scientific websites and library websites in some international universities	Recommended Books and References (Scientific Journals, Reports)
Websites related to psychological and educational counseling	References, Websites



Course Description Form

1. Course Name:					
Comparative Education					
2. :Course Code					
EPS310					
3. :Chapter/Year					
2025-2026					
4. :Date of preparation of this description					
17/9/2025					
5. Available Attendance Formats:					
Face-to-face education					
6. Number of Hours (Total) / Number of Credits (Total)					
60 Hours/4 Units					
7. Course administrator name (if more than one name mentioned)					
Name: M.M. Shawqi Sabah Behnam Email: shawqi.bahnam@uohamdaniya.edu.iq					
8. Course Objectives					
1 - Strengthening the students' specialized skills. 2 - Strengthening students' skills in teaching. 3 - Strengthening the student's skills in formulating questions and questioning. 4 - Strengthening the student's skills on all teaching methods. 5 - Helping the student in building his academic personality. 6- Strengthening the student in academic research skills. 7 – Preparing the student's personality as a future teacher					Course Objectives
9. Teaching and Learning Strategies					
Learning and Motivation					Strategy
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week

Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Introduction to Comparative Education	- To be familiar with the concept of comparative education	4	1
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	The Importance of Comparative Education	• Understand the most important areas of comparative education.	4	2
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	The most prominent scholars who founded comparative education	• Identify the goals and sources of comparative education and identify the most important institutions of comparative education	4	3
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	The Importance of Comparative Education and the Stages of Curriculum Development in Comparative Education	• Identify the most important factors affecting educational systems.	4	4
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	The Historical Development of Comparative Archaeological Studies	• Identify the characteristics of education in capitalist, socialist and developing systems.	4	5
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Stages of the Development of Comparative Education	- Knowledge of historical development and its importance to the mouth of reality and prediction for the future	4	6
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Research Methods in Comparative Education	• Understand the most important areas of comparative education.	4	7
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Factors Affecting Comparative	• Identify the objectives and sources of	4	8

Achievement Tests		Education Systems	comparative education.		
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Strengths and Factors Affecting Education Systems in Comparative Education	• Identify the most important factors affecting educational systems.	4	10
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Fields of Comparative Education	• The student should benefit from the fields of education	4	11
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Debate on Education Systems	- The student should distinguish between educational systems and educational systems.	4	12
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	The Position of Comparative Education in the Educational Sciences Combination	• Understand the most important areas of comparative education.	4	13
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Characteristics of Education Systems in Capitalist Countries	• Identify the goals and sources of comparative education in capitalist countries	4	14
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Characteristics of the education systems in the socialist countries	• Identify the most important factors influencing the educational systems in socialist countries.	4	15
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Education System in France	• Identify the characteristics of education in systems in France	4	16
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Education system in Sweden	- The student should benefit from the education systems in Sweden	4	17
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Education system in the Soviet Union	• Understanding the most important areas of comparative	4	18

Achievement Tests			education and its systems in the Soviet Union		
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Complementing the Arabization and Education System in the Soviet Union	• Identify the objectives and sources of comparative education.	4	19
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Arabization and Education System in Japan	• Identify the most important factors affecting educational systems.	4	20
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Education System in the Arab Republic of Egypt	• Identify the characteristics of education in Egypt	4	21
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Education System in the United States of America	- The student should benefit from the Western education system	4	22
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Education System in Iraq	• Understanding the most important areas of comparative education in Iraq	4	23
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Comparison between the types of education in general	• Identify the objectives and sources of comparative education and types of education	4	24
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Preschool Education	• Identify the most important factors affecting educational systems.	4	25
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Education System in Iraq	• Identify the characteristics of education in capitalist, socialist and developing systems.	4	26

Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Comparison between the types of education in general	- The student should know how to compare and benefit from education	4	27
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Preschool Education	• Understanding the most important areas of comparative education. Preschool education as family and comrades	4	28
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Compulsory education system	• Identify the objectives of the compulsory education system	4	29
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	Secondary and University Education	• Identify the most important factors affecting secondary and university educational systems.	4	30

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student:

Daily Preparation = 5

Daily exams = 5

Attendance = 5

Monthly exams=25

Editorial=60

12. Learning and Teaching Resources

Psychology of People with Special Needs / Abdel Rahman Sayed Suleiman.... 2001	Required textbooks (methodology if available)
People with special needs are introduced and guided / Fatima Abdul Rahman Al-Nawaisa 2017	Primary References (Sources)
	Recommended Books and References (Scientific Journals, Reports)
View educational websites and educational films for people with disabilities on the Internet	References, Websites



Course Description Form

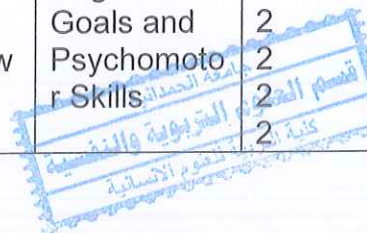
1. Course Name:	
Scientific Research Methodology	
2. :Course Code	
EPS304	
3. :Chapter/Year	
2025-2026	
4. :Date of preparation of this description	
18/9/2025	
5. Available Attendance Formats:	
Face-to-face education	
6. Number of Hours (Total) / Number of Credits (Total)	
60 Hours/ Number of Units 4	
7. Course administrator name (if more than one name mentioned)	
Name: Eng. Ammar Yalda Karumi Email: ammaryalda@uohamdania.edu.iq	
8. Course Objectives	
1- The student should be familiar with the concept of scientific research 2- The student should be familiar with the most important types of research 3- The student should distinguish between the types of research 4- The student should acquire scientific research skills 5- The student should be familiar with the methods of scientific research	Course Objectives
9. Teaching and Learning Strategies	
1- Discussion method . 2- Problem solving method. 3- Cooperative learning method.	Strategy
10. Course Structure	



Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Asking questions and answering them for students daily and quarterly exams	Dialogue and discussion	Scientific Research The Importance of Scientific Research	Cognitive Goals and Psychomotor Skills	2	First
=	=	Scientific Research Specifications	Cognitive Goals and Psychomotor Skills	2 2 2 2	Second Third Fourth V
=	=	Assumptions underpinning scientific research	Cognitive Goals and Psychomotor Skills	2 2 2 2 2	Sixth Seventh Eighth Ninth X
=	=	The Problem in Scientific Research The most important types of scientific research methods are the historical method	Cognitive Goals and Psychomotor Skills	2 2 2 2 2	11 12 13 14 15
		The importance and objectives of the research	Cognitive Goals and Psychomotor Skills	2	16
=	=	Scientific Research Hypotheses and Terminology	Cognitive Goals and Psychomotor Skills	2 2 2 2	17 18 19 20
=	=	Exam with all of the above Scientific research tools first: the sample, its types, and how to calculate samples in scientific research Observation, how to prepare the observation form, calculate the behavior of the student and the teacher, and the types of observation and classify them	Cognitive Goals and Psychomotor Skills	2 2 2 2 2	21 22 23 24 25



=	=	How to write a scientific research and the most important steps followed in writing it	Cognitive	2	26
		Interview, Types and Classification	Goals and	2	27
		The questionnaire and how to prepare the questionnaire form tool, its types, how to distribute it, and the most important types of questionnaires	Psychomotor Skills	2	28
				2	29
				2	30
Asking questions and answering them for students daily and quarterly exams	Dialogue and discussion	Scientific Research The Importance of Scientific Research	Cognitive	2	First
			Goals and		
			Psychomotor Skills		
=	=	Scientific Research Specifications	Cognitive	2	Second
			Goals and	2	Third
			Psychomotor Skills	2	Fourth
				2	V
=	=	Assumptions underpinning scientific research	Cognitive	2	Sixth
			Goals and	2	Seventh
			Psychomotor Skills	2	Eighth
				2	Ninth
				2	X
=	=	The Problem in Scientific Research	Cognitive	2	11
		The most important types of scientific research methods are the historical method	Goals and	2	12
			Psychomotor Skills	2	13
				2	14
				2	15
		The importance and objectives of the research	Cognitive	2	16
			Goals and		
			Psychomotor Skills		
=	=	Scientific Research Hypotheses and Terminology	Cognitive	2	17
			Goals and	2	18
			Psychomotor Skills	2	19
				2	20
=	=	Exam with all of the above	Cognitive	2	21
		Scientific research tools first:	Goals and	2	22
		the sample, its types, and how to calculate samples in scientific research	Psychomotor Skills	2	23
				2	24
				2	25



		Observation, how to prepare the observation form, calculate the behavior of the student and the teacher, and the types of observation and classify them			
=	=	How to write a scientific research and the most important steps followed in writing it Interview, Types and Classification The questionnaire and how to prepare the questionnaire form tool, its types, how to distribute it, and the most important types of questionnaires	Cognitive Goals and Psychomotor Skills	2 2 2 2 2	26 27 28 29 30
		31 and 32 Exams for the Second Semester			

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

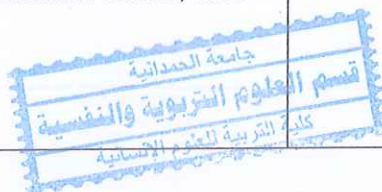
12. Learning and Teaching Resources

Scientific Research Methodology	Required textbooks (methodology if available)
Curriculum Books in Scientific Research	Primary References (Sources)
Scientific Research Methods / Muhammad Sarhan Ali Al-Mahmoudi Scientific Research Methods Ali Al-Badawi	Recommended Books and References (Scientific Journals, Reports)
	References, Websites



Course Description Form

13. Course Name:	
Inferential Statistics	
14. :Course Code	
EPS305	
15. :Chapter/Year	
2025-2026	
16. :Date of preparation of this description	
17/9/2025	
17. Available Attendance Formats:	
Face-to-face education	
18. Number of Hours (Total) / Number of Credits (Total)	
90 Hours/4 Units	
19. Course administrator name (if more than one name mentioned)	
Name: Eng. Mohamed Amin Uqba Email: mohammed.am.alagha95@uohamdaniya.edu.iq	
20. Course Objectives	
1- Introducing students to how to differentiate between parametric and non-parametric statistical tests. 2- Empowering students to distinguish between the community and the sample. 3- Identifying the test of statistical hypotheses. 4- Enabling statistical knowledge and its applications in the field of psychology	Objectives of the course Study
21. Teaching and Learning Strategies	
Lectures, explanation, discussion, dialogue with students, asking and solving questions and giving the opportunity Students can express their opinions on the topic of discussion to motivate the students' internal latent forces to participate, and the attention is focused on the cognitive outputs of science, such as facts, concepts, and theories. Examples of these are lectures, the use of theoretical and practical books, and problem solving.	Strategy



22. Course Structure					
Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Hours	The week
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Standard Error and Methods of Inspection	Standard Error Detection and Methods of Inspection	3	1
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Sample and Community	Sample and community recognition	3	2
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Preview errors and calculation	How to use and calculate preview errors	3	3
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Random and non-random samples	Ability to distinguish between random and non-random samples	3	4
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Statistical Hypotheses	Identify statistical hypotheses	3	5
examination			examination		6

Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Acceptance Zone and Rejection Zone Test Assumptions about the Community Average (TestZ)	Distinguish between the Acceptance Zone and the Reject Zone How to Test Hypotheses About the Average Society (Test Z)	3	7
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Testing Hypotheses about the Community Average (Test)	How to Test Hypotheses About the Average of Society (Test)	3	8
Discussion and Questions	Explanation of theoretical lectures	Testing hypotheses on variance and standard deviation	How to Test Hypotheses on Variance and Standard Deviation	3	9
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Hypothetical test for the community engagement coefficient	How to Test Hypotheses for Community Correlation Coefficient	3	10
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Z-test to compare independent community averages	How to Test Z to Compare Independent Community Averages	3	11
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	T-test for the comparison of independent community averages	How to Test Independent Community Averages	3	12
Discussion and Questions	Explanation of theoretical lectures using modern teaching and	Z-test to compare two interconnected community averages	How to test Z to compare two interconnected community averages	3	13

	presentation methods				
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Testing on the difference between one percentage How to test for the difference between two independent community ratios	How to test about the difference between one ratio How to test for the difference between two independent community ratios	3	14
examination			examination		15
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Solving various questions about exams based on students' questions	Ability to solve questions	3	16
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	One-way variance analysis of independent samples	Recognize one-way variance analysis for independent samples	3	17
Discussion and Questions	Explanation of theoretical lectures using teaching methods	Two-way variance analysis	Recognize two-way variance analysis	3	18
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Sample size determination in directional variance analysis for independent samples	How to Determine Sample Size in Directional Variance Analysis for Independent Samples	3	19
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Chi-Box Test	How to Test Chi-Square	3	20



Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Uses of Chi-Box Test	Knowing the uses of chi-square testing	3	21
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Smirnov - Colmgrove Test	How to Test Smirnoff - Colmgrove	3	22
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Multiple comparisons	Learn about multiple comparisons	3	23
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	The method of least moral difference Duncan's Method of Multi-Range Testing	How to use the least significant difference method How to Use the Duncan Method for Multi-Range Testing	3	24
examination			examination		25
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	The Chiffey Method	How to use the Chevy method	3	26
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Designed comparisons	Learn about tailored comparisons	3	27



Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Sample distribution to estimate the comparison equation	Identify the sampling distribution to estimate the comparison equation	3	28
Discussion and Questions	Explanation of theoretical lectures using modern teaching and presentation methods	Broker Testing	How to Test the Broker	3	29
examination			examination		30

23. Course Evaluation

Comprehensive and diverse questions at the end of each lecture - weekly tests - (oral + written) questions at the end of each month with activity and reports.

1. 25 mid-year exam scores
2. 15 Professor's Grades (5 Student Attendance Grades + 10 Monthly and Daily Exam Grades)
3. 60 Year End Exam Marks

24. Learning and Teaching Resources

Inferential Statistics	Required textbooks (methodology if available)
Sports Statistics / Amir Hanna	Primary References (Sources)
Descriptive and Inferential Statistics in Writing Educational and Psychological Research	Recommended Books and References (Scientific Journals, Reports)
-	References, Websites



Course Description Form

25. Course Name:					
Cognitive Psychology					
26. :Course Code					
EBS312					
27. :Chapter/Year					
2025-2026					
28. :Date of preparation of this description					
15/9/2025					
29. Available Attendance Formats:					
Face-to-face education with electronic instructions for some assignments and activities					
30. Number of Hours (Total) / Number of Credits (Total)					
60 Hours/4 Units					
31. Course administrator name (if more than one name mentioned)					
Name: M. Eng. Thamer Mustafa Ibrahim Al-Amil: thamer.ALSABAWY@uohamdaniya.edu.iq					
32. Course Objectives					
The student should know the importance of cognitive psychology To make the student aware of what are the most important topics of cognitive psychology The student should understand the basics of cognitive psychology topics					Course Objectives
33. Teaching and Learning Strategies					
- Self-learning strategy - Brainstorming - Cooperative Education - Active education					Strategy
34. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week

Feedback. Preliminary Evaluation	Lecture and Discussion Style Power Point	Introduction to Cognitive Psychology	Knowledge Goals	2	1
Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	Definition of Cognitive Psychology and its Interests	Knowledge Goals	2	2
Feedback and Constructive Calendar	Lecture and Discussion Style	The biological foundations of knowledge	Knowledge Goals	2	3
Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	Attention	Knowledge Goals	2	4
Oral testing and feedback	Lecture and Discussion Style Power Point	Perception	Knowledge Goals	2	5
Feedback and concluding calendar	Lecture and Discussion Style Power Point	Remembering and forgetting	Knowledge Goals	2	6
Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	Forgetting	Knowledge Goals	2	7
Feedback Group discussion	Lecture and Discussion Style Power Point	Memory (types of memory)	Knowledge Goals	2	8
Feedback Group discussion	examination	Information Processing	Cognitive Goals and Psychomotor Skills	2	9
Feedback Final Calendar	Lecture + Discussion and Use of PowerPoint	Information processing methods	Cognitive Goals and Psychomotor Skills	2	10
Oral and daily exam	Lecture and Discussion Style	Beyond Memory .	Cognitive Goals and Psychomotor Skills	2	11
Oral and daily exam	Lecture and Discussion Style	Knowledge Building	Cognitive Goals and Psychomotor Skills	2	12
Feedback and Final Evaluation	Lecture and Discussion Style	Mental Representation	Cognitive Goals and Psychomotor Skills	2	13
Feedback Structural Calendar	Lecture and Discussion Style	- Mental representation and retrieval of information	Cognitive Goals and Psychomotor Skills	2	14

Feedback And the final calendar	Lecture and Discussion Style	Transcendental Cognitive Processes	Cognitive Goals and Psychomotor Skills	2	15
Feedback. Preliminary Evaluation	Lecture and Discussion Style Power Point	Thinking Definition of Thinking	Knowledge Goals	2	16
Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	Thinking and Artificial Intelligence	Knowledge Goals	2	17
Feedback and Constructive Calendar	Lecture and Discussion Style	The Psychological Components of Innovative Thinking .	Knowledge Goals	2	18
Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	Knowledge Methods in Education	Knowledge Goals	2	19
Oral testing and feedback	Lecture and Discussion Style Power Point	Problem Solving and Experience	Knowledge Goals	2	20
Feedback and concluding calendar	Lecture and Discussion Style Power Point	Language and its components	Cognitive Goals and Psychomotor Skills	2	21
Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	Stages of language development and its relationship to thinking	Cognitive Goals and Psychomotor Skills	2	22
and Feedback Constructive Evaluation	Lecture and Discussion Style Power Point	Understanding language and perceiving meaning .	Cognitive Goals and Psychomotor Skills	2	23
Group discussion	examination	Problem solving strategies .	Cognitive Goals and Psychomotor Skills	2	24
and Feedback Constructive Calendar	Lecture + Discussion and Use of PowerPoint	Theory of Mind	Cognitive Goals and Psychomotor Skills	2	25
Feedback and Constructive Calendar	Lecture and Discussion Style	Educational Applications	Cognitive Goals and Psychomotor Skills	2	26
Group discussion	Lecture and Discussion Style	Cognitive and Attention Processing .	Cognitive Goals and Psychomotor Skills	2	27

Final Calendar	Lecture and Discussion Style	- Mental representation and retrieval of information	Knowledge Goals	2	28
Oral and daily exam	Lecture and Discussion Style	Transcendental Cognitive Processes	Knowledge Goals	2	29
Oral and daily exam	Lecture and Discussion Style	Artificial Intelligence	Knowledge Goals	2	30

35. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

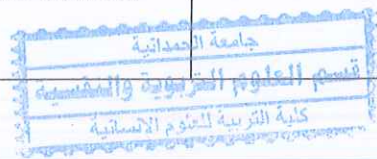
36. Learning and Teaching Resources

Vocabulary from several sources	Required textbooks (methodology if available)
- Cognitive Psychology Dr. Rafi Zaghloul - Recent Trends in Cognitive Psychology (Shatha Abdel Baqi and Mustafa Issa)	Primary References (Sources)
Cognitive Psychology – Adnan Al-Otoun	Recommended Books and References (Scientific Journals, Reports)
Artificial Intelligence Software, Telegram Libraries (Educational Library, Psychology (.....Books, Educational Psychology	References, Websites



Course Description Form

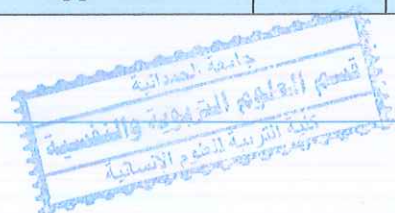
1. Course Name:	
Economics of Education	
2. :Course Code	
EPS406	
3. :Chapter/Year	
2025-2026	
4. :Date of preparation of this description	
17/09/2025	
5. Available Attendance Formats:	
Face-to-face education	
6. Number of Hours (Total) / Number of Credits (Total)	
60 Hours / 4 Units	
7. Course administrator name (if more than one name mentioned)	
Name: Eng. Mohammed Qazi Jassim Email: mohammedalhadidi@uohamdaniya.edu.iq	
8. Course Objectives	
- Identify the concept of the economics of education. - Identify the reasons for the emergence of the science of education economics and its relationship with other sciences. - Identify the chapters of expenditure in education, the importance of education expenditure and the factors affecting it. - Developing students' cognitive motivation. - Develop the tendency and orientation towards self-learning. - Develop curiosity and scientific curiosity for the subject. - Forming positive attitudes and perceptions about the material .	Course Objectives
9. Teaching and Learning Strategies	
- Understand the basics of the economics of education in the learning and teaching processes. - Using mental abilities to determine a future vision of the reality of education. - The ability to make an optimal investment in education. - Statement of productive efficiency in education and methods of measuring it. - Identify the correct economic applications to benefit from them in public life. - Understanding and comprehension. - Methods of solving complex situations and distinguishing the correct cognitive aspects. - Brainstorming Methods.	Strategy



- Learning and self-discovery through extracurricular and classroom activities.	
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10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Feedback via direct questions	Lecture & Discussion	Economics of Education, Concept and Development _ Research Fields in Economics of Education	Theoretical Knowledge and Practical Educational Application	2	1
Feedback via direct questions	Lecture, Discussion	Relationship Research in the Economics of Education and Other Sciences	Theoretical Knowledge and Practical Educational Application	2	2
Feedback via direct questions	Lecture & Discussion, Brainstorming Techniques	Potential for Benefiting from the Economics of Education in the Arab Countries - Expenditure and Cost in Education	Theoretical Knowledge and Practical Educational Application	2	3
Feedback via direct questions	Lecture & Discussion	Education and Economic Growth The Concept of Economic Growth	Theoretical Knowledge and Practical Educational Application	2	4
Feedback via direct questions	Lecture, Discussion and Brainstorming Techniques	Theory of Stages of Economic Growth - Types of Economic Growth	Theoretical Knowledge and Practical Educational Application	2	5
Feedback via direct questions	Lecture and Discussion, Methods of Scientific Skepticism	Economic Development - Economic Development Goals	Theoretical Knowledge and Practical Educational Application	2	6
Feedback via direct questions	Lecture, Discussion and Brainstorming Techniques	The Relationship between Education and Development - Investment and Human Capital	Theoretical Knowledge and Practical Educational Application	2	7



Feedback via direct questions	Lecture, Discussion and Brainstorming Techniques	Tuition Costs	Theoretical Knowledge and Practical Educational Application	2	8
Feedback via direct questions	Lecture and Discussion Brainstorming Methods	Objectives of the Cost of Education Study	Theoretical Knowledge and Practical Educational Application	2	9
Extra-curricular Activities	Discussion Sessions	Reasons for the high cost of education	Theoretical Knowledge and Practical Educational Application	2	10
Feedback via direct questions	Lecture, Discussion and Dialogue	Ways to reduce the cost of education	Theoretical Knowledge and Practical Educational Application	2	11
Feedback via direct questions	Lecture and Discussion Brainstorming Methods	The Importance of Education Revenues	Theoretical Knowledge and Practical Educational Application	2	12
Feedback via direct questions	Lecture & Discussion Collaborative Learning	Measuring Education Returns	Theoretical Knowledge and Practical Educational Application	2	13
Feedback via direct questions	Lecture & Discussion	Criticism of measuring education returns	Theoretical Knowledge and Practical Educational Application	2	14
Feedback via direct questions	Lecture & Discussion	Education Finance	Theoretical Knowledge and Practical Educational Application	2	15
Feedback via direct questions	Lecture, Discussion and Dialogue	Secondary School Resources in Education Financing	Theoretical Knowledge and Practical Educational Application	2	16

Feedback via direct questions	Lecture, Discussion and Dialogue	Applications in Financing Education in European Countries	Theoretical Knowledge and Practical Educational Application	2	17
Feedback via direct questions	Lecture, Discussion and Dialogue	Productive Efficiency - The Concept of Productive Efficiency	Theoretical Knowledge and Practical Educational Application	2	18
Feedback via direct questions	Lecture, Discussion and Dialogue	Internal and external competence - Quantitative competence of education	Theoretical Knowledge and Practical Educational Application	2	19
Feedback via direct questions	Lecture, Discussion and Dialogue	Qualitative Adequacy of Education - The Essential Components of Productive Efficiency of Education	Theoretical Knowledge and Practical Educational Application	2	20
Feedback via direct questions	Brainstorming Techniques, Discussion and Lecture	Productive Efficiency and its Relationship to Educational Waste - Methods of Increasing Productive Efficiency	Theoretical Knowledge and Practical Educational Application	2	21
Feedback via direct questions	Monthly exam	Methods of Measuring Production Efficiency _ Measuring Production Efficiency	Theoretical Knowledge and Practical Educational Application	2	22
Feedback via direct questions	Discussion and Dialogue	Quality in Education	Theoretical Knowledge and Practical Educational Application	2	23
Feedback via direct questions	Discussion and Dialogue	The most prominent factors that led to the increase in attention to the quality of education	Theoretical Knowledge and Practical Educational Application	2	24
Feedback via direct questions	Discussion and Dialogue	Quality Measurement in Education	Theoretical Knowledge and Practical Educational Application	2	25

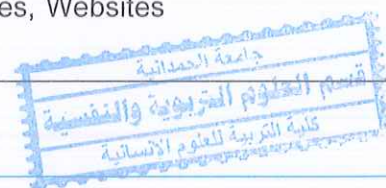
Feedback via direct questions	Discussion and Dialogue	Brain Drain - Definition of Brain Drain	Theoretical Knowledge and Practical Educational Application	2	26
Feedback via direct questions	Discussion and Dialogue	The Historical Roots of Brain Drain	Theoretical Knowledge and Practical Educational Application	2	27
Feedback via direct questions	Discussion and Dialogue	Patterns of Bleeding Brains	Theoretical Knowledge and Practical Educational Application	2	28
Feedback via direct questions	Discussion and Dialogue	Causes and Factors of Migration	Theoretical Knowledge and Practical Educational Application	2	29
Feedback via direct questions	Discussion and Dialogue	Coping and treatment	Theoretical Knowledge and Practical Educational Application	2	30

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

12. Learning and Teaching Resources

Economics of Education, Al-Rashdan, Abdullah Zahi, 2001, Dar Wael for Printing and Publishing, Amman, Jordan.	Required textbooks (methodology if available)
Education and Economic Development, Al-Habib, Mossadegh Jameel, 1981, Dar Al-Sheed for Printing and Publishing, Baghdad .	Primary References (Sources)
Education and Economics of Education, Abu Samaha, Kamal, 1993, The Teacher's Message, Volume 34, Issue 4, Amman.	Recommended Books and References (Scientific Journals, Reports)
Al-Noor Library (e-library) is a free Google search engine that contains a variety of specialized resources.	References, Websites



Course Description Form

1. Course Name:	
Mental Health	
2. :Course Code	
EPS407	
3. :Chapter/Year	
2025-2026	
4. :Date of preparation of this description	
21/9/2025	
5. Available Attendance Formats:	
Face-to-face education	
6. Number of Hours (Total) / Number of Credits (Total)	
60 Hours/4 Units	
7. Course administrator name (if more than one name mentioned)	
Name: Assoc. Prof. Dr. Adi Nemat Boutros Ajaj Email: ouday.ehp1@student.uomosul.edu.iq	
8. Course Objectives	
General Objectives: 1. Review the concept of mental health and the main facts of mental disorders and the treatment of mental illness to reach self-and social compatibility. 2. Studying the history and origins of the concept of mental health throughout the history of the development of this concept. 3. Studying and understanding the concept of mental health, which is related to the individual's ability to adapt to himself and his society in a way that contributes to scientific and cognitive awareness. 4. Increasing the understanding of the learning and teaching process functionally, and knowing the details of the concept of mental health, its diseases, indicators, and their definition, which develops the student's view of understanding the human psyche. 5. Identifying the factors that lead to the disorder of individuals in society and the factors that call for increasing the individual's psychological and social efficiency. 6. Evaluate the subject of studying the concept of mental health and stay away from individual self-judgments and bias.	Course Objectives

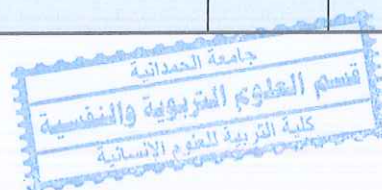


7. Enriching educational thought through understanding and applying the foundations of mental health in the process of learning and teaching according to educational theory.	
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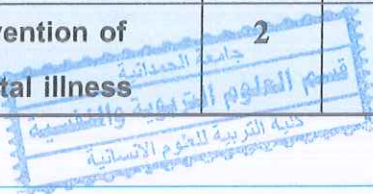
9. Teaching and Learning Strategies	
- Lecture - Discussion - Brainstorming - Collaborative Groups - Self-paced learning. - Homework and Assignment in Class by Students - Use of Educational Aids: Science books, blackboard, colored pens, PowerPoint slideshows.	Strategy

10. Course Structure

Evaluation Method	Teaching Method	Unit Name or Subject	Required Learning Outcomes	Hours	The week
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Basic Concepts in Mental Health	Meaning of Mental Health	2	1
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Basic Concepts in Mental Health	Mental Health and the Psychological Adjustment Process	2	2
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Basic Concepts in Mental Health	Mental health and the social adjustment process	2	3



Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Basic Concepts in Mental Health	Mental Health and Anomalies	2	4
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Basic Concepts in Mental Health	Mental illness and standards of the level or the	2	5
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Basic Concepts in Mental Health	Mental Health Curriculum	2	6
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Basic Concepts in Mental Health	Mental Health at School	2	7
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Basic Concepts in Mental Health	Mental Health in the Community	2	8
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Basic Concepts in Mental Health	Mental Health Workers	2	9
Oral and written testing	Lecture, Discussion,	Basic Concepts in Mental Health	Prevention of mental illness	2	10



	Brainstorming, Collaborative Learning				
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Basic Concepts in Mental Health	Mental Health and Psychotherapy	2	11
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Basic Concepts in Mental Health	Mental Health Between the Past, Present and Future	2	12
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Causes of psychiatric illnesses	Multiplicity and interaction of causes	2	13
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Causes of mental illness	Psychological causes	2	14
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Causes of mental illness	Good and bad adaptation	2	15
Oral and written testing	Lecture, Discussion, Brainstorming,	Causes of psychiatric illnesses	Frustration and deprivation	2	16

	Collaborative Learning				
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Causes of psychiatric illnesses	Environmental Causes (Social Factors)	2	17
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Symptoms of mental illness	Symptoms and Functions	2	18
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Symptoms of mental illness	Classification of symptoms and disorders	2	19
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Symptoms of mental illness	Cognitive and Thinking Disorder	2	20
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Symptoms of mental illness	Memory disorders	2	21
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Symptoms of mental illness	Disorders of consciousness and feeling	2	22

Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Symptoms of mental illness	Attention disorders	2	23
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Symptoms of mental illness	Movement disorders and general appearance	2	24
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Symptoms of mental illness	Mental and cognitive disorders	2	25
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Examination and Diagnosis	Examination, its conditions and objectives	2	26
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Examination and Diagnosis	Means of obtaining information	2	27
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Examination and Diagnosis	Mental and Psychiatric Diseases	2	28
Oral and written testing	Lecture, Discussion,	Examination and Diagnosis	Difference Between Mental	2	29

جامعة القاهرة
قسم العلوم التربوية والنفسية
كلية التربية للعلوم الإنسانية

	Brainstorming, Collaborative Learning		and Psychiatric Diseases		
Oral and written testing	Lecture, Discussion, Brainstorming, Collaborative Learning	Examination and Diagnosis	Mental and Psychological Disorders	2	30

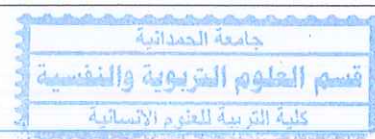
11.

12. Course Evaluation

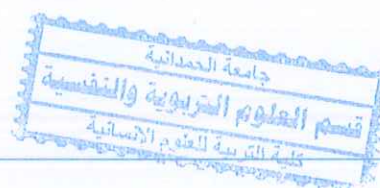
- Oral exams.
- Written Tests (Essay – Objective)
- Activities offered by the student.
- Reports.
- Works and modeling for the scientific subject.
- Seminars with students.
- (Preliminary Evaluation - Structural Evaluation - Final Calendar) Daily, Monthly and Final Exams

13. Learning and Teaching Resources

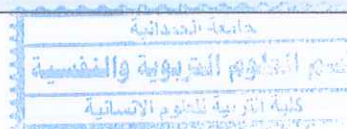
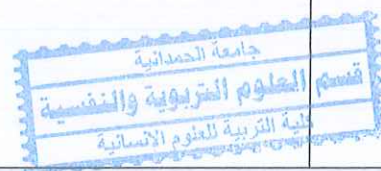
- Mental Health and Psychotherapy / Prof. Dr. Hamed Abdel Salam Zahran, 2011	Required textbooks (methodology if available)
1. Mental Health and Psychotherapy / Prof. Dr. Hamed Abdel Salam Zahran, 2011 2. Mental Health, Tarek Abdel Raouf, 2020 3. Mental Health, Wafiq Safwat Mokhtar, 2020 4. Mental Health, Kawthar Ibrahim Rizk, 2016 5. Mental Health, Mahmoud Mandwa Mahmoud, 2011	Primary References (Sources)
Follow up on electronic and internet references that include solid scientific websites and library websites in some international universities	Recommended Books and References (Scientific Journals, Reports)
<u>Publications of the Royal College of Psychiatrists of London</u>	References, Websites



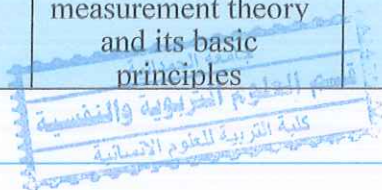
<u>Psychological Guide Website (Psychological Information Guide)</u> <u>Psychic Guide Website (Psychological Testing Platform)</u> <u>National Committee for the Promotion of Mental Health</u> <u>Psychological Counseling (Islam Website)</u> <u>Psychological Counseling (Islam Question and Answer)</u> <u>Psychological Fortress Forums</u> <u>Psychological Counseling (Aluka Network)</u> <u>Advisor Website</u> <u>Psychological Counseling (RAV website)</u> <u>Arab Network for Psychosocial Health (Psychosis)</u> <u>Psychiatrist</u>	
13- Course Development Plan:	
• Access to mental health and social care services easily. • Assistance in receiving psychotherapy by skilled health workers in community facilities. • Familiarity with all that is new in the fields of learning and teaching. • Periodically reviewing scientific research and books with the latest developments in this field. • Comparison of the course with the courses in Iraqi and Arab universities. • Benefit from the questionnaires provided to students. • Providing experimental laboratories and laboratories to benefit from them in practical mental health lessons	



1. Course Name:	
Measurement & Evaluation	
2. :Course Code	
EPS411	
3. :Chapter/Year	
2025-2026	
4. :Date of preparation of this description	
17/9/2025	
5. Available Attendance Formats:	
Face-to-face education	
6. Number of Hours (Total) / Number of Credits (Total)	
60 Hours/4 Units	
7. Course administrator name (if more than one name mentioned)	
Name: Eng. Maryam Yalda Matti Email: maryamyaldoka@uohamdaniya.edu.iq	
8. Course Objectives	
Introduce students to the concepts of educational measurement and evaluation. Teach students how to formulate educational goals. Training students to classify goals in cognitive, emotional and behavioral domains. Understanding and applying the optional map (Specification Table). Teach students the types of achievement tests and how to prepare them. Teach students the characteristics of a good test such as honesty, consistency, objectivity, comprehensiveness, ease of application, and correction while explaining the factors that influence each of these qualities.	Course Objectives
9. Teaching and Learning Strategies	
Conducting seminars among students, and assigning students to prepare lectures that they conduct within the lecture as an intellectual skill for students. Conducting practical lectures in the specification table and conducting a good test	Strategy
10. Course Structure	



Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Group discussions	Discussion and dialogue style	Introduction to Measurement and Evaluation - A Brief History	The student should be familiar with the origin of measurement and evaluation and its development throughout the ages.	2	1
Direct Questions	Discussion and dialogue style	The meaning of measurement, evaluation , evaluation and testing .	The student should know the concept of measurement in the educational field that explains the difference between measurement, evaluation and evaluation	2	2
Daily exams	Discussion and dialogue style	Difference Between Educational Measurement and Physical Measurement and Measurement Errors	The student should know the concept of educational measurement and physical measurement and identify the types of measurement errors	2	3
Direct Questions	Discussion and dialogue style	Classification of the Calendar by Standard or Benchmark	The student should distinguish between the Spoken Reference Assessment and the Reference Standard Assessment	2	4
Direct Questions	Discussion and dialogue style	Traditional Measurement Theory and Modern Measurement Theory	The student should know the concept of traditional and modern measurement theory and its basic principles	2	5



Direct Questions	Discussion and dialogue style	What are the educational objectives and their relationship to the educational evaluation	The student should know the concept of educational goals and their importance in the educational process	2	6
Daily exams	Discussion and dialogue style	Formulating behavioral goals in the cognitive, affective, and behavioral domains	The student should be familiar with the concept of the behavioral goal, distinguish between the three areas, and formulate correct behavioral goals.	2	7
Direct Questions	Discussion and dialogue style	Test Map (Specification Table) Practical Examples	The student should explain the steps of preparing the specification table step by step	2	8
Practical Duties	Taaleem Tawuni	Practical Application	The student should apply applied examples to the preparation of a specification table and analyze it.	2	9
Direct Questions	Discussion & Dialogue Style + Discussions	What are achievement tests?	The student should know the concept of achievement tests and their importance in the educational process	2	10
Oral Tests	Lecture + Class Discussions	Written Exams: Advantages, Disadvantages, and Rules of Preparation and Correction	The student should know the written tests, realize their importance in the educational process, enumerate the advantages and explain the disadvantages.	2	11
Oral Tests	Discussion and dialogue style	Oral Exams: Advantages, Disadvantages, and Rules of Preparation and Correction	The student should know the oral exams and realize their importance in the educational process, enumerate the advantages and	2	12

			explain the disadvantages.		
Oral Tests	Discussion and dialogue style	Performanceal Tests Advantages, Disadvantages, and Rules of Preparation and Correction	The student should know the performance tests and realize their importance in the educational process, enumerate the advantages and explain the disadvantages.	2	13
Direct Questions	Collaborative Learning/Guided Exploration	Measuring trends and tendencies	The student should know the concept of tendencies and tendencies and their importance in the educational and psychological field	2	14
Written Exam		examination		2	15
Oral Tests	Discussion and dialogue style	Measuring personality traits and preparations	The student should know the personality traits and preparations and their importance	2	16
Direct Questions	Discussion and dialogue style	The concept of the test experiment (exploratory experiment)	The student should know the concept of the exploratory test experiment and its importance in the process of building the exams.	2	17
Direct Questions	Discussion and dialogue style	Sample Statistical Analysis	The student should know the concept of the statistical analysis sample, the sample size, and the accuracy of the results.	2	18
Daily exams	Discussion and dialogue style	Extraction of Difficulty,	The student should explain the	2	19

		Discrimination Coefficients and Effectiveness Coefficients of Wrong Alternatives to Achievement Tests	significance of the discriminatory factor in revealing the quality of the evaluation paragraphs.		
Practical Duties	Collaborative Education	Practical Application	The student must apply the steps to extract the difficulties and discrimination coefficients	2	20
Daily exams	Discussion and dialogue style	Judging paragraphs in the light of specific criteria	The student should know the concept of judging the paragraphs and its importance	2	21
Direct Questions	Discussion and dialogue style	Extraction of discrimination coefficients and coefficients of the validity of paragraphs personality measures	The student should know the concept of the paragraph in personality scales and its importance in revealing psychological traits	2	22
Direct Questions	Discussion and dialogue style	What are the qualities of a good test?	The student should know the concept of a good test and enumerate the qualities that are available in a good test	2	23
Daily exams	Discussion and dialogue style	Honesty is understood, its types and the factors affecting it	The student should know the concept of honesty, explain its importance and	2	24

			types, and enumerate the factors that affect		
Oral Tests	Discussion and dialogue style	Stability is understood, its types and the factors affecting it	The student should know the concept of consistency, explain its importance and types, and enumerate the factors that affect	2	25
Practical Tests	Collaborative Education	Practical Application	Give the student an example of a questionnaire and identify the factors affecting it.	2	26
Oral Tests	Discussion and dialogue style	Objectivity Inclusiveness	The student should know the concept of objectivity, explain the concept of comprehensiveness and its importance, and explain the difference.	2	27
Oral Tests	Discussion and dialogue style	Ease of Application , Correction and Standards	The student should know the ease of application and correction and their importance and explain the difference	2	28
Oral Tests	Collaborative Learning/Guided Exploration	Practical Application	The student should analyze an achievement test in terms of the extent to which the qualities of	2	29

			objectivity, comprehensiveness, and ease of application and correction have been achieved.		
Written Tests		Exam		2	30
11. Course Evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc					
12. Learning and Teaching Resources					
Galal, Saad (2001) Psychometrics Measures and Tests, Dar Al-Fikr Al-Arabi Cairo. Odeh, Ahmed Suleiman (1993) Measurement and Evaluation in the Teaching Process, Dar Al-Amal For Publishing & Distribution, Amman Allam, Salah Al-Din (2000) Educational and Psychological Measurement and Evaluation, Dar Al-Fil El-Araby, Cairo Abdel Rahman, Saad (1998) Psychometry, Theory and Practice, Dar Al-Fikr Al-Arabi, Cairo Habib Safaa Tariq (2025) Basics of Psychological Measurement and Educational Evaluation, Dar Al-Masirah Printing & Publishing, Amman			Required textbooks (methodology if available)		
Measurement and Evaluation Book in Educational Currency			Primary References (Sources)		
Certified Reports Books on Educational and Psychological Measurement and Evaluation/Building Achievement Tests			Recommended Books and References (Scientific Journals, Reports)		
1. In the light of theoretical and field studies, seminars, and following explanatory means, and assigning students to write reports and researches, according to the vocabulary of the prescribed course, 2- It is possible to build a scientific personality for the student through. 3. Field visits to schools			References, Websites		

Course Description Form

1. Course Name:					
Teaching Thinking					
2. :Course Code					
EBS410					
3. :Chapter/Year					
2025-2026					
4. :Date of preparation of this description					
15/9/2025					
5. Available Attendance Formats:					
Face-to-face education with electronic instructions for some assignments and activities					
6. Number of Hours (Total) / Number of Credits (Total)					
60 Hours/4 Units					
7. Course administrator name (if more than one name mentioned)					
Name: M. Eng. Thamer Mustafa Ibrahim Al-Emile : Thamer.ALSABAWY@uohamdaniya.edu.iq					
8. Course Objectives					
The course aims to introduce students to: - The importance of thinking, its methods and skills - Factors of Thinking Success - Thinking styles and types - Some Thinking Programs					Course Objectives
9. Teaching and Learning Strategies					
- Self-learning strategy - Brainstorming - Cooperative education - Active education					Strategy
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Feedback. Preliminary Evaluation	Lecture and Discussion Style Power Point	The Historical Evolution of Thinking Education	Knowledge Goals	2	1



Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	Definition of thinking and its function	Knowledge Goals	2	2
Feedback and Constructive Calendar	Lecture and Discussion Style	Characteristics and types of the thought process	Knowledge Goals	2	3
Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	The Importance of Teaching Thinking	Knowledge Goals	2	4
Oral testing and feedback	Lecture and Discussion Style Power Point	Thinking Education Trends	Knowledge Goals	2	5
Feedback and concluding calendar	Lecture and Discussion Style Power Point	Basic Thinking Skills	Knowledge Goals	2	6
Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	Thought Processes	Knowledge Goals	2	7
Feedback Group discussion	Lecture and Discussion Style Power Point	Factors for the success of the thought process	Knowledge Goals	2	8
Feedback Group discussion	examination	Barriers to Teaching Thinking	Cognitive Goals and Psychomotor Skills	2	9
Feedback Final Calendar	Lecture + Discussion and Use of PowerPoint	A Method and Method for Developing Thinking	Cognitive Goals and Psychomotor Skills	2	10
Oral and daily exam	Lecture and Discussion Style	Thinking Teaching Trends and Strategies	Cognitive Goals and Psychomotor Skills	2	11
Oral and daily exam	Lecture and Discussion Style	Thought Patterns	Cognitive Goals and Psychomotor Skills	2	12
Feedback and Final Evaluation	Lecture and Discussion Style	Critical Thinking	Cognitive Goals and Psychomotor Skills	2	13
Feedback	Lecture and Discussion Style	Creative Thinking	Cognitive Goals and Psychomotor Skills	2	14

Structural Calendar					
Feedback And the final calendar	Lecture and Discussion Style	Problem solving	Cognitive Goals and Psychomotor Skills	2	15
Feedback, Preliminary Evaluation	Lecture and Discussion Style Power Point	Sound Thinking	Knowledge Goals	2	16
Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	Metacognitive thinking	Knowledge Goals	2	17
Feedback and Constructive Calendar	Lecture and Discussion Style	Product Thinking	Knowledge Goals	2	18
Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	Thinking Teaching Programs	Knowledge Goals	2	19
Oral testing and feedback	Lecture and Discussion Style Power Point	Kurt Program	Knowledge Goals	2	20
Feedback and concluding calendar	Lecture and Discussion Style Power Point	The Six Hats Program	Cognitive Goals and Psychomotor Skills	2	21
Feedback and Constructive Calendar	Lecture and Discussion Style Power Point	Teres Program	Cognitive Goals and Psychomotor Skills	2	22
and Feedback Constructive Evaluation	Lecture and Discussion Style Power Point	Ways and Methods of Thinking	Cognitive Goals and Psychomotor Skills	2	23
Group discussion	examination	Thinking Activities Style (Gardens of Ideas)	Cognitive Goals and Psychomotor Skills	2	24
and Feedback Constructive Calendar	Lecture + Discussion and Use of PowerPoint	Practical Applications	Cognitive Goals and Psychomotor Skills	2	25
Feedback and Constructive Calendar	Lecture and Discussion Style	Brainstorming	Cognitive Goals and Psychomotor Skills	2	26

Group discussion	Lecture and Discussion Style	Practical Application	Cognitive Goals and Psychomotor Skills	2	27
Final Calendar	Lecture and Discussion Style	Damaged Diaspora	Knowledge Goals	2	28
Oral and daily exam	Lecture and Discussion Style	Practical Applications	Knowledge Goals	2	29
Oral and daily exam	Lecture and Discussion Style	Mind Maps	Knowledge Goals	2	30

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

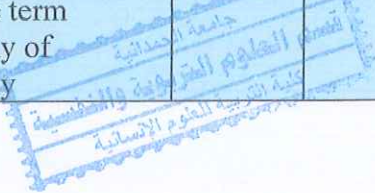
12. Learning and Teaching Resources

Vocabulary from sources prescribed by higher education	Required textbooks (methodology if available)
Teaching Thinking Theory and Practice – Abu Jado – Nawfal Muhammad Bakr Teaching Thinking and its Skills – Abdulaziz Saad	Primary References (Sources)
Sources Scheduled	Recommended Books and References (Scientific Journals, Reports)
Artificial Intelligence Software, Telegram Libraries (Educational Library, Psychology Books, Educational Psychology.....)	References, Websites

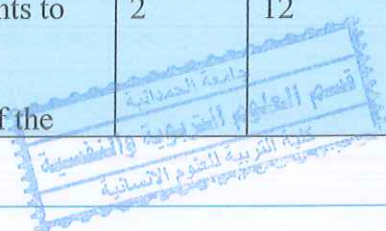


Course Description Form

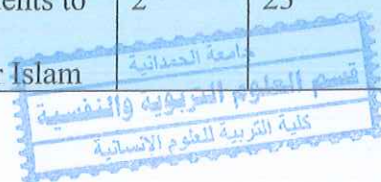
1. Course Name:					
Philosophy of Education					
:Course Code .2					
EPS404					
:Semester/Year .3					
2025-2026					
:Date of preparation of this description .4					
21/9/2025					
5. Available Attendance Forms:					
Face-to-face education					
6. Number of Academic Hours (Total) / Number of Units (Total)					
60 Hours/ 4 Units					
7. Name of the course administrator (if more than one name mentions)					
Name: Eng. Ismail Abdel Hasso Mustafa Email: ismael.ahm5@uohamdaniya.edu.iq					
13. Course Objectives					
Students should be familiar with: 1. Philosophical and general educational culture 2- What is the concept of the philosophy of education, its meaning and definition? 3- Functions of Philosophy of Education 4- Types of Philosophy of Education					Course Objectives
14. Teaching and Learning Strategies					
Exams (Quarterly, Semi-Annually and Final) Feedback – Extra-Curricular Assignments					Strategy
15. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Feedback	Lecture & Discussion	The Concept of Philosophy	Enables learners to define the term philosophy of philosophy	2	1



Feedback	Lecture & Discussion	Types of Philosophy	Enabling the learner to learn about the types of philosophy	2	2
Feedback	Lecture & Discussion	Characteristics of philosophy	Enabling students to identify the characteristics of philosophy	2	3
Feedback	Lecture & Discussion	The Concept of Education	Enables students to learn about the concept of education	2	4
Feedback	Lecture & Discussion	The Relationship between Philosophy and Education	Enables students to learn about the relationship between philosophy and education	2	5
Feedback	Lecture & Discussion	Functions of Philosophy of Education	Enables students to learn about the functions of the philosophy of education	2	6
Feedback	Lecture & Discussion	Philosophy of Education and Curriculum	Enables students to learn about the philosophy of education and the curriculum	2	7
Feedback	A Lecture and Discussion	The Ideal Educational Philosophy	Enables students to learn about the ideal educational philosophy	2	8
Feedback	Lecture & Discussion	Realist Educational Philosophy	Enables students to learn about educational philosophy and realism	2	9
Feedback	Lecture & Discussion	Natural Educational Philosophy	Enables students to learn about natural pedagogical philosophy	2	10
test	Lecture & Discussion	Pragmatic Educational Philosophy	Enables students to learn about educational philosophy and pragmatism	2	11
Feedback	Lecture & Discussion	Educational Applications of the Philosophy of	Enables students to identify the educational applications of the	2	12



		Pragmatic Education	philosophy of pragmatic education		
Feedback	Lecture & Discussion	Existential Educational Philosophy	Enable students to learn about existential educational philosophy	2	13
Feedback	Lecture & Discussion	Principles of Existential Philosophy	Enables students to learn about the principles of existential philosophy	2	14
Semi-annual news	Lecture & Discussion	Educational Applications of Existential Philosophy	Enables students to learn about the educational applications of existential philosophy	2	15
Feedback	Lecture & Discussion	Logical positivist educational philosophy	Enables students to learn about logical positivist pedagogical philosophy	2	16
Feedback	Lecture & Discussion	The basic principles of this philosophy	Enabling students to become familiar with the basic principles of this philosophy	2	17
Feedback	Lecture & Discussion	Educational Applications of Logical Positivist Philosophy	Enabling students to identify the educational applications of logical positivist philosophy	2	18
Feedback	Lecture & Discussion	Arab-Islamic Educational Philosophy	Enabling students to learn about the Arab-Islamic educational philosophy	2	20
Feedback	Lecture & Discussion	Characteristics and Fields of Islamic Education	Enabling students to identify the characteristics and fields of Islamic education	2	21
Feedback	Lecture & Discussion	Arab thought before Islam	Psychological problems in childhood .	2	22
Feedback	Lecture & Discussion	Arab Thought After Islam	Enabling Students to Identify Arab Thought After Islam	2	23



Introduction to the Philosophy of Education, O'Connor, D.J.: Translated by Mohamed Seif El-Din Fahmy, Anglo-Egyptian Library, Cairo, 1982.	Primary References (Sources)
Ibn Rushd and his Philosophy between Heritage and Modernity, Al-Asam, Abdul Amir: Part 1, Bayt Al-Hikma, Baghdad, 1994.	Recommended Books and References (Scientific Journals, Reports)
1- Philosophy and its Educational Applications (2004) Naim Habib Ja'ini 2- Philosophy of Education: Directions - Schools (2007) Mohamed Mounir Morsi	References, Websites



Feedback	Lecture & Discussion	Philosophy of Education in the Holy Qur'an	Enabling students to learn about the philosophy of education in the Holy Quran	2	24
test	Lecture & Discussion	The Noble Prophetic Hadiths	Enabling students to learn about the Prophet's hadiths	2	25
Feedback	Lecture & Discussion	Jurisprudence of intellectuals	Enabling students to identify the jurisprudence of thinkers	2	26
Feedback	Lecture & Discussion	Media of Arab and Islamic Educational Thought	Enabling students to learn about the media of Arab and Islamic educational thought	2	27
Feedback	Lecture & Discussion	Al-Ghazali's philosophy and its impact on education	Enabling students to learn about Al-Ghazali's philosophy and its impact on education	2	28
Feedback	Lecture & Discussion	Ibn Sina's Philosophy and its Impact on Education	Enabling students to learn about Avicenna's philosophy and its impact on education	2	29
Feedback	Lecture & Discussion	Al-Farabi's Philosophy and its Impact on Education	Enabling students to learn about Al-Farabi's philosophy and its impact on education	2	30
Feedback	Lecture & Discussion	Marxist Educational Philosophy	Students' ability to learn about Marxist educational philosophy	2	1

16. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

17. Learning and Teaching Resources

The Republic of Plato: Translated by Hanna Khabbaz, Dar Al-Turath, Beirut, 1969.	Required textbooks (methodology if available)
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Course Description Form

1. Course Name:	
Modify behavior	
2. Course Code :	
EPS405	
3. Semester/Year :	
2025-2026	
4. Date of preparation of this description :	
21/9/2025	
5. Available Attendance Forms:	
Face-to-face education	
6. Number of Academic Hours (Total) / Number of Units (Total)	
60 Hour/ 4 units	
7. Name of the course administrator (if more than one name mentions)	
Name: Eng. Ismail Abdel Hasso Mustafa Email: ismael.ahm5@uohamdaniya.edu.iq	
8. Course Objectives	
1- A general study on the concept of behavior modification 2- What are the theoretical foundations on which behavior modification is based, Knowing the general characteristics and research methodology used in preparing behavior modification programs in order to increase the desired behavior. 4- Applying the therapeutic measures used to control behavior in children.	Course Objectives
9. Teaching and Learning Strategies	
- Feedback Tests (Quarterly, Semi-Annual and Final) - Extra-Curricular Assignments	Strategy
10. Course Structure	



Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Feedback	Lecture & Discussion	Understanding the concept of behavior modification	-Enables learners to learn about the concept of behavior modification correctly	2	1
Feedback	Lecture & Discussion	Basic Terms and Concepts in Behavior Modification	- The learner's ability to define the goals of the behavior modification term	2	2
Feedback	Lecture & Discussion	The theoretical foundations on which behavior modification is based	Familiarize students with the theoretical foundations on which behavior modification is based	2	3
Feedback	Lecture & Discussion	Basic principles of behavior modification	Enables students to define the reformer of (learning and teaching) and the factors affecting it.	2	4
Feedback	Lecture & Discussion	General characteristics of the behavior modification tendency	Empowering students to differentiate between learning and teaching	2	5
Feedback	Lecture & Discussion	View general steps for planning behavior modification programs	Enables students to practice the positive aspects of the learning process	2	6
Feedback	Lecture & Discussion	Identify Target Behavior	Enables students to identify targeted behaviors	2	7
Feedback	Lecture & Discussion	Definition of Targeted Behavior	Enables students to define targeted behavior	2	8
Feedback	Lecture & Discussion	View general steps for planning behavior modification programs	Enables students to define the concepts of the theory and its educational applications	2	9
Feedback	Lecture & Discussion	Types of Behavioral Goals and How to Formulate Them	Enables students to identify types of behavioral goals	2	10

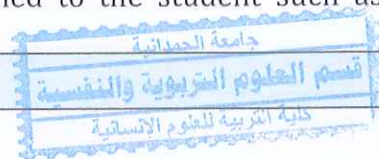
			Enable students to learn about behavior measurement	2	11
	test	Lecture & Discussion	Measuring Targeted Behavior	2	12
Feedback	Lecture & Discussion	Methods of measuring targeted behavior	Enables students to learn about ways to measure behavior	2	13
Feedback	Lecture & Discussion	Representation of Targeted Behavior	Enable students to learn how to represent behavior	2	14
Feedback	Lecture & Discussion	Research Methodology in Behavior Modification	Students' ability to identify research methodology in behavior modification	2	15
Semi-annual news	Lecture & Discussion	Individual-Oriented Research Methodology	Students' ability to identify individual-oriented research methodology	2	16
Feedback	Lecture & Discussion	Internal and external honesty	Students' ability to recognize internal and external honesty	2	17
Feedback	Lecture & Discussion	Individual-oriented research designs	Enable students to identify individual-oriented research designs	2	18
Feedback	Lecture & Discussion	Actions to increase desirable behavior	Enable students to identify procedures for increasing desirable behavior	2	19
Feedback	Lecture & Discussion	Forms of reinforcement	Enabling students to identify forms of reinforcement	2	20
Feedback	Lecture & Discussion	Therapeutic Procedures Used to Control Behavior	Enabling students to learn about the therapeutic procedures used to control behavior	2	21
Feedback	Lecture & Discussion	Therapeutic Measures to Reduce Unwanted Behavior	Enabling students to learn about therapeutic measures to reduce behavior	2	22
Feedback	Lecture & Discussion	Therapeutic Actions to	Enabling students to learn about remedial	2	23

		Reduce Unwanted and Reinforcement-Based Behavior	measures to reduce unwanted behavior		
Feedback	Lecture & Discussion	Complete remedial actions to reduce unwanted and reinforcement-based behavior	Enable students to learn how to complete behavioral reduction therapies	2	24
Feedback	Lecture & Discussion	Evaluation of Behavior Modification Programs .	Enable students to learn about the evaluation of behavior modification programs	2	25
test	Lecture & Discussion	Presentation of Models of Behavior Modification Programs Prepared by Female Students	Enable students to identify models of behavior modification programs	2	26
Feedback	Lecture & Discussion	View Sample Behavior Modification Software	Enable students to learn about the presentation of models of behavior modification programs	2	27
Feedback	Lecture & Discussion	Modeling Types	Enable students to identify types of modeling	2	28
Feedback	Lecture & Discussion	Modeling Properties	Enable students to learn about modeling characteristics	2	29
Feedback	Lecture & Discussion	Uses of the Modeling Method	Enabling students to learn about the uses of modeling	2	30
Feedback	Lecture & Discussion	Modeling Studies	Enable students to learn about modeling studies	2	1

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

12. Learning and Teaching Resources

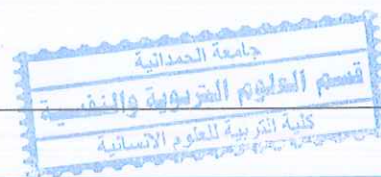


Behavior Modification, by Dr. Qahtan Ahmed Al-Zaher, 2004.	Required textbooks (methodology available)
Human Behavior Modification, Dr. Jamal Al-Khatib, 2007.	Primary References (Sources)
Muhammad Hassan Al-Amayreh: Programs in Behavior Modification: Procedural Steps to Deal with Behavioral Problems, Amman, Dar Al-Maysarah for Youth, 2002	Recommended Books and References (Scientific Journals, Reports)
Websites	References, Websites



Course Description Form

1. Course Name	
Educational Administration and Supervision	
2. Course Code	
EPS408	
3. Semester/Year	
2025-2026	
4. Date of preparation of this description	
18-9-2025	
5. Available Forms of Attendance	
Face-to-face education	
6. Number of Hours (Total) / Number of Credits (Total)	
60 Hours/ 4 Units	
7. Course administrator name (if more than one name mentioned)	
Name: Assoc. Prof. Dr. Thuraya Ahmed Khalis Shaalan Email: thurayaa@uohamdaniya.edu.iq	
8. Course Objectives	
1. Introducing students to the importance of educational administration 2. Introducing students to the principles of educational administration 3. Empowering students in educational administration, educational administration, school administration, classroom management, educational supervision and administrative processes 4. Identifying Recent Trends in Educational Administration	Course Objectives
9. Teaching and Learning Strategies	
1. Conducting seminars among students, and assigning students to prepare lectures that they conduct within the lecture as an intellectual skill for students. 2. For the quarterly written exam, oral exam, preparation of researches, bringing pictures related to the	Strategy



subject of study, and presenting a lecture in PowerPoint .

10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Oral and written testing	Dialogue and discussion	Introduction and General	Introducing the student to the science of educational administration	2	1
Oral and written testing	Dialogue and discussion	Basic knowledge of educational administration	Introducing the student to the institutions of socialization	2	2
Oral and written testing	Dialogue and discussion	Introduction to Socialization	Introducing the student to environmental and genetics factors	2	3
Oral and written testing	Dialogue and discussion	Genetics and Environment Factors	Introducing the student to administrative processes	2	4
Oral and written testing	Dialogue and discussion	The importance of post-graduation as a teacher, school principal or educational supervisor	Clarifying the Advantages of Education and Management Science	2	5
Oral and written testing	Dialogue and discussion	Educational Leadership and School Leadership	Enable students to apply examples of research types	2	6
Oral and written testing	Dialogue and discussion	Research Methods in Educational Administration	Enabling students to compare aspects of contemporary educational leadership	2	7
Oral and written testing	Dialogue and discussion	Introducing students to leadership styles and educational administrative integration	Introducing Students to Educational Supervision Methods	2	8
Oral and written testing	Dialogue and discussion		Introducing the student to the science of educational administration	2	9
Oral and written testing	Dialogue and discussion	Planning Methods and Study Plans Types	Introducing the student to the institutions of socialization	2	10
Oral and written testing	Dialogue and discussion	Types of classroom leadership and their skills	Introducing the student to environmental and genetics factors	2	11

Oral and written testing	Dialogue and discussion	Management Problems	Introducing the student to administrative processes	2	12
Oral and written testing	Dialogue and discussion	Duties of the Principal	Clarifying the Advantages of Education and Management Science	2	13
Oral and written testing	Dialogue and discussion	Duties of the Educational Supervisor	Enable students to apply examples of research types	2	14
Oral and written testing	Dialogue and discussion	Administrative Skills and Types	Enabling students to compare aspects of contemporary educational leadership	2	15

11. Course Evaluation

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

12. Learning and Teaching Resources

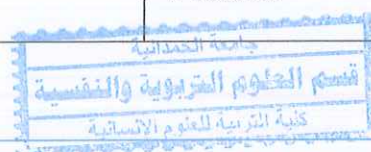
Required textbooks (methodology if available)

1. Introduction to the Science of Educational Administration, Dr. Al-Qaryouti 2017
2. Principles of Educational Administration and Supervision. Abdullah Al-Saad 2018
3. Educational Leadership. Dr. Sami Abdel Fattah Raouf 2018
4. Management, Leadership and Supervision Methodologies 2021

Main References (Sources)

Recommended books and references (scientific journals, reports...)

Electronic References, Websites

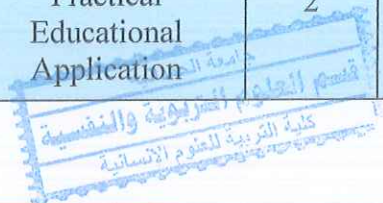


Course Description Form

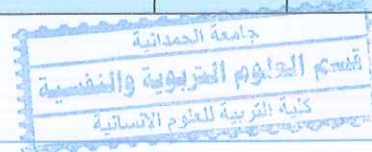
1. Course Name:	
Economics of Education	
2. :Course Code	
EPS406	
3. :Chapter/Year	
2025-2026	
4. :Date of preparation of this description	
17/09/2025	
5. Available Attendance Formats:	
Face-to-face education	
6. Number of Hours (Total) / Number of Credits (Total)	
60 Hours / 4 Units	
7. Course administrator name (if more than one name mentioned)	
Name: Eng. Mohammed Qazi Jassim Email: mohammedalhadidi@uohamdaniya.edu.iq	
8. Course Objectives	
- Identify the concept of the economics of education. - Identify the reasons for the emergence of the science of education economics and its relationship with other sciences. - Identify the chapters of expenditure in education, the importance of education expenditure and the factors affecting it. - Developing students' cognitive motivation. - Develop the tendency and orientation towards self-learning. - Develop curiosity and scientific curiosity for the subject. - Forming positive attitudes and perceptions about the material .	Course Objectives
9. Teaching and Learning Strategies	
- Understand the basics of the economics of education in the learning and teaching processes. - Using mental abilities to determine a future vision of the reality of education. - The ability to make an optimal investment in education. - Statement of productive efficiency in education and methods of measuring it. - Identify the correct economic applications to benefit from them in public life. - Understanding and comprehension. - Methods of solving complex situations and distinguishing the correct cognitive aspects. - Brainstorming Methods.	Strategy



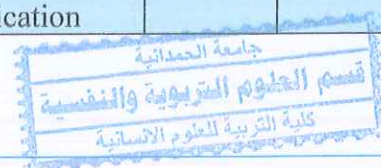
- Learning and self-discovery through extracurricular and classroom activities.					
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Hours	Week
Feedback via direct questions	Lecture & Discussion	Economics of Education, Concept and Development – Research Fields in Economics of Education	Theoretical Knowledge and Practical Educational Application	2	1
Feedback via direct questions	Lecture, Discussion	Relationship Research in the Economics of Education and Other Sciences	Theoretical Knowledge and Practical Educational Application	2	2
Feedback via direct questions	Lecture & Discussion, Brainstorming Techniques	Potential for Benefiting from the Economics of Education in the Arab Countries - Expenditure and Cost in Education	Theoretical Knowledge and Practical Educational Application	2	3
Feedback via direct questions	Lecture & Discussion	Education and Economic Growth The Concept of Economic Growth	Theoretical Knowledge and Practical Educational Application	2	4
Feedback via direct questions	Lecture, Discussion and Brainstorming Techniques	Theory of Stages of Economic Growth - Types of Economic Growth	Theoretical Knowledge and Practical Educational Application	2	5
Feedback via direct questions	Lecture and Discussion, Methods of Scientific Skepticism	Economic Development - Economic Development Goals	Theoretical Knowledge and Practical Educational Application	2	6
Feedback via direct questions	Lecture, Discussion and Brainstorming Techniques	The Relationship between Education and Development - Investment and Human Capital	Theoretical Knowledge and Practical Educational Application	2	7



Feedback via direct questions	Lecture, Discussion and Brainstorming Techniques	Tuition Costs	Theoretical Knowledge and Practical Educational Application	2	8
Feedback via direct questions	Lecture and Discussion Brainstorming Methods	Objectives of the Cost of Education Study	Theoretical Knowledge and Practical Educational Application	2	9
Extra-curricular Activities	Discussion Sessions	Reasons for the high cost of education	Theoretical Knowledge and Practical Educational Application	2	10
Feedback via direct questions	Lecture, Discussion and Dialogue	Ways to reduce the cost of education	Theoretical Knowledge and Practical Educational Application	2	11
Feedback via direct questions	Lecture and Discussion Brainstorming Methods	The Importance of Education Revenues	Theoretical Knowledge and Practical Educational Application	2	12
Feedback via direct questions	Lecture & Discussion Collaborative Learning	Measuring Education Returns	Theoretical Knowledge and Practical Educational Application	2	13
Feedback via direct questions	Lecture & Discussion	Criticism of measuring education returns	Theoretical Knowledge and Practical Educational Application	2	14
Feedback via direct questions	Lecture & Discussion	Education Finance	Theoretical Knowledge and Practical Educational Application	2	15
Feedback via direct questions	Lecture, Discussion and Dialogue	Secondary School Resources in Education Financing	Theoretical Knowledge and Practical Educational Application	2	16



Feedback via direct questions	Lecture, Discussion and Dialogue	Applications in Financing Education in European Countries	Theoretical Knowledge and Practical Educational Application	2	17
Feedback via direct questions	Lecture, Discussion and Dialogue	Productive Efficiency - The Concept of Productive Efficiency	Theoretical Knowledge and Practical Educational Application	2	18
Feedback via direct questions	Lecture, Discussion and Dialogue	Internal and external competence - Quantitative competence of education	Theoretical Knowledge and Practical Educational Application	2	19
Feedback via direct questions	Lecture, Discussion and Dialogue	Qualitative Adequacy of Education - The Essential Components of Productive Efficiency of Education	Theoretical Knowledge and Practical Educational Application	2	20
Feedback via direct questions	Brainstorming Techniques, Discussion and Lecture	Productive Efficiency and its Relationship to Educational Waste - Methods of Increasing Productive Efficiency	Theoretical Knowledge and Practical Educational Application	2	21
Feedback via direct questions	Monthly exam	Methods of Measuring Production Efficiency _ Measuring Production Efficiency	Theoretical Knowledge and Practical Educational Application	2	22
Feedback via direct questions	Discussion and Dialogue	Quality in Education	Theoretical Knowledge and Practical Educational Application	2	23
Feedback via direct questions	Discussion and Dialogue	The most prominent factors that led to the increase in attention to the quality of education	Theoretical Knowledge and Practical Educational Application	2	24
Feedback via direct questions	Discussion and Dialogue	Quality Measurement in Education	Theoretical Knowledge and Practical Educational Application	2	25



Feedback via direct questions	Discussion and Dialogue	Brain Drain - Definition of Brain Drain	Theoretical Knowledge and Practical Educational Application	2	26
Feedback via direct questions	Discussion and Dialogue	The Historical Roots of Brain Drain	Theoretical Knowledge and Practical Educational Application	2	27
Feedback via direct questions	Discussion and Dialogue	Patterns of Bleeding Brains	Theoretical Knowledge and Practical Educational Application	2	28
Feedback via direct questions	Discussion and Dialogue	Causes and Factors of Migration	Theoretical Knowledge and Practical Educational Application	2	29
Feedback via direct questions	Discussion and Dialogue	Coping and treatment	Theoretical Knowledge and Practical Educational Application	2	30

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports.... etc

12. Learning and Teaching Resources

Economics of Education, Al-Rashdan, Abdullah Zahi, 2000, Dar Wael for Printing and Publishing, Amman, Jordan.	Required textbooks (methodology if available)
Education and Economic Development, Al-Habib, Mossadegh Jameel, 1981, Dar Al-Sheed for Printing and Publishing, Baghdad	Primary References (Sources)
Education and Economics of Education, Abu Samaha, Kamal, 1993, The Teacher's Message, Volume 34, Issue 4, Amman.	Recommended Books and References (Scientific Journals, Reports)
Al-Noor Library (e-library) is a free Google search engine that contains a variety of specialized resources	References, Websites

