

Academic Program Description Form



University Name: Tikrit University

College: College of Education for Women

Department: Department of Educational and Psychological Sciences

Academic or Professional Program Name: Bachelor of Science in Psychology

Certificate Name: Bachelor of Science in Psychology

Academic System: Annual

Date of Description Preparation: 1/10/2025

Date of File Completion: 16/11/2025

Signature:

Head of Department:

Dr. Mohammed Hussein Ali

Date: 16/11/2025



Signature:

Name of research associate

Ashraf Jamal Mahmoud

Date: 16/11

File Reviewed by:

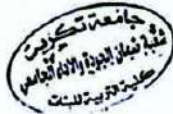
Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance Division:

Date;

Signature;

16/11/2025



Approval of the Dean
الأستاذ الدكتور

جمال عبد الحسين جباري
عميد كلية التربية للبنات

20/11/2025

1. Program Vision

This academic program provides a concise summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve and demonstrate whether they have made the most of the opportunities available. It is accompanied by a description of each course within the program.

2. Program Mission

The mission of the academic program is to contribute effectively to meeting the needs of students, and to disseminate educational and psychological knowledge at the theoretical and field level in accordance with the approved standards and the requirements of official educational institutions, with full awareness of students' problems and professional ethics through the contribution of faculty members in enriching educational and psychological sciences by teaching in a way that keeps pace with scientific developments in the field of educational and psychological sciences.

3. Program Objectives

- 1: Identify the level of scientific and psychological knowledge of the student.
- 2: Explaining the effectiveness of the teaching program on the development of students' cognitive and emotional skills.
- 3: Identify the obstacles of educational science and ways to address them.
- 4: Optimal numbers of qualified teachers qualified to teach in secondary schools.
- 5: Developing students' abilities to transfer and exchange knowledge in the academic and community environment.

4. Program Accreditation

Does the program have program accreditation? Nope.

5. Other external influences				
There are no sponsors of the academic program outside of the Ministry of Higher Education and Scientific Research.				
6. Program Structure				
Notes	Percentage	Study Unit	Number of Courses	Program Structure
None				Enterprise Requirements
None				College Requirements
	25%	160	41	Department Requirements
None				Summer Training
View and apply for female students in schools				Other

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

7 . Program Description				
Credit Hours		Course or course name	Course or course code	Stage of study
practical	theoretical			
30	90	Psychology Individual Differences		The first
	90	Environmental Education and		

		Sustainable Development		
30	90	Educational Sociology		
30	90	Principles of Education		
30	90	General Psychology		
60		Computers		
	60	Arabic Language		
	60	English		
	60	Democracy and Human Rights		
	60	Ethics and Education		
30	60	Educational Psychology		
	60	Educational Planning		
30	60	Descriptive Statistics		
30	60	Curriculum and textbook		
	60	Social Psychology		
30	60	Developmental Psychology		

	60	Continuing Education		The third
	60	English		
	60	Arabic Language		
30	30	Computers		
	60	Baath Party Crimes		
30	60	Personality Psychology		
30	60	Physiological Psychology		
30	60	Experimental Psychology		
	60	Psychological Counseling		
30	60	Educational Techniques		
30	60	Statistics		
	60	Cognitive Psychology		
	60	Comparative Education		
	60	English		
30	60	Teaching Methods		
30	60	Research Methodology		

	60	Mental Health		Fourth
	60	Modify behavior		
	60	Teaching Thinking		
30	60	Philosophy of Education		
30	60	Educational Administration		
30	60	Measurement and Evaluation		
	60	Economics of Education		
	60	Teaching Applications		
	60	Special Education		
	60	English		
	60	Research Project		

8. Expected Learning Outcomes of the Program	
Knowledge	
Learning Outcomes Statement1: Enabling undergraduate students in educational and psychological sciences to achieve knowledge in the theoretical aspects of the opinions of scientists and theorists	1- Enabling the student to acquire knowledge in the basic subjects of theoretical sciences. 2- Enabling students to obtain knowledge in the specialization and psychological aspects.

<p>in the psychological aspect. As well as reviewing clinical trials in treatment.</p>	<p>3- Enabling students to excel and be able to interpret or rephrase the information obtained by the student at the cognitive level.</p> <p>4- Enabling students to write and conduct scientific research.</p>
<p>Skills</p>	
<p>Learning Outcomes Statement2: This axis helps to provide students with the necessary skills to deal with mental disorders and how to diagnose and treat them as well.</p>	<p>1 – Students acquire basic and supporting theoretical sciences in the sciences of education and psychology</p> <p>2 – Gaining the ability to manage psychotherapy sessions</p> <p>3 – Acquire the ability to teach the course of psychology and educational sciences</p> <p>4 – Students acquire the skill of writing and conducting scientific research.</p>
<p>Values</p>	
<p>Learning Outcomes Statement3: Helping students to raise morale and pride in the value and emotional aspect through the study materials provided to students and enhancing them through scientific debates and all experiences that lead to the</p>	<p>1- The theoretical materials simulate the students' sense of familiarity with the cognitive aspects and how to apply them in practice.</p> <p>2- Raising the emotional values of the study materials through scientific application.</p> <p>3- Raising the efficiency of students and their teaching abilities in psychological education lessons during the application</p>

development of the value aspect of female students.	4- Raising the emotional aspects of students by holding competitions and psychological debates and feeling responsible towards others.
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9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general. (Lecture and Discussion)

10. Evaluation Methods :

Daily exams
 Monthly exams
 Annual Exams
 Extra-curricular Activities

11. Faculty

Faculty Members :

Preparing the teaching staff		Requirements/skills (if applicable)	Specialization		Academic Rank
Lecturer	Angel		Special	General	
	yes		Personality Psychology	General Psychology	Professor
	yes		Educational Psychology	Educational Psychology	Professor
	yes		Educational Psychology	Educational Psychology	Professor
	yes		Educational Psychology	Educational Psychology	Professor

	yes		Educational Psychology	Educational Psychology	Professor
	yes		Educational Psychology	Educational Psychology	Assistant Professor
	yes		Educational Psychology	Educational Psychology	Assistant Professor
	yes		Educational Psychology	Educational Psychology	Lecturer Doctor
	yes		Educational Psychology	Educational Psychology	Lecturer Doctor
	yes		Psychological Counseling and Educational Guidance	Educational and Psychological Sciences	Lecturer Doctor
	yes		Psychological Counseling and Educational Guidance	Educational and Psychological Sciences	Lecturer Doctor
	yes		General Teaching Methods	Curricula and Teaching Methods	Lecturer Doctor
	yes		Educational Psychology	Educational Psychology	Teacher

	yes		Teaching Methods/History	Curricula and Teaching Methods	Teacher
	yes		Teaching Methods/Arabic Language	Curricula and Teaching Methods	Teacher
	yes		Educational Psychology	Educational Psychology	Assistant Lecturer
	yes		Educational Psychology	Educational Psychology	Assistant Lecturer
	yes		Educational Psychology	Educational Psychology	Assistant Lecturer
	yes		Educational Psychology	Educational Psychology	Assistant Lecturer
	yes		General Teaching Methods	Curricula and Teaching Methods	Assistant Lecturer
	yes		Educational Administration	Educational Administration	Assistant Lecturer
	yes		Educational Administration	Educational Administration	Assistant Lecturer

Professional Development
Mentoring new faculty members
<ul style="list-style-type: none"> ❖ Learn about the possibilities and capabilities of teachers during their first year of work at the university. ❖ Organizing evening educational seminars. ❖ Encouraging professors to attend seminars, seminars, and conferences on the foundations of learning and teaching.
Faculty Professional Development
<ul style="list-style-type: none"> ❖ Practical training on teaching methods and teaching strategies, which is co-directed by one of the professors of education and psychology, and is used in the mini-teaching system so that a kind of reinforcement can be provided. ❖ Conducting periodic tests for faculty members to determine their level of teaching and scientific competence, and enrolling those who show weakness in one or more fields in qualifying courses prepared by the university or college. ❖ Encouraging innovation and continuing education, serving teachers and students and providing them with the necessary sources of knowledge. ❖ Training faculty members in the use of devices and the use of technologies and encouraging them to produce educational materials and develop educational programs.
12. Admission criteria (setting regulations related to enrollment in the college or institute, whether central or remarkable)
<ul style="list-style-type: none"> • Adopting the method of ministerial admission in coordination with the Ministry of Higher Education and Scientific Research.
13. The most important sources of information about the program

- ❖ Methodological Books.
- ❖ Electronic Lectures.
- ❖ Workshops.
- ❖ Seminars.
- ❖ Conferences.
- ❖ Educational and psychological science websites on websites.

14. Program Development Plan

- ❖ Employing technological innovations in education.
- ❖ Developing the fields of educational and psychological knowledge and keeping pace with the skills of the twenty-first century.
- ❖ Addressing difficulties and obstacles.
- ❖ Adding the practical aspect of writing a graduation paper.
- ❖

Program Skills Outline

Learning Outcomes Required from the Program

Values				Skills				Knowledge				Basic or optional	Course Name	Course Code	Year/Level
C4	C3	C2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Psychology Individual Differences		The first
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Environmental Education and Sustainable		

														Develop ment		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educatio nal Sociolog y		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Principle s of Educatio n		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	General Psycholo gy		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Compute rs		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Arabic Languag e		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	English		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Democra cy and Human Rights		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Ethics and Educatio n		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educatio nal Psycholo gy		The second
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educatio nal Planning		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Descripti ve Statistics		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Curricul um and textbook		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Social Psycholo gy		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Develop mental		

														Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Continuing Education		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	English		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Arabic Language		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Computers		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Baath Party Crimes		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Personality Psychology		The third
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Physiological Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Experimental Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Psychological Counseling		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Techniques		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Statistics		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Cognitive Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	Comparative Education		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	English		

*	*	*	*	*	*	*	*	*	*	*	*	Basic	Teaching Methods		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Research Methodology		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Mental Health		Fourth
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Modify behavior		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Teaching Thinking		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Philosophy of Education		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Administration		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Measurement and Evaluation		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Economics of Education		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Teaching Applications		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Special Education		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	English		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Research Project		

*Please indicate the boxes corresponding to the individual learning outcomes from the program being assessed.

Course Description Form

1. Course Name	
Evaluation and Measurement	
2. Course Code	
Fourth Stage	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclasroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
60 Hours / 2 Units	
7. Name of the course administrator	
Name: Prof. Dr. Bushra Khattab Omar Email: bushraalsanawi@tu.edu.iq	
8. Course Objectives	
The curriculum aims to prepare students to practice the teaching profession by identifying the following: 1- Many concepts and terms, including measurement, testing, and evaluation.	Course Objectives

<p>2- Types of achievement tests, how they are drafted, and their advantages and disadvantages.</p> <p>3- Providing the Ministry of Education with specialized staff in educational counseling in secondary schools.</p>	
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9. Teaching and Learning Strategies

<ul style="list-style-type: none"> - Lecture and discussion method - Video presentation and data show - Homework 	Applying various teaching methods, including:
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10. Course Structure The study started from 21/9/2025 until 14/5/2026

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Discussion and questioning	Overview of the evolution of assessment and measurement		2	First
Classroom Performance and Tests	Discussion and questioning	Concepts of evaluation and measurement or Test and its relationship		2	The second
Classroom Performance and Tests	Discussion and questioning	The Importance of Evaluation and Measurement in the Educational Process		2	The third
Classroom Performance and Tests	Discussion and	Types of Educational Evaluation		2	Fourth

	questioning				
Classroom Performance and Tests	Discussion and questioning	Overview of the evolution of assessment and measurement		2	Fifth
Classroom Performance and Tests	Discussion and questioning	Types of Educational Evaluation		2	Sixth
Classroom Performance and Tests	Discussion and questioning	Achievement tests set by the teacher		2	Seventh
Classroom Performance and Tests	Discussion and questioning	Test map		2	Eighth
Classroom Performance and Tests	Discussion and questioning	Essay Tests		2	Ninth
Classroom Performance and Tests	Discussion and questioning	Quizzes with short answers		2	Tenth
Classroom Performance and Tests	Discussion and questioning	Performance Tests		2	Eleventh
Classroom Performance and Tests	Discussion and	Objective Tests		2	XII

	questioning				
Classroom Performance and Tests	Discussion and questioning	Objective Tests		2	Thirteenth
Classroom Performance and Tests	Discussion and questioning	Analyze and improve test paragraphs		2	Fourteenth
Classroom Performance and Tests	Discussion and questioning	Statistical analysis of test paragraphs		2	Fifteenth
				Spring Holidays from 18/1/26 to 31/1/2026	
Classroom Performance and Tests	Discussion and questioning	Ease Factor in Proportions		2	Sixteenth
Classroom Performance and Tests	Discussion and questioning	Ease of repeatability factor		2	Seventeenth
Classroom Performance and Tests	Discussion and questioning	Difficulty Factor		2	Eighteenth
Classroom Performance and Tests	Discussion and	Discrimination Factor		2	Nineteenth

	questioning				
Classroom Performance and Tests	Discussion and questioning	Application		2	Twenty
Classroom Performance and Tests	Discussion and questioning	Application		2	Twenty first
Classroom Performance and Tests	Discussion and questioning	Application		2	Twenty two
Classroom Performance and Tests	Discussion and questioning	Application		2	Twenty Three
Classroom Performance and Exams	Discussion and questioning	Application		2	Twenty fourth
Classroom Performance and Tests	Discussion and questioning	Application		2	Twenty Fifth
Classroom Performance and Tests	Discussion and questioning	Good Test Specifications		2	Twenty-sixth
Classroom Performance and Tests	Discussion and	Stability		2	Twenty Seventh

	questioning				
Classroom Performance and Tests	Discussion and questioning	Objectivity and comprehensiveness		2	Twenty Eight
Classroom Performance and Tests	Discussion and questioning	Improving some non-test assessment methods		2	Twenty Ninth
Classroom Performance and Tests	Discussion and questioning	Recognition Cards		2	Thirty

11. Course Evaluation

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

First Semester Exam (from 20 marks and 5 marks Report and Participation in Daily Preparation) Total 25

Second semester exam (from 20 marks and 5 marks in daily preparation) Total 25

The total of the two semesters is 50 marks with a final exam of 50 marks and the final score is equal to 100 marks.

12. Learning and Teaching Resources

1- Evaluation and Measurement, by Mustafa Mahmoud
Al-Imam and others.

Required
Textbooks
(Methodology, i

<p>1- Evaluation and Measurement in Education and Psychology, Sami Melhem, 2000.</p> <p>2- Measurement and Evaluation in Education, Touma George Al-Khoury, 2008.</p> <p>3- Educational Measurement and Evaluation in the Teaching Process, Salah Al-Din Mahmoud Allam, 2007.</p>	<p>Main Reference(s)</p>
<p>View everything that is modern and published in refereed scientific journals</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
<p>View everything that is modern and published on websites and YouTube lectures .</p> <p>http://www.alkutubcafe.com/book/83rjar.html</p>	<p>References, Websites</p>

Course Description Form

1. Course Name	
Inferential Statistics	
2. Course Code	
Third Stage	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclasroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
60 Hours / 2 Units	
7. Course Administrator Name (if more than one name mentioned): None	
Name: Prof. Dr. Zubaydah Abbas Mohamed Email: zubaydaalhayani@tu.edu.iq	
8. Course Objectives	
The curriculum aims to prepare students to practice the teaching profession by identifying the following: 1. Enable students to describe and analyze data through measures of centrality or scales of dispersion,	Course Objectives

<p>measures of relationship, square as any, and analysis of variance.</p> <p>2. Introduce students to the methods of calculating different statistical measures to describe one or more variables in a society.</p> <p>3- Making the appropriate decision to solve scientific problems and dealing with them in the simplest way in logical statistical ways.</p> <p>4. The data shall be described, organized, classified, summarized, and presented in a clear manner in the form of tables and graphs.</p> <p>5- Self-development skills of female students by enabling them to use statistical means and processes and using them in a practical way in accomplishing scientific research according to the planned goals.</p>	
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9. Teaching and Learning Strategies

<ul style="list-style-type: none"> - Method of Explanation and Discussion - Video presentation - Lecture & Application <p>How to view using the data show</p>	<p>Applying various teaching methods, including:</p>
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10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Lecture & Explanation	General Introduction and Basic Concepts in		2	The first

		Statistics - The Importance of Inferential Statistics in Educational and Psychological Research			
Classroom Performance and Tests	Lecture & Explanation	Inferential Statistics Functions		2	The second
Classroom Performance and Tests	Lecture & Explanation	Some Inferential Statistics		2	The third
Classroom Performance and Tests	Lecture & Explanation	Community and Sample - Types of Communities		2	Fourth
Classroom Performance and Tests	Lecture & Explanation	Sample Selection Methods - Parameters and Estimates - Sample Errors (Sample Selection Errors		2	Fifth
Classroom Performance and Tests	Lecture & Explanation	Errors of type I (alpha) Type II errors (Beta) Significance Level and Degrees of Freedom with Examples		2	Sixth
Classroom Performance and Tests	Lecture & Explanation	Arithmetic mean and its properties Methods of calculating arithmetic mean (classified)		2	Seventh
Classroom Performance and Tests	Lecture & Explanation	Testing hypotheses about the arithmetic mean		2	Eighth

Classroom Performance and Tests	Lecture & Explanation	The broker and its properties		2	Ninth
Classroom Performance and Tests	Lecture & Explanation	Broker Calculation Methods (Classified Data)		2	Tenth
Classroom Performance and Tests	Lecture & Explanation	Broker Account Methods (Unclassified Data)		2	Eleventh
Classroom Performance and Tests	Lecture & Explanation	The pattern and its properties		2	XII
Classroom Performance and Tests	Lecture & Explanation	Methods of calculating the loom (classified)		2	Thirteenth
Classroom Performance and Tests	Lecture & Explanation	Methods of calculating the loom (unclassified data)		2	Fourteenth
Classroom Performance and Tests	Lecture & Explanation	Dispersion Scales		2	Fifteenth
		Spring Holidays from 5/1/2025 to 18/1/2025		Spring Holidays from 5/1/25 to 18/1/2025	
Classroom Performance and Tests	Lecture & Explanation	Range		2	Sixteenth
		Standard deviation		2	Seventeenth
Classroom Performance and Tests	Lecture & Explanation	Contrast		2	Eighteenth
Classroom Performance and Tests	Lecture & Explanation	The Use of Dispersion Scales in Psychological		2	Nineteenth

		and Educational Studies			
Classroom Performance and Tests	Lecture & Explanation	Measures of centralism		2	Twenty
Classroom Performance and Tests	Lecture & Explanation	The (T) test, its meaning and types		2	Twenty first
Classroom Performance and Tests	Lecture & Explanation	One Sample		2	Twenty two
Classroom Performance and Tests	Lecture & Explanation	Two independent samples		2	Twenty Three
Classroom Performance and Exams	Lecture & Explanation	Two correlated samples		2	Twenty fourth
Classroom Performance and Tests	Lecture & Explanation	Significance T-Test, Correlation Treatment, and Examples		2	Twenty Fifth
Classroom Performance and Tests	Lecture & Explanation	Univariate and bilateral analysis of indications and characteristics		2	Twenty-sixth
Classroom Performance and Tests	Lecture & Explanation	Univariate and bilateral analysis of indications and characteristics		2	Twenty Seventh
Classroom Performance and Tests	Lecture & Explanation	Binary Variance Analysis		2	Twenty Eight
Classroom Performance and Tests	Lecture & Explanation	Indications for Analysis of Variance and Its Most Important Properties		2	Twenty Ninth
Classroom Performance and Tests	Lecture & Explanation	Characteristics Methods of calculating samples (equal		2	Thirty

		number and different number)			
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11. Course Evaluation	
<p>Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily assignments, daily, oral, monthly, and written exams, reports... etc.</p> <p>The first semester exam of 20 marks (and 5 marks of report and participation by female students)</p> <p>Second semester exam of 20 marks and 5 grades of participation and classroom interaction</p> <p>A final exam of 50 marks and a final total of 100 marks.</p>	
12. Learning and Teaching Resources	
<p>1- Descriptive and Inferential Statistics, Abdul-Jabbar Tawfiq and Zakaria Athanasius, Ministry of Higher Education and Scientific Research / Baghdad</p> <p>2- Statistics Book / Dr. Mahmoud Hassan Al-Mashhadani, Amir Hanna Hormuz . Ministry of Higher Education and Scientific Research / Baghdad</p>	<p>Required Textbooks (Methodology, if any)</p>
<p>Descriptive and Inferential Statistics, Abdul-Jabbar Tawfiq and Zakaria Athanasius, Ministry of Higher Education and Scientific Research / Baghdad</p>	<p>Main Reference(s)</p>
<p>View everything that is modern and published on websites and YouTube lectures .</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
<p>1- Educational Statistics, Ali Salah Abdel Mohsen (2019), Master of Publishing and Distribution.</p>	<p>References, Websites</p>

Course Description Form

1. Course Name
Educational Sociology
2. Course Code
Phase I
Semester / Year .3
2025-2026
Date this description is prepared .4
16/11/ 2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and with the link keit5w2 according to the regulations and instructions of the Ministry of Higher Education and Scientific Research .
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / 6 units
Name of the course administrator .7
Name: A.Dr. Zakaria Abdel Ahmed AI-Email: zakariaabed@tu.edu.iq

8. Course Objectives					
<p>The curriculum aims to prepare students to practice the teaching profession by identifying the following:</p> <ol style="list-style-type: none"> 1- Study of educational systems in terms of their origin, composition and functions 2- - Understanding educational systems and their relationship with other social systems within the framework of the social system. 3- Understanding the factors and variables that affect the educational process and academic achievement 4- Knowledge of the laws governing educational phenomena 5- Knowing the best methodological methods for studying and understanding educational phenomena 			Course Objectives		
9. Teaching and Learning Strategies					
<p>The standard method (lecturing).</p> <p>Teaching Theory and Educational Objectives</p> <ul style="list-style-type: none"> - Formulate educational goals. 			Strategy		
10. Course Structure: The study started on 9/11/2025 and ends on 25/6/2026, the start date of the final exams.					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week

Classroom Performance and Exams	Discussion and questioning			2	September 3-
Classroom Performance and Exams	Discussion and questioning			2	September 4
Classroom Performance and Exams	Discussion and questioning			2	October-1
Classroom Performance and Exams	Discussion and questioning			2	Oct-2
Classroom Performance and Exams	Discussion and questioning			2	Oct-3
Classroom Performance and Exams	Discussion and questioning			2	October-4
Classroom Performance and Exams	Discussion and questioning			2	November 1

Classroom Performance and Exams	Discussion and questioning	Educational sociology - its definition and emergence		2	November 2
Classroom Performance and Exams	Discussion and questioning	Objectives of Educational Sociology The Importance of Educational Sociology		2	November 3
Classroom Performance and Exams	Discussion and questioning	What are socialization, pedagogy and socialization goals?		2	November 4
Classroom Performance and Exams	Discussion and questioning	Characteristics of socialization and socialization theory		2	December 1
Classroom Performance and Exams	Discussion and questioning	Pioneers of Educational Sociology - Ibn Khaldun - Emile Dor Kayem - Methods of Upbringing		2	December 2
Classroom Performance and Exams	Discussion and questioning	Education, Socialization, Social Control and Education		2	December 3

Classroom Performance and Exams	Discussion and questioning	Research Methods in Psychology and Educational Psychology		2	December 4
Classroom Performance and Exams	Discussion and questioning	Socialization Institutions		2	January 1
Classroom Performance and Exams	Discussion and questioning	Spring Holidays from 18/1/2026 to 31/1/2026			January 2
Classroom Performance and Exams	Discussion and questioning	Social Interaction in Education		2	February 1
Classroom Performance and Exams	Discussion and questioning	Stages of Social Change		2	February 2
Classroom Performance and Exams	Discussion and questioning	Factors of social change		2	February 3
Classroom Performance and Exams	Discussion and questioning	Characteristics of social change		2	February 4

Class Performance	Discussion	Education and Social Change			February 5
and exams	and interrogation				March 1
		The Relationship between Education and Social Change and Theories of Social Change		2	March 2
		Social phenomena Social processes and education		2	March 3
Classroom Performance and Exams	Discussion and questioning	Types of Social Processes and Social Classes		2	April 3
Classroom Performance and Exams	Discussion and questioning	Cooperation and its Types and Education and Social Development		2	April 4
Classroom Performance and Exams	Discussion and questioning	Social Commitment and Educational Social Compatibility		2	Mays1

11. Course Evaluation	
<p>Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... etc.</p> <p>The score is distributed through several channels:</p> <ol style="list-style-type: none"> 1- Educational sociology, its types, the characteristics of values in daily exams, observing the student's performance in class discussions, homework and following up on them, and classroom evaluation. 2- School and social values in the semester and final exams to issue the rulings of success and failure, and this is a grade of 80%, divided into (4) exams for each semester of two exams, to extract the annual pursuit before entering the final exams. 	
12. Learning and Teaching Resources	
<ol style="list-style-type: none"> 1- Muhammad Atef Educational Sociology – 1979 2- Mohamed Saeed Morsi – Education and Contemporary Society – 2001 3- Abd al-Rahman Tawfik – Sociology of Educational Issues and Problems – 2003 	<p>Required Textbooks (Methodology, if any)</p>
<ul style="list-style-type: none"> - Abdulrahman Abdallah / Contemporary Sociology 2010 - Fouad Al-Bahi Al-Sayed / Introduction to Educational Sociology 1997. 	<p>Main Reference (s)</p>

<p>View everything that is modern and published in refereed scientific journals</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
<p>https://foulabook.com/ar/books/%D8%B9%D9%84%D9%85-%D8%A7%D9%84%D9%86%D9%81%D8%B3-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%88%D9%8A/%D8%B9%D9%84%D9%85-%D8%A7%D9%84%D9%86%D9%81%D8%B3</p>	<p>References, Websites</p>

Course Description Form

1. Course Name	
Scientific Research Methodology	
2. Course Code	
Third Stage	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16 / 11 /2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclasroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
60 Hours / 2 Units	
7. Name of the course administrator	
Name: Prof. Latif Ghazi Makki Email: lateef.ghazi(@tu.edu.ig	
8. Course Objectives	
<ul style="list-style-type: none"> • Providing students with educational and psychological knowledge and teaching them the principles and modern methods and topics that the scientific research method focuses on and is interested in. • Providing students with experiences and results of local and international research and studies 	Course Objectives

<p>regarding the scientific research methodology</p> <ul style="list-style-type: none"> • Training students to write research and reports and summarize theoretical and applied ideas in the field of scientific research and its patterns 	
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9. Teaching and Learning Strategies

	<p>Applying various teaching methods, including:</p> <ul style="list-style-type: none"> - The standard method (lecturing). - Discussion method . - Cooperative learning method .
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10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Tests	Explanation and Discussion	Scientific research, and the importance of scientific research	The student should be familiar with the meaning of science and knowledge, the concept of the scientific and educational research method, the methods of scientific research, the methods of research in them, and	2	First

			the steps of the scientific method in solving problems.		
Classroom Performance and Tests	Explanation and Discussion	Researcher Specifications		2	The second
Classroom Performance and Tests	Explanation and Discussion	Assumptions on the Scientific Method		2	The third
Classroom Performance and Tests	Explanation and Discussion	The problem with the search		2	Fourth
Classroom Performance and Tests	Explanation and Discussion	The importance of the research, its objectives, hypotheses and terminology		2	Fifth
Classroom Performance and Tests	Explanation and Discussion	Preliminary Actions		2	Sixth
Classroom Performance and Tests	Explanation and Discussion	Historical Research Method		2	Seventh
Classroom Performance and Tests	Explanation and Discussion	What the Historical Research Method Investigates		2	Eighth
Classroom Performance and Tests	Explanation and Discussion	Steps of historical research		2	Ninth
Classroom Performance and Tests	Explanation and Discussion	Identifying the Historical Research Problem		2	Tenth
Classroom Performance and Tests	Explanation and Discussion	Collecting Scientific Material		2	Eleventh

Classroom Performance and Tests	Explanation and Discussion	Evaluation or Criticism of the Scientific Material		2	XII
Classroom Performance and Tests	Explanation and Discussion	Formulating Hypotheses		2	Thirteenth
Classroom Performance and Tests	Explanation and Discussion	Interpret the results, write the report		2	Fourteenth
Classroom Performance and Tests	Explanation and Discussion	Descriptive Research Methodology		2	Fifteenth
				Spring Holidays from 5/1/2026 to 18/1/2026	
Classroom Performance and Tests	Explanation and Discussion	Descriptive Research Steps		2	Sixteenth
Classroom Performance and Tests	Explanation and Discussion	Descriptive Research Types		2	Seventeenth
Classroom Performance and Tests	Explanation and Discussion	Experimental Research Method		2	Eighteenth
Classroom Performance and Tests	Explanation and Discussion	Trial Procedures		2	Nineteenth
Classroom Performance and Tests	Explanation and Discussion	Laboratory and non-laboratory (or non-laboratory) experiments		2	Twenty
Classroom Performance and Tests	Explanation and Discussion	Experiments conducted in short or long periods of time (depending on time)		2	Twenty first

Classroom Performance and Tests	Explanation and Discussion	Samples of experimental designs		2	Twenty two
Classroom Performance and Tests	Explanation and Discussion	Research Tools		2	Twenty Three
Classroom Performance and Tests	Explanation and Discussion	Samples		2	Twenty fourth
Classroom Performance and Tests	Explanation and Discussion	Statistics		2	Twenty Fifth
Classroom Performance and Tests	Explanation and Discussion	Branches of Statistics and its Applied Areas of Use		2	Twenty-sixth
Classroom Performance and Tests	Explanation and Discussion	How to Write a Research – Research Plan		2	Twenty Seventh
Classroom Performance and Tests	Explanation and Discussion	How to view and discuss results		2	Twenty Eight
Classroom Performance and Tests	Explanation and Discussion	Research Sources, Review and Follow-up		2	Twenty Ninth
Classroom Performance and Tests	Explanation and Discussion	General review of all vocabulary and problem solving		2	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, monthly, written exams, reports... etc.

The first semester exam of 20 marks (and 5 marks of report and participation by female students)

Second semester exam of 20 marks and 5 grades of participation and classroom interaction

A final exam of 50 marks and a final total of 100 marks.

12. Learning and Teaching Resources

<p>3- Daoud, Aziz Hanna, and Abdulrahman Anwar Hussein, (1990), Educational Research Methods, Ministry of Higher Education and Scientific Research, University of Baghdad.</p>	<p>Required Textbooks (Methodology, if any)</p>
<p>1- Dr. Rabhi Mustafa Alayan, 2001, Scientific Research: Its Foundations, Methods and Methods, International House of Ideas for Printing and Publishing, Amman, Jordan, First Edition, pp. 18-19, p. 26. 2- Prof. Dr. Muhammad Sarhan Ali, 2019, Scientific Research Methods, Dar Al-Kutub, Sana'a, Yemen, Third Edition, p. 47-48. 3- Prof. Dr. Mohamed Abdel Aal Al-Nuaimi et al., 2015, Methods and Methods of Scientific Research, Al-Warraq Publishing and Distribution Foundation, Jordan, Second Edition, pp. 30-33 .</p>	<p>Main Reference(s)</p>
<p>1- Prof. Faris Rashid Al-Bayati, 2018, Al-Hawi in Scientific Research Methods, Dar Al-Sawaqi Library for Printing and Publishing, Amman, Jordan, First Edition, p. 79, p. 119, pp. 130-131.</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
<p>1. Methods and Methods of Scientific Research (2015)</p>	<p>References, Websites</p>

Course Description Form

1. Course Name	
General Psychology	
2. Course Code	
Phase I	
Semester/Year .3	
2025/ 2026	
Date this description is prepared .4	
16/ 11/ 2025	
5. Available Forms of Attendance	
Presence	
6. Number of study hours (total) / number of units (total)	
60 hours	
7. Name of the course administrator (if more than one name mentions)	
Name: Prof. Dr. Wathiq Omar Moussa Email: watheq.omar@tu.edu.iq	
8. Course Objectives	
<ul style="list-style-type: none"> Empowering students with general psychology And clarify all branches of its fields, its development, behavior and the factors affecting it. And everything related to the foundations of general psychology From motivation, attitudes, emotions, learning, thinking, and mental health 	Course Objectives
9. Teaching and Learning Strategies	
Strategy Hozouri	

10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Preparation and Exams	Discussion	The Historical Development of Psychology and Psychology in the Islamic Heritage Goals and Areas of Psychology and Psychology Schools Behavior and Factors Affecting it Motivations Emotions Directions Attention and Perception		2 hours	The first
				2 hours	The second
				2 hours	
				2 hours	The third
				2 hours	Fourth
				2 hours	Fifth
				2 hours	Sixth
				2 hours	Seventh
				2 hours	Eighth

		Mental Processes			Ninth
		Learning			Tenth
		Intelligence and Mental Abilities and Measurement			Eleventh
		Personality			
		Mental Health and Mental Illness			

Course Description Form

1. Course Name
Experimental Psychology
2. Course Code
Third Stage
Semester/Year .3
2025/ 2026
Date this description is prepared .4
16/11/ 2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and with the link keit5w2 according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator
Name: Prof. Dr. Nabil Abdel Aziz Abdel Karim Email: nssaon@tu.edu.iq

8. Course Objectives

<p>The curriculum aims to prepare students to practice the teaching profession by identifying the following:</p> <ol style="list-style-type: none"> 1- Many concepts and terms, including 2- The empirical method is conceptualized. 3- Experimental designs, their advantages and disadvantages. 3- Designs of all kinds. 4- Types of experimental tuning 	<p>Course Objectives</p>
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9. Teaching and Learning Strategies

<p>The standard method (lecturing). Method of discussion and interrogation - How to solve problems.</p>	<p>Strategy</p>
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10. Course Structure: The study started on 21/9/205 and ends on 14/5/2026, the start date of the final exams.

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Discussion and questioning	Overview of Experimental Psychology		2	September -3
Classroom Performance	Discussion and questioning	Concepts of experimentation		2	September 4

nce and Exams					
Classroom Performance and Exams	Discussion and questioning	The Importance of Experimental Psychology and the Difference Between Other Approaches		2	October-1
Classroom Performance and Exams	Discussion and questioning	Types of experimental variables		2	Oct-2
Classroom Performance and Exams	Discussion and questioning	Types of internal and external experimental tuning		2	Oct-3
Classroom Performance and Exams	Discussion and questioning	Experimental and semi-experimental designs		2	October-4

Classroom Performance and Exams	Discussion and questioning	Types of factor designs		2	November 1
Classroom Performance and Exams	Discussion and questioning	Reasons for modifying experimental designs		2	November 2
Classroom Performance and Exams	Discussion and questioning	Partial and Controlled Designs		2	November 3
Classroom Performance and Exams	Discussion and questioning	Types of Individual Designs		2	November 4
Classroom Performance and Exams	Discussion and questioning	Complex multiple design styles		2	December 1
Classroom Performance	Discussion and questioning	Terms of Use for Complex Designs		2	December 2

nce and Exams					
Classroom Performance and Exams	Discussion and questioning	Correct educational methods		2	December 3
Classroom Performance and Exams	Discussion and questioning	Autism Spectrum Disorder		2	December 4
2					January 1
		Spring Holidays from 5/1/2026 to 18/1/2026			January 2
Classroom Performance and Exams	Discussion and questioning	Public Reference		2	February 1
2					February 2
Classroom Performance and Exams	Discussion and questioning	Choosing a pilot design		2	February 3

Classroom Performance and Exams	Discussion and questioning	Types of hypotheses		2	February 4
		Methods of Sample Selection in the Experiment			April 1
Classroom Performance and Exams	Discussion and questioning	Types of Tests		2	April 3
Classroom Performance and Exams	Discussion and questioning	Objectivity and comprehensiveness		2	April 4
Class Performance	Discussion for Reports	Practical Scientific Solutions for Design Selection		2	Mays1

11. Course Evaluation

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

The score is distributed through several channels:

1- Constructive (formative) evaluation of daily exams, observing and following up the student's performance in class discussions, homework, and classroom evaluation.

2- The diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a score of 80%, divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

Mental Health, by Dr. Jama Hussein Al-Alusi

Required Textbooks
(Methodology, if any)

- Mental Health Sami Melhem, 2000.

2- The Soul Dr. Ali Kamal, 1980 3- Mental Health, Salah Al-Din Mahmoud Allam, 2007.

Main Reference(s)

View everything that is modern and published in refereed scientific journals

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

<http://www.alkutubcafe.com/book/83rjar.html>

References, Websites

Course Description Form

1. Course Name
Mental Health
2. Course Code
Fourth Stage
Semester/Year .3
2025/ 2026
Date this description is prepared .4
16/11/ 2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and with the link keit5w2 according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator
Name: M.D. Mohammed Hussein Ali -Email: mohamed.hu.ali@tu.edu.iq
8. Course Objectives

<p>The curriculum aims to prepare students to practice the teaching profession by identifying the following:</p> <ol style="list-style-type: none"> 1- Many concepts and terms, including 2- Mental health is a concept. 2- Whether or not they are equal, and their advantages and disadvantages. 3- Adaptation of its types. 4- Psychotic and neurological mental diseases 	<p>Course Objectives</p>
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9. Teaching and Learning Strategies

<p>The standard method (lecturing). Method of discussion and interrogation - How to solve problems.</p>	<p>Strategy</p>
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10. Course Structure: The study started on 21/9/2025 and ends on 14/5/2026, the date of the start of the final exams.

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Discussion and questioning	Mental Health Overview		2	September -3
Classroom Performance and Exams	Discussion and questioning	Concepts of mental health and the relationship between mental and		2	September 4

		mental illnesses			
Classroom Performance and Exams	Discussion and questioning	The importance of mental health in the educational process		2	October-1
Classroom Performance and Exams	Discussion and questioning	Types of mental and mental diseases		2	Oct-2
Classroom Performance and Exams	Discussion and questioning	Overview of psychotic diseases		2	Oct-3
Classroom Performance and Exams	Discussion and questioning	neurological diseases		2	October-4
Classroom Performance and Exams	Discussion and questioning	Types of Conflict		2	November 1

Classroom Performance and Exams	Discussion and questioning	Causes of conflict		2	November 2
Classroom Performance and Exams	Discussion and questioning	Conscious defense mechanism		2	November 3
Classroom Performance and Exams	Discussion and questioning	Types of Conscious Mechanisms		2	November 4
Classroom Performance and Exams	Discussion and questioning	Parental treatment methods		2	December 1
Classroom Performance and Exams	Discussion and questioning	Wrong educational methods		2	December 2
Classroom Performance	Discussion and questioning	Correct educational methods		2	December 3

nce and Exams					
Classroom Performance and Exams	Discussion and questioning	Autism Spectrum Disorder		2	December 4
2					January 1
		Spring Holidays from 5/1/2026 to 18/1/2026			January 2
Classroom Performance and Exams	Discussion and questioning	Public Reference		2	February 1
2					February 2
Classroom Performance and Exams	Discussion and questioning	Causes of mental illness		2	February 3
Classroom Performance and Exams	Discussion and questioning	Environment and genetics		2	February 4
					Application period of (45) days from

					1/3/2026 to 15/4/2026
Classroom Performance and Exams	Discussion and questioning	Types of psychologic al tests		2	April 3
Classroom Performance and Exams	Discussion and questioning	Objectivity and comprehen siveness		2	April 4
Class Performance	Discussion for Reports	Writing a report on mental illnesses and mind		2	Mays1

11. Course Evaluation

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

The score is distributed through several channels:

- 1- Constructive (formative) evaluation of daily exams, observing and following up the student's performance in class discussions, homework, and classroom evaluation.
- 2- The diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a score of 80%, divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources	
Mental Health, written by Dr. Jamaby Hussein Al-Alusi	Required Textbooks (Methodology, if any)
- Mental Health Sami Melhem, 2000. 2- The Soul Dr. Ali Kamal, 1980 3- Mental Health, Salah Al-Din Mahmoud Allam, 2007.	Main Reference(s)
View everything that is modern and published in refereed scientific journals	Recommended books and supporting references (scientific journals, reports...)
http://www.alkutubcafe.com/book/83rjar.html	References, Websites

Course Description Form

1. Course Name:	
Computer	
2. Course Code:	
3. Semester / Year:	
2025/2026	
4. Description Preparation Date:	
2025/11/16	
5. Available Attendance Forms:	
Classroom and Google classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours	
7. Course administrator's name (mention all, if more than one name)	
Name:fadya abdulfatah habeeb Email:fadya.habeeb@tu.edu.iq	
8. Course Objectives	
Course Objectives	The computer science course aims to provide students with basic digital skills that support their studies and daily work in the modern technological environment. It introduces students to the fundamentals of cybersecurity, networks, e-commerce, and methods of protecting data from digital threats, in addition to presenting the principles of artificial intelligence and its applications in daily life. The course gives the student a simplified understanding of modern technologies and their role in enhancing security and improving their understanding of digital systems.

9. Teaching and Learning Strategies

Strategy	The student is introduced to the basic concepts of networks, e-commerce, and cybersecurity, distinguishes between types of digital threats and common protection methods, explains the principles of artificial intelligence, and can explain its uses in various daily applications. The student employs basic digital skills to apply simple security practices.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
6	12 hours	Communication in our lives	<ul style="list-style-type: none"> - Definition of communications - Cables - Types of cables - Benefits of wired and wireless networks 	lectures, Computer, board and pen.	Exams with homework and reports
6	12 hours	Networks	<ul style="list-style-type: none"> - Definition of a network - Benefits of networks - Components of computer networks - Types of networks - Protocols - Types of protocols - Network standards and layers 	lectures, Computer, board and pen.	Exams with homework and reports
6	12 hours	Network security	<ul style="list-style-type: none"> -Understanding the fundamentals of network security -Identifying network threats 	lectures, Computer, board and pen.	Exams with homework and reports

6	12 hours	Troubleshooting and repairing computer problems	<ul style="list-style-type: none"> -Hardware problems -Software problems -Hardware repair -Software repair 	lectures, Computer, board and pen.	Exams with homework and reports
4	8 hours	E-commerce	<ul style="list-style-type: none"> - Understanding the concept of e-commerce - Using online banking and ATMs - Explanation of phone banking and SMS banking - Experiencing mobile banking 	lectures, Computer, board ,computer and pen.	Exams with homework and reports
2	4 hours	artificial intelligence	<ul style="list-style-type: none"> - Definition and history of artificial intelligence - Artificial intelligence techniques and methods - Applications of artificial intelligence in various fields - Challenges in artificial intelligence - A small-scale artificial intelligence project 	lectures, Computer, board ,computer , printer and pen	Exams with homework and reports

Course Description Form

1. Course Name
Physiological Psychology
2. Course Code
Third Stage
Semester/Year .3
2025/2026
Date this description is prepared .4
16/ 11/ 2025
5. Available Forms of Attendance
Attending a class + an e-class on Google Class Room will be a support class for the in-person class and with the Keit5W2 link according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator
Name: Assoc. Ali Mohsen Salman Email: ali.mohsen@tu.edu.iq

8. Course Objectives					
<p>The curriculum aims to prepare students to practice the teaching profession by identifying the following:</p> <p>1- Many concepts and terms, including measurement, testing, and evaluation.</p> <p>2- Types of achievement tests, how they are drafted, and their advantages and disadvantages.</p> <p>3- Providing the Ministry of Education with specialized staff in educational counseling in secondary schools.</p>		Course Objectives			
9. Teaching and Learning Strategies					
<p>The standard method (lecturing).</p> <p>Method of discussion and interrogation</p> <p>- How to solve problems.</p>		Strategy			
10. Course Structure: The study started on 21/9/2025 and ends on 14/5/2026, the date of the start of the final exams.					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Dialogue Discussion and	Lecture Style Discussion	Physiological Psychology The upbringing	Introducing the student to physiological psychology	2	September -3

exchange of views		and development of the scientific and historical context of physiological psychology In the Modern Era	and its development		
Dialogue, discussion and exchange of views	Lecture and Discussion Style	The concept of physiological psychology and its objectives	Introduce the student to the concept of physiological psychology and its upbringing	2	September 4
Dialogue, discussion and exchange of views	Lecture and Discussion Style	The most important component unit of the nervous system is the neuron.	Introduce the student to the parts of the nervous system	2	October-1
Dialogue, discussion and exchange of views	Lecture and Discussion Style	Research Methods in Physiological Psychology	Introduce the student to the parts of the neuron	2	Oct-2

Dialogue, discussion and exchange of views	Lecture and Discussion Style	Cell Parts	Function of Neuron Parts	2	Oct-3
Dialogue, discussion and exchange of views	Lecture and Discussion Style	Cerebral nerves and their connection to the human senses and their distribution to each sense.	Introducing the student to the departments of the nervous system	2	October-4
Dialogue, discussion and exchange of views	Lecture and Discussion Style	The importance of the brain and its divisions	Introducing the student to the brain and its divisions	2	November 1
Dialogue, discussion and exchange of views	Lecture and Discussion Style	Importance of the Spinal Cord and Nerves	Introducing the student to the spinal cord – spinal nerves	2	November 2
Dialogue, discussion and exchange of views	Lecture and Discussion Style	Forms and benefits of electroencephalography	Introducing the student to the peripheral nervous system	2	November 3

Dialogue, discussion and exchange of views	Lecture and Discussion Style	The location and function of each gland	Introducing the student to the endocrine system and the types of glands	2	November 4
Dialogue, discussion and exchange of views	Lecture and Discussion Style	Name of the hormone and its function Effect – Deficiency – Increase	Introducing the student to the endocrine system and the types of glands	2	December 1
Dialogue, discussion and exchange of views	Lecture and Discussion Style	The effect of emotions on different body systems	Physiological Basis of Emotions	2	December 2
Dialogue, discussion and exchange of views	Lecture and Discussion Style	Influence on personality, learning, knowledge and cognition	Introducing the student to sensory deprivation	2	December 3
Dialogue, discussion and exchange of views	Lecture and Discussion Style	What are these systems and how they work	Introducing the student to some harmonious biological systems	2	December 4

		physiologic ally			
Dialogue, discussion and exchange of views	Lecture and Discussion Style	Sleep Theories, Types of Sleep and its Disorders	Introducing the student to sleep and wakefulness	2	January 1
Spring Break Starts 5/1/2026 until 18/1/2026					
Dialogue, discussion and exchange of views	Lecture and Discussion Style	Psychological Interpretation of Dreams – Why We Dream	Introducing the student to dreams	2	January 4
Dialogue, discussion, exchange of views	Lecture and Discussion Style	Genetic-environmental data	Introducing the student to flexibility in the nervous system	2	February 1
Dialogue, discussion, exchange of views	Lecture and Discussion Style	Brain/Cerebellum	Student Definition of Nervous System Sections	2	February 2

Dialogue, discussion and exchange of views	Lecture and Discussion Style	Learning and Memory Course	Introducing the student to flexibility in the nervous system	2	February 3
Dialogue, discussion and exchange of views	Lecture and Discussion Style	A Course in Higher Mental Processes and its Relationship to Resilience	Introducing the student to flexibility in the nervous system	2	February 4
Dialogue, discussion and exchange of views	Lecture and Discussion Style	Psychological and environmental causes	Introducing the student to addiction		April 1
Dialogue, discussion and exchange of views	Lecture and Discussion Style	- Addiction to alcohol and drugs and which is more dangerous	Introducing the student to addiction	2	April 2
Dialogue, discussion and exchange of views	Lecture and Discussion Style	Forms – Drugs and their Psychological Effects –	Introducing the student to the physiology of psychiatric and mental illnesses		April 3

Dialogue, discussion and exchange of views	Lecture and Discussion Style	Difference Between Psychiatric and Mental Illness	Introducing the student to the physiology of psychiatric and mental illnesses	2	April 4
			Review of the article	2	Mays1

11. Course Evaluation	
<p>Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... etc.</p> <p>The score is distributed through several channels:</p> <p>1- Constructive (formative) evaluation of daily exams, observing and following up the student's performance in class discussions, homework, and classroom evaluation.</p> <p>2- The diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a score of 80%, divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.</p>	
12. Learning and Teaching Resources	
None	Required Textbooks (Methodology, if any)
Physiological Psychology by Ahmed Okasha 2009 Physiological Psychology by Khalil Ibrahim Rasul	Main Reference(s)

Course Description Form

1. Course Name	
Teaching Thinking	
2. Course Code	
Fourth Stage	
Semester/Year .3	
2025/ 2026	
Date this description is prepared .4	
16/11/ 2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (Google Classroom) platform, which will be a supporting class for the in-person class and the access code for the electronic class (KFWWNN7) according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
60 Hours / 2 Units	
7. Course Administrator Name (if more than one name mentioned): None	
Name: Prof. Dr. Ali Mohsen Salman Email: ali.mohsen@tu.edu.iq	
8. Course Objectives	
<ul style="list-style-type: none"> 1 - Familiarize the student with the importance of teaching thinking 2 - Familiarity of the student with the stages of teaching thinking 3 - . Enabling the student to achieve the general educational goals. 	Course Objectives

<p>4 - Empowering the student and creating opportunities for him to learn to think and learn.</p> <p>5 – Avoiding the student from making mistakes of thinking after knowing them.</p> <p>6 - Introduce the student to the thinking teaching programs and how to apply them.</p> <p>7 - Providing the student with basic and higher thinking skills.</p>	
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9. Teaching and Learning Strategies

The student's book, and the most important available means are the blackboard, colored pens, dialogue, discussion, and some classroom activities

- Using educational discussion (educational dialogue), which relies on exchanging ideas to reach the facts.
- Using modern scientific techniques (overhead slide projector).
- The collective memorandum to involve all students in the classroom activity.

10. Course Structure

Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	60 hours	Week 30
Monthly, Quarterly and Final Achievement Tests	Lecture, Discussion and Interrogation	The Historical Origin of Thinking	Bachelor's degree in Educational and Psychological Sciences	2	The first
=	=	Thinking and Islam Thinking and Intelligence	=	2	The second
=	=	Components of Thinking Teaching	=	2	The third

=	=	Thinking Teaching Jobs	=	2	Fourth
=	=	Steps to teach thinking Teaching mistakes to think	=	2	Fifth
=	=	Thinking Education Trends	=	2	Sixth
Written exam	=	Semester exam	=	2	Seventh
=	=	Thinking Patterns and Skills	=	2	Eighth
=	=	Thinking Teaching Programs	=	2	Ninth
=	=	Critical Thinking	=	2	Tenth
=	=	Critical Thinking Skills	=	2	Eleventh
=	=	The Relationship between Critical Thinking and Other Types of Thinking	=	2	XII
=	=	The Experiences of Some Countries in the Field	=	2	Thirteenth

		of Critical Thinking			
=	=	The Role of the Teacher in Teaching Thinking	=	2	Fourteenth
=	=	Creative Thinking	=	2	Fifteenth
=	=	Justifications for teaching creative thinking	=	2	Sixteenth
=	=	Creative Thinking Skills	=	2	Seventeenth
=	=	Problem solving	=	2	Eighteenth
=	=	Components and types of problem-solving	=	2	Nineteenth
=	=	Factors that contribute to solving the problem	=	2	Week 20
=	=	Paired thinking	=	2	Twenty one
=	=	Negative thinking	=	2	Twenty two
=	=	Analytical Thinking	=	2	Twenty Three
=	=	Post-formalistic thinking	=	2	Twenty fourth

=	=	Positive Thinking	=	2	Twenty Fifth
=	=	Hierarchical complexity model	=	2	Twenty-sixth
=	=	Habits of the mind	=	2	Twenty Seventh
=	=	Theories of the mind	=	2	Twenty Eight
=	=	High-Ranking Thinking	=	2	Twenty Ninth
=	=	Semester Exam	=	2	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, monthly, written exams, reports... etc.

Written Testing

Assignment and Class Activities

- Assignments and applications at the end of each stage.
- Discussions with students.

First semester exam of 15 grades (and 5 marks for reporting and participation by female students) (5 marks for daily attendance)

Second semester exam of 15 marks (5 grades of participation and class interaction) (5 marks for daily attendance)

A final exam of 50 marks and a final total of 100 marks.

12. Learning and Teaching Resources

Teaching Thinking	Required Textbooks (Methodology, if any)
Al-Obaidi, Sabah Marshoud Manoukh, Al-Barzanji, Leila Ali (2017): Teaching Thinking, Modern Book Foundation, Lebanon.	Main Reference(s)
<p>1: Scientific journals, periodicals, researches and studies in the field of specialization.</p> <p>2: The Book of Teaching Thinking. Fathi Jarwan</p> <p>3: Teaching Theory and Practice Thinking. Saleh Mohamed Abu Jado</p>	Recommended books and supporting references (scientific journals, reports...)
<p>noor-book.com/vxb7eq</p> <p>https://books4arabs.com/BORE02-2/BORE02-2542.pdf</p>	References, Websites

Course Description Form

1. Course Name
Modify behavior
2. Course Code
Fourth Stage
Semester/Year .3
2025/ 2026
Date this description is prepared .4
16/ 11/ 2025
5. Available Forms of Attendance
Attending a class + an electronic class on GoogleClass Room that will be a supporting class for the in-person class WZYS5XK and with a link https://meet.google.com/lookup/ffu5tlve5 according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator
Name: Eng. Dr. Safaa Khairallah Ibrahim Email: safaa.khairallah@tu.edu.iq

8. Course Objectives					
<p>The curriculum aims to prepare students to practice the teaching profession by identifying the following:</p> <ul style="list-style-type: none"> 1- Many concepts and terms, including 2- Behavior modification: its concept and theories. 2- Normal behavior and their standards. 3- Behavior and its types. 4- Theories of behavior modification 			Course Objectives		
9. Teaching and Learning Strategies					
<p>The standard method (lecturing).</p> <p>Method of discussion and interrogation</p> <ul style="list-style-type: none"> - How to solve problems. 			Strategy		
10. Course Structure: The study started on 21/9/2025 and ends on 14/5/2026, the date of the start of the final exams.					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Discussion and questioning	Behavior modification overview		2	September -3

Classroom Performance and Exams	Discussion and questioning	The Importance of Behavior Modification, Why Behavior Modification, and Examples of Behavior Modification		2	September 4
Classroom Performance and Exams	Discussion and questioning	The meaning of normal behavior and bad behavior		2	October-1
Classroom Performance and Exams	Discussion and questioning	Theories of behavior modification (differing attitudes about the interpretation of learning)		2	Oct-2
Classroom Performance and Exams	Discussion and questioning	The Trend of Behavioral Theories in Behavior		2	Oct-3

		Modification			
Classroom Performance and Exams	Discussion and questioning	The Trend of Social Theories in Behavior Modification		2	October-4
Classroom Performance and Exams	Discussion and questioning	Behavior and its basics		2	November 1
Classroom Performance and Exams	Discussion and questioning	General Objectives, Conditions for Behavior Modification and Factors Affecting Behavior Modification		2	November 2
Classroom Performance and Exams	Discussion and questioning	Areas of Behavior Modification and its Steps		2	November 3

Classroom Performance and Exams	Discussion and questioning	Measuring behavior In children and adults		2	November 4
Classroom Performance and Exams	Discussion and questioning	Behavior modification methods based on behavioral theories		2	December 1
Classroom Performance and Exams	Discussion and questioning	Reinforcement and Punishment Method in Behavior Modification		2	December 2
Classroom Performance and Exams	Discussion and questioning	Methods of Behavior Modification Based on Classical Conditioning		2	December 3
Classroom Performance and Exams	Discussion and questioning	Modalities of Modifying the Behaviors of Individuals		2	December 4

		Suffering from Self-Assertiveness			
2					January 1
		Spring Holidays from 5/1/2026 to 18/1/2026			January 2
Classroom Performance and Exams	Discussion and questioning	Public Reference		2	February 1
2					February 2
Classroom Performance and Exams	Discussion and questioning	Cognitive Orientation-Based Behavior Modification Techniques		2	February 3
Classroom Performance and Exams	Discussion and questioning	The Model of Rational Emotional Therapy in Behavior Modification		2	February 4

					Application period of (45) days from 1/3/2026 to 15/4/2026
Classroom Performance and Exams	Discussion and questioning	Implementation of the Behavior Modification Counseling Program		2	April 3
Classroom Performance and Exams	Discussion and questioning	Overcorrection treatment program		2	April 4
Class Performance	Discussion for Reports	Writing a report on how to modify bullying behavior among school students		2	Mays1

11. Course Evaluation

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

The score is distributed through several channels:

1- Constructive (formative) evaluation of daily exams, observing and following up the student's performance in class discussions, homework, and classroom evaluation.

2- The diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a score of 80%, divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

Behavior Modification, Written by Dr. Ali Mahmoud Kazem Al-Jubouri	Required Textbooks (Methodology, if any)
- Farouk Al-Roussan, 2000. - Al-Khatib, Jamal et al., 2008	Main Reference(s)
View everything that is current and published in refereed scientific journals	Recommended books and supporting references (scientific journals, reports...)
http://www.alkutubcafe.com/book/83rjar.html	References, Websites

Course Description Form

1. Course Name
Psychological Counseling and Educational Guidance
2. Course Code
Third Stage
Semester/Year .3
2025/2026
Date this description is prepared .4
16/11/2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room will be a support class for the in-person class and according to the rules and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator (if more
Name: Eng. Dr. Safaa Khairallah Ibrahim Email: safaa.khairallah@tu.edu.iq

8. Course Objectives	
<p>The main objective of the course is to prepare a fairly competent educational and psychological counselor, who is characterized by the most important qualifications, the most important of which are:</p> <ol style="list-style-type: none"> 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 counseling services to other institutions in need 	Course Objectives
9. Teaching and Learning Strategies	
<ol style="list-style-type: none"> 1- Lectures dominated by discussion and dialogue style. 2- Realistic attitudes and experiences of the counseling process. 3- Role-playing. 4. Reviewing field studies to know the work of the relevant institutions. 	Strategy
10. Course Structure: The study started on 21/9/2025 and ends on 14/5/2026, the date of the start of the final exams.	

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Weeks	The week
Classroom Performance and Exams	Discussion and questioning	Introduction and General Basic definitions of counseling psychology		2	September -3
Classroom Performance and Exams	Discussion and questioning	The relationship between counseling and other terms (mentoring, psychotherapy)		2	September 4
Classroom Performance and Exams	Discussion and questioning	A brief history of the development of psychological counseling		2	October-1
Classroom Performance and Exams	Discussion and questioning	Practical Objectives of Psychoeducational Counseling		2	Oct-2
Classroom Performance and Exams	Discussion and questioning	Practical Objectives of Psychoeducational Counseling		2	Oct-3
Classroom	Discussion and	Practical Objectives of		2	October-4

Performance and Exams	questioning	Psychoeducational Counseling			
Classroom Performance and Exams	Discussion and questioning	The relationship of counseling to other sciences		2	November 1
Classroom Performance and Exams	Discussion and questioning	Fields of Psychological Counseling and its Practical Applications		2	November 2
Classroom Performance and Exams	Electronic exam	Multiple Choice Questions True and False		2	November 3
Classroom Performance and Exams	Discussion and questioning	Methods and Methods of Psychological Counseling Development Curriculum Development Preventive Approach - Therapeutic approach		2	November 4
Classroom	Discussion and	Methods and methods of		2	December 1

Performance and Exams	questioning	psychological counseling Multiple Methods of Psychological Counseling • Individual Counseling • Group Counseling			
Classroom Performance and Exams	Discussion and questioning	Direct Counseling. • Indirect Counseling		2	December 2
Classroom Performance and Exams	Discussion and questioning	Methods and methods of psychological counseling • Optional Guidance • Behavioral Counseling		2	December 3
Classroom Performance and Exams	Discussion and questioning	• Play Guidance • Religious and Moral Guidance		2	December 4
2					January 1

		Spring Holidays from 5/1/2026 to 18/1/2026			January 2
Classroom Performance and Exams	Discussion and questioning	The concept of the mentorship program, and how to build it.		2	February 1
2					February 2
Classroom Performance and Exams	Discussion and questioning	How Orientation Sessions Work		2	February 3
Classroom Performance and Exams	Discussion and questioning	A presentation of some theories of psychological counseling and their field applications Self-Theory		2	February 4
Classroom Performance and Exams	Lecture & Discussion	Psychoanalytic theory		2	March1
Classroom Performance	Lecture & Discussion	Behavioral Theory		2	March2

nce and Exams					
Classroom Performance and Exams	Lecture & Discussion	Rational Emotional Theory		2	March3
Classroom Performance and Exams	Lecture & Discussion	Means and Gathering Information in Psychological Counseling Tests and Metrics		2	March4
Classroom Performance and Exams	Lecture & Discussion	Orientation Interview Observation		2	April1
Classroom Performance and Exams	Lecture & Discussion	Case Study Cumulative Record		2	April2
Classroom Performance and Exams	Discussion and questionin g	Biography Questionnaire.		2	April 3

Classroom Performance and Exams	Discussion and questioning	Overview of Educational Counseling in School		2	April 4
Classroom Performance and Exams	Discussion and questioning	The Importance of School Counseling and its Functions		2	Mays1

11. Course Evaluation	
<p>Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... etc.</p> <p>The score is distributed through several channels:</p> <p>1- Constructive (formative) evaluation of daily exams, observing and following up the student's performance in class discussions, homework, and classroom evaluation.</p> <p>2- The diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a score of 80%, divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.</p>	
12. Learning and Teaching Resources	
The Book of Psycho-Educational Counseling: Written by Saleh Hassan Al-Daheri.	Required Textbooks (Methodology, if any)

<p>Basic Principles and Applications, Hassan Ali Al-Sayed, 2017</p> <p>Psychological Counseling Programs (Dr. Nabil Mohammed Al-Fahal)</p>	<p>Main Reference(s)</p>
<p>1- Interview in Counseling and Psychotherapy (Maher Mahmoud Omar) 2- Abdul Muttalib Al-Quraiti (2002). in mental health. I (2). Cairo: Dar Al-Fikr Al-Arabi.</p> <p>3- Mohamed Abdel Zahir Al-Tayeb (1999). Principles of Mental Health. Alexandria: Dar Al-Maarifa University</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
<p>https://www.meatddwarat.com/2023/03/psychological-guidance.html</p>	<p>References, Websites</p>

Course Description Form

1. Course Name	
Comparative Education	
2. Course Code	
Third Stage	
Semester/Year .3	
2025-2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclassroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
60 hours /2	
7. Name of the course administrator (if more than one name mentions)	
Name: Prof. Dr. Akeema Abdel Hamid Khalil Email: akeema .a.khaleel@tu.edu.iq	
8. Course Objectives	
The student learns about comparative education. Preparing a generation of female graduates of the college to teach in the middle and secondary stages. Providing students with science and knowledge to face the requirements of life and its development, and benefit	Course Objectives

from learning experiences and transfer them to the environment .	
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9. Teaching and Learning Strategies	
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Applying various teaching methods, including: <ul style="list-style-type: none"> - The standard method (lecturing). - Discussion method . - Cooperative learning method . 	Strategy
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10. Course Structure					
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Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The weeks
Classroom Performance and Tests	Explanation and Discussion	The concept of comparative education and its importance and objectives of its study and stages	The student should be familiar with the meaning of the year of comparative education, the most important concepts and stages, the pioneers of comparative education, research methods and tools, and the most	2	The first

			important forces and factors.		
Classroom Performance and Tests	Explanation and Discussion	The most important pioneers of comparative education Ibn Khaldun and Ibn Battuta Marc Antoine Julien Isaac Newton Nicholas Hans George Peredai Brian Holmes		2	The second
Classroom Performance and Tests	Explanation and Discussion	Research Methods in Comparative Education Comparative Breeding Tools Sources of Comparative Education Research Difficulties in Comparative Education		2	The third
Classroom Performance and Tests	Explanation and Discussion	Cultural Forces and Factors Influencing Education Systems		2	Fourth

		<p>The geographical factor, the historical factor, the economic factor, the political factor, the population factor, the religious factor</p> <p>The linguistic factor</p>			
Classroom Performance and Tests	Explanation and Discussion	<p>Comparison of Types of Education in</p> <p>General</p> <p>Preschool Education</p> <p>Compulsory Education</p> <p>Secondary education</p> <p>University Education</p> <p>Basic Info</p>		2	Fifth
Classroom Performance and Tests	Explanation and Discussion	<p>General Principles and Objectives of Education in Malaysia</p> <p>Cultural Factors and Forces and Their Impact</p>		2	Sixth

		on Education in Malaysia Current Educational Priorities and Concerns Management and environment of the educational system in Malaysia Education Financing The Educational Process			
Classroom Performance and Tests	Explanation and Discussion	Pre-primary education Primary Education Secondary education Higher Education Special Education in Malaysia Teacher Preparation in Malaysia In-Service Teacher Training in Malaysia		2	Seventh
Classroom Performance and Tests	Explanation and Discussion	Basic Info Italy Current Educational		2	Eighth

		Priorities and Concerns Educational System Management Structure of the educational system in Italy Education Financing The Educational Process			
Classroom Performance and Tests	Explanation and Discussion	Pre-primary education Primary Education Secondary education Teacher Schools Technical Education Teacher Training in Italy Higher Education		2	Ninth
Classroom Performance and Tests	Explanation and Discussion	Education in Japan Basic Info Legal Basis of Education in Japan Guiding principles for		2	Tenth

		the education system			
Classroom Performance and Tests	Explanation and Discussion	Structure of the educational system Pre-primary education Primary Education Secondary education Higher Education in Japan		2	Eleventh
Classroom Performance and Tests	Explanation and Discussion	Private Education in Japan Educational Institutions Social Educational Facilities		2	XII
Classroom Performance and Tests	Explanation and Discussion	Educational Administration and Finance Department of Education in Japan National Level Educational Department		2	Thirteenth
Classroom Performance	Explanation and Discussion	Educational Administration at the Local		2	Fourteenth

ce and Tests		Municipal Level Educational Administration at the Regional Level of Japan's education system Features of Contemporary Education in Japan			
Classroom Performance and Tests	Explanation and Discussion	Features of Contemporary Education in Japan Education for Special Groups		2	Fifteenth
			Spring Break 5/1/2026 until 18/1/2026		
Classroom Performance and Tests	Explanation and Discussion	Education in Egypt		2	Sixteenth
Classroom Performance and Tests	Explanation and Discussion	Education in Al-Azhar		2	Seventeenth
Classroom Performance and Tests	Explanation and Discussion	Education in Jordan Educational Structure Educational ladder		2	Eighteenth

		Secondary Education System			
Classroom Performance and Tests	Explanation and Discussion	Expenditure and fees School Administration Teachers		2	Nineteenth
Classroom Performance and Tests	Explanation and Discussion	Educational supervision Tests School Buildings		2	Twenty
Classroom Performance and Tests	Explanation and Discussion	School Health Distinctive Educational Experiences Special Programs for Outstanding Students		2	Twenty one
Classroom Performance and Tests	Explanation and Discussion	Teachers Clubs Higher Education in Jordan		2	Twenty Two
Classroom Performance and Tests	Explanation and Discussion	Education in Saudi Arabia Education during the reign of King Abdulaziz		2	Twenty Three
Classroom Performance and Tests	Explanation and Discussion	Education during the reign of King Saud		2	Twenty Four

Classroom Performance and Tests	Explanation and Discussion	Education during the reign of King Faisal		2	Twenty-fifth
Classroom Performance and Tests	Explanation and Discussion	Education during the reign of King Khalid		2	Twenty-sixth
Classroom Performance and Tests	Explanation and Discussion	Education during the reign of King Fahd		2	Twenty Seventh
Classroom Performance and Tests	Explanation and Discussion	Education during the reign of King Abdullah		2	Twenty-eighth

11. Course Evaluation	
<p>Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... etc.</p> <p>The first semester exam of 20 marks (and 5 marks of report and participation by female students)</p> <p>Second semester exam of 20 marks and 5 grades of participation and classroom interaction</p> <p>A final exam of 50 marks and a final score of 100 marks</p>	
12. Learning and Teaching Resources	
Methodological Course Book	Required Textbooks (Methodology, if any)
Ahmed Ibrahim Ahmed Comparative Education, New	Main Reference(s)

Publications House, Alexandria, 1989 Bayoumi Mohamed Dahawy, Comparative Education and Educational Systems, Egyptian Renaissance Library, Cairo, 1998	
Ministry of Education.Science and Culture MONBUSHO,Tokyo,1992.	Recommended books and supporting references (scientific journals, reports...)
	References, Websites

Course Description Form

1. Course Name	
Continuing Education	
2. Course Code	
Phase II	
Semester/Year .3	
2025-2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclassroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
60 Hours/2 Units	
7. Name of the course administrator (if more than one name mentions)	
Name: Eng. Dakima Abdulhamid Khalil Email: akeema .a.khaleel@tu.edu.iq	
8. Course Objectives	
<p>. Knowing the concept of continuing education, its methods and how to employ it in order to achieve the psychological, educational and social compatibility of students.</p> <p>Preparing a generation of female graduates of the college to teach in the middle and secondary stages.</p> <p>Providing students with science and knowledge to face the requirements of</p>	<p>Course Objectives</p>

life and its development, and benefit from learning experiences and transfer them to the environment .	
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9. Teaching and Learning Strategies	
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Applying various teaching methods, including: <ul style="list-style-type: none"> - The standard method (lecturing). - Discussion method . - Cooperative learning method . 	Strategy
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10. Course Structure					
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Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
Classroom Performance and Tests	Explanati on and Discussion	The Concept of Continuous Education	- The student should be familiar with the meaning of the year of continuous education, the most important concepts and characteristics of education, what are its goals and principles, what are the Arabic philosophy and strategies,	2	The first

			and what are the methods of continuous education such as (programme d education, educational packages, educational television, educational radio, computer education).		
Classroom Performance and Tests	Explanation and Discussion	Characteristics of Continuous Education			The second
Classroom Performance and Tests	Explanation and Discussion	Objectives of Continuing Education Principles of Continuous Education		2	The third
Classroom Performance and Tests	Explanation and Discussion	The Importance of Continuous Education Characteristics of Continuous Education		2	Fourth
Classroom Performance and Tests	Explanation and Discussion	Continuing Education Requirements		2	Fifth

Classroom Performance and Tests	Explanation and Discussion	Beneficiaries of Continuing Education		2	Sixth
Classroom Performance and Tests	Explanation and Discussion	The University's Role in Continuing Education		2	Seventh
Classroom Performance and Tests	Explanation and Discussion	Justifications for adopting philosophy Continuous Education		2	Eighth
Classroom Performance and Tests	Explanation and Discussion	Features of the Arab Strategy to Adopt the Philosophy of Continuous Education		2	Ninth
Classroom Performance and Tests	Explanation and Discussion	Trends in Modern Countries in Continuing Education		2	Tenth
Classroom Performance and Tests	Explanation and Discussion	Trends in Arab Countries in Continuing Education		2	Eleventh

Classroom Performance and Tests	Explanation and Discussion	Studies on Continuing Education		2	XII
Classroom Performance and Tests	Explanation and Discussion	Continuing Education Methods Blended Learning		2	Thirteenth
Classroom Performance and Tests	Explanation and Discussion	Continuing Education Methods Educational Bags		2	Fourteenth
Classroom Performance and Tests	Explanation and Discussion	Continuing Education Methods Educational Bags		2	Fifteenth
			Spring Break 5/1/2026 until 18/1/2026		
Classroom Performance and Tests	Explanation and Discussion	Continuing Education Methods Educational TV		2	Sixteenth
Classroom Performance and Tests	Explanation and Discussion	Continuing Education Methods Educational Radio		2	Seventeenth
Classroom Performance and Tests	Explanation and Discussion	Continuing Education Methods Correspondence Education		2	Eighteenth

Classroom Performance and Tests	Explanation and Discussion	Continuing Education Methods Distance Education		2	Nineteenth
Classroom Performance and Tests	Explanation and Discussion	Continuous Learning Methods Open Education		2	Twenty
Classroom Performance and Tests	Explanation and Discussion	Continuous Learning Methods Computer Education (E-Learning)		2	Twenty-first
Classroom Performance and Tests	Explanation and Discussion	Foundations of Continuous Education Objectives of Continuing Education		2	Twenty Two
Classroom Performance and Tests	Explanation and Discussion	Continuing Education Requirements		2	Twenty Three
Classroom Performance and Tests	Explanation and Discussion	Justifications for Continuous Education		2	Twenty Four
Classroom Performance and Tests	Explanation and Discussion	Advantages and Barriers to Continuing Education		2	Twenty-fifth
Classroom Performance	Explanation and Discussion	Studies on Continuing Education		2	Twenty-sixth

ce and Tests					
Classroom Performance and Tests	Explanation and Discussion	Examples of studies on continuing education		2	Twenty Seventh
Classroom Performance and Tests	Explanation and Discussion	Factors that helped to adopt philosophy		2	Twenty-eighth
Classroom Performance and Tests	Explanation and Discussion	General Comment on Studies on Education and Continuing Education		2	Twenty Ninth
		Review and Resolve Issues		2	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, monthly, written exams, reports... etc.

The first semester exam of 20 marks (and 5 marks of report and participation by female students)

Second semester exam of 20 marks and 5 grades of participation and classroom interaction

A final exam of 50 marks and a final total of 100 marks.

12. Learning and Teaching Resources

Textbook

Required Textbooks (Methodology, if any)

<p>Ibrahim Esmat Mutawa: Educational Renewal: Arab and International Papers, Cairo, Dar Al-Fikr Al-Arabi, 1997.</p> <p>Abdulrahman Bin Muhammad Abu Amma: Higher Education in Britain - Arab Bureau of Education for the Gulf States - Riyadh - Saudi Arabia 2000</p> <p>Mohamed Wajih Al-Sawi: Education is beyond the ends</p>	<p>Main Reference(s)</p>
<p>Alia Abdulghani Al-Jundi, Zakaria Yahya: Obstacles to Applied Programs for Continuing Education in Some Centers Community Service and Continuing Education in the Kingdom of Saudi Arabia - Educational Journal - Kuwait University - Kuwait - Volume 8 - Volume 30 in 1994</p> <p>Othman Labib Farraj: The Open University Project in the United Kingdom - Journal of Modern Education Vol. 3 1972</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
<p>Website</p>	<p>References, Websites</p>

Course Description Form

1. Course Name	
Descriptive Statistics	
2. Course Code	
Phase II	
Semester/Year .3	
2025/ 2026	
Date this description is prepared .4	
16/11/ 2026	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclassroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
60 Hours / 2 Units	
7. Course Administrator Name (if more than one name mentioned): None	
Name: M.M. Taha Salam Hamza taha.salam@tu.edu.iq	
8. Course Objectives	
<p>The curriculum aims to prepare students to practice the teaching profession by identifying the following:</p> <ol style="list-style-type: none"> 1. Enable students to describe and analyze data through measures of centralization or scales of dispersion. 2. Introduce students to the methods of calculating different statistical measures to describe one or more variables in a society. 	<p>Course Objectives</p>

<p>3- Making the appropriate decision to solve scientific problems and dealing with them in the simplest way in logical statistical ways.</p> <p>4. The data shall be described, organized, classified, summarized, and presented in a clear manner in the form of tables and graphs.</p> <p>5- Self-development skills of female students by enabling them to use statistical means and processes and using them in a practical way in accomplishing scientific research according to the planned goals.</p>	
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9. Teaching and Learning Strategies

<ul style="list-style-type: none"> - Method of Explanation and Discussion - Video presentation - Lecture & Application <p>How to view using the data show</p>	<p>Applying various teaching methods, including:</p>
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10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Lecture & Explanation	General Introduction and Basic Concepts in Statistics - The Importance of Descriptive Statistics in Educational and Psychological Research		2	The first

Classroom Performance and Tests	Lecture & Explanation	Frequency distributions (pie charts)		2	The second
Classroom Performance and Tests	Lecture & Explanation	Repeat polygon and histogram		2	The third
Classroom Performance and Tests	Lecture & Explanation	Measures of centralism		2	Fourth
Classroom Performance and Tests	Lecture & Explanation	Arithmetic average and its properties		2	Fifth
Classroom Performance and Tests	Lecture & Explanation	Methods for calculating arithmetic mean (classified)		2	Sixth
Classroom Performance and Tests	Lecture & Explanation	Methods for calculating the arithmetic mean (unclassified data)		2	Seventh
Classroom Performance and Tests	Lecture & Explanation	Testing hypotheses about the arithmetic mean		2	Eighth
Classroom Performance and Tests	Lecture & Explanation	The broker and its properties		2	Ninth
Classroom Performance and Tests	Lecture & Explanation	Broker Calculation Methods (Classified Data)		2	Tenth
Classroom Performance and Tests	Lecture & Explanation	Broker Account Methods		2	Eleventh

		(Unclassified Data)			
Classroom Performance and Tests	Lecture & Explanation	The pattern and its properties		2	XII
Classroom Performance and Tests	Lecture & Explanation	Methods of calculating the loom (classified)		2	Thirteenth
Classroom Performance and Tests	Lecture & Explanation	Methods of calculating the loom (unclassified data)		2	Fourteenth
Classroom Performance and Tests	Lecture & Explanation	Dispersion Scales		2	Fifteenth
				Spring Holidays 5/1/ 2025 until 18/1/2026	
Classroom Performance and Tests	Lecture & Explanation	Range		2	Sixteenth
		Deviation from the average lecture and explanation		2	Seventeenth
Classroom Performance and Tests	Lecture & Explanation	Standard deviation		2	Eighteenth
Classroom Performance and Tests	Lecture & Explanation	Contrast		2	Nineteenth
Classroom Performance and Tests	Lecture & Explanation	Testing hypotheses		2	Twenty

		about variation			
Classroom Performance and Tests	Lecture & Explanation	Divergence coefficient		2	Twenty first
Classroom Performance and Tests	Lecture & Explanation	Centenarians		2	Twenty two
Classroom Performance and Tests	Lecture & Explanation	The Use of Dispersion Scales in Psychological and Educational Studies		2	Twenty Three
Classroom Performance and Exams	Lecture & Explanation	General Introduction and Basic Concepts in Statistics - The Importance of Descriptive Statistics in Educational and Psychological Research		2	Twenty fourth
Classroom Performance and Tests	Lecture & Explanation	Frequency distributions (pie charts)		2	Twenty Fifth
Classroom Performance and Tests	Lecture & Explanation	Repeat polygon and histogram		2	Twenty-sixth
Classroom Performance and Tests	Lecture & Explanation	Measures of centralism		2	Twenty Seventh

Classroom Performance and Tests	Lecture & Explanation	Arithmetic average and its properties		2	Twenty Eight
Classroom Performance and Tests	Lecture & Explanation	Methods for calculating arithmetic mean (classified)		2	Twenty Ninth
Classroom Performance and Tests	Lecture & Explanation	Methods for calculating the arithmetic mean (unclassified data)		2	Thirty

11. Course Evaluation	
<p>Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... etc.</p> <p>The first semester exam of 20 marks (and 5 marks of report and participation by female students)</p> <p>Second semester exam of 20 marks and 5 grades of participation and classroom interaction</p> <p>A final exam of 50 marks and a final total of 100 marks.</p>	
12. Learning and Teaching Resources	
<p>4- Descriptive and Inferential Statistics, Abdul-Jabbar Tawfiq and Zakaria Athanasius, Ministry of Higher Education and Scientific Research / Baghdad</p> <p>5- Statistics Book / Dr. Mahmoud Hassan Al-Mashhadani, Amir Hanna</p>	Required Textbooks (Methodology, if any)

<p style="text-align: center;">Hormuz. Ministry of Higher Education and Scientific Research / Baghdad</p>	
<p>1- Dr. Rabhi Mustafa Alayan, 2001, Scientific Research: Its Foundations, Methods and Methods, International House of Ideas for Printing and Publishing, Amman, Jordan, First Edition, pp. 18-19, p. 26.</p> <p>2- Prof. Dr. Muhammad Sarhan Ali, 2019, Scientific Research Methods, Dar Al-Kutub, Sana'a, Yemen, Third Edition, p. 47-48.</p> <p>3- Prof. Dr. Mohamed Abdel Aal Al-Nuaimi et al., 2015, Methods and Methods of Scientific Research, Al-Warraaq Publishing and Distribution Foundation, Jordan, Second Edition, pp. 30-33.</p>	<p>Main Reference(s)</p>
<p>1. Reviewing everything that is modern and published in refereed scientific journals</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
<p>1- Methods and Methods of Scientific Research (2015) Mohamed Abdel Aal et al.</p> <p>2- Scientific Research Methods (2019) Muhammad Sarhan Ali Al-Mahmoudi</p> <p>3- Scientific Research Methodology (2016) Kamal Dashli</p>	<p>References, Websites</p>

Course Description Form

1. Course Name	
Educational Planning	
2. Course Code	
Phase II	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and with the link keit5w2 according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.	
6. Number of study hours (total) / number of units (total)	
2 hours per week = 60 hours / Units 2 units	
7. Name of the course administrator	
Name: Eng. Hatem Karim Mohamed Al-Emile: hatam.k.mohammed@tu.edu.iq	
8. Course Objectives	
The curriculum aims to prepare students to practice the teaching profession by identifying the following:	Course Objectives

6- Many concepts and terms, including					
7- - Identifying the importance of educational planning and the need for it justifications for caring for educational planning					
9. Teaching and Learning Strategies					
The standard method (lecturing). Method of discussion and interrogation - How to solve problems.				Strategy	
10. Course Structure: The study started on 21/9/2025 and ends on 14/5/2026, the date of the start of the final exams.					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Discussion and questioning	Overview of the evolution of educational planning		2	September - 3
Classroom Performance and Exams	Discussion and questioning	Quantitative Educational Information and its Role in Educational Planning		2	September 4
Classroom Performance and Exams	Discussion and questioning	Quantitative Educational Information and its Role in		2	October-1

		Educational Planning			
Classroom Performance and Exams	Discussion and questioning	Building the Educational Plan		2	Oct-2
Classroom Performance and Exams	Discussion and questioning	Concept of Educational Plan		2	Oct-3
Classroom Performance and Exams	Discussion and questioning	Steps to build an educational plan		2	October-4
Classroom Performance and Exams	Discussion and questioning	Evaluate the plan and prepare the next plan		2	November 1
Classroom Performance and Exams	Discussion and questioning	The Issue of Priorities in Educational Planning		2	November 2
Classroom Performance and Exams	Discussion and questioning	Prioritizing education within the economic plan		2	November 3
Classroom Performance and Exams	Discussion and questioning	Setting priorities within the framework of education		2	November 4

Classroom Performance and Exams	Discussion and questioning	Educational Planning in the Era of the Scientific Revolution		2	December 1
Classroom Performance and Exams	Discussion and questioning	Technology and its impact on planning		2	December 2
Classroom Performance and Exams	Discussion and questioning	Structure Education		2	December 3
Classroom Performance and Exams	Discussion and questioning	Planning Admission Policy		2	December 4
2					January 1
		Spring Holidays 5/1/2026 until 18/1/2026			January 2
Classroom Performance and Exams	Discussion and questioning	Admission Policy The Modernity of Education and its Impact on Society		2	February 1
2					February 2
Classroom Performance and Exams	Discussion and questioning	Educational Administration		2	February 3

Classroom Performance and Exams	Discussion and questioning	Planning Supplies		2	February 4
Classroom Performance and Exams	Discussion and questioning	Educational Administration Development			February 5
Classroom Performance and Exams	Discussion and questioning	Integration between Educational Planning and Educational Administration		2	April 3
Classroom Performance and Exams	Discussion and questioning	Structure and functions of the Educational Planning Authority		2	April 4
Classroom Performance and Exams	Discussion and questioning	Structure and functions of the Educational Planning Authority		2	Mays 1

11. Course Evaluation

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

The score is distributed through several channels:

<p>1- Educational sociology, its types, the characteristics of values in daily exams, observing the student's performance in class discussions, homework and following up on them, and classroom evaluation.</p> <p>2- School and social values in the semester and final exams to issue the rulings of success and failure, and this is a grade of 80%, divided into (4) exams for each semester of two exams, to extract the annual pursuit before entering the final exams.</p>	
<p>12. Learning and Teaching Resources</p>	
<p>4- Educational Planning, Foundations, General Principles, Ghoneim Othman Mohammed, 2001, Safaa Publishing and Distribution, Amman, Jordan.</p>	<p>Required Textbooks (Methodology, if any)</p>
<p>- Educational Planning. Mohammed Ghoneima, 2001 Safaa Publishing and Distribution House, Amman , Jordan.</p> <p>- Educational Planning, Dr. Yaqoub Hussein Nashwan, Dar Al-Furqan for Publishing and Distribution, 2007</p>	<p>Main Reference(s)</p>
<p>http://www.alkutubcafe.com/book/83rjar.html</p>	<p>References, Websites</p>

Course Description Form

1. Course Name	
Educational Techniques	
2. Course Code	
Third Stage	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclassroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
60 Hours / 2 Units	
7. Course Administrator Name (if more than one name mentioned): None	
Name: M.Hatem Karim Mohamed Email: hatam.k.mohammed@tu.edu.iq	
8. Course Objectives	
Identify the most important basic skills in educational technologies and the nature of e-learning with its advantages and disadvantages, how to use instructional design in the educational process and how to employ it in the educational process	Course Objectives
9. Teaching and Learning Strategies	
<ul style="list-style-type: none"> - Method of Explanation and Discussion - Video Presentation 	Applying various teaching methods, including:

- Lecture & Application How to view using the data show	
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10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Lecture & Explanation	The Historical Roots of the Use of Educational Aids	Bachelor's Degree in Educational and Psychological Sciences	2	The first
Classroom Performance and Tests	Lecture & Explanation	What are Educational Techniques	=	2	The second
Classroom Performance and Tests	Lecture & Explanation	Barriers to the use of educational techniques	=	2	The third
Classroom Performance and Tests	Lecture & Explanation	Classification of Educational Technologies	=	2	Fourth
Classroom Performance and Tests	Lecture & Explanation	Based on the senses	=	2	Fifth
Classroom Performance and Tests	Lecture & Explanation	On the basis of the experience you process	=	2	Sixth
Classroom Performance and Tests	Lecture & Explanation	Methods and Techniques Used in Education	=	2	Seventh
Classroom Performance and Tests	Lecture & Explanation	Traditional Methods and Techniques	=	2	Eighth

Classroom Performance and Tests	Lecture & Explanation	Modern Technologies	=	2	Ninth
Classroom Performance and Tests	Lecture & Explanation	Audio Technologies	=	2	Tenth
Classroom Performance and Tests	Lecture & Explanation	Optical Technologies	=	2	Eleventh
Classroom Performance and Tests	Lecture & Explanation	Audiovisual Technologies	=	2	XII
				Spring Break 5/1/2026 to 18/1/2026	
Classroom Performance and Tests	Lecture & Explanation	Trends in Educational Technologies	=	2	Thirteenth
Classroom Performance and Tests	Lecture & Explanation	Programmed Learning	=	2	Fourteenth
Classroom Performance and Tests	Lecture & Explanation	Micro-learning	=	2	Fifteenth
Classroom Performance and Tests	Lecture & Explanation	Educational Bags	=	2	Sixteenth
		Multimedia	=	2	Seventeenth
Classroom Performance and Tests	Lecture & Explanation	Educational Techniques and Educational Communication	=	2	Eighteenth

Classroom Performance and Tests	Lecture & Explanation	Educational Technologies and Instructional Design	=	2	Nineteenth
Classroom Performance and Tests	Lecture & Explanation	Important Methods and Techniques Used in Education	=	2	Twenty
Classroom Performance and Tests	Lecture & Explanation	The Nature of E-Learning	=	2	Twenty first
Classroom Performance and Tests	Lecture & Explanation	Advantages and disadvantages of e-learning	=	2	Twenty two
Classroom Performance and Tests	Lecture & Explanation		=	2	Twenty Three
Classroom Performance and Exams	Lecture & Explanation	Instructional Design Models	=	2	Twenty fourth
Classroom Performance and Tests	Lecture & Explanation	Web	=	2	Twenty Fifth
Classroom Performance and Tests	Lecture & Explanation	Web Concept		2	Twenty-sixth
Classroom Performance and Tests	Lecture & Explanation	Web Properties		2	Twenty Seventh
Classroom Performance and Tests	Lecture & Explanation	Web Tools		2	Twenty Eight

Classroom Performance and Tests	Lecture & Explanation	Mobile Learning		2	Twenty Ninth
Classroom Performance and Tests	Lecture & Explanation	Scientific benefits of mobile learning		2	Thirty

11. Course Evaluation	
<p>Distributing the score out of 100 according to the tasks assigned to the students such as daily preparation, daily, oral, monthly, written exams, reports... etc.</p> <p>First semester exam of 15 grades (and 5 marks report 5 grades of attendance and participation by female students)</p> <p>Second semester exam of 15 marks (5 grades of participation, class interaction, and 5 marks for attendance)</p> <p>A final exam of 50 marks and a final score equal to 100 marks.</p>	
12. Learning and Teaching Resources	
Educational Techniques (Evolution, Classification, Types, Trends) Khudair Abbas Jarri	Required Textbooks (Methodology, if any)
1. Sources of teaching curricula and methods and sources of educational techniques	Main Reference(s)
1. Reviewing everything that is modern and published in refereed scientific journals	Recommended books and supporting references (scientific journals, reports...)
https://uomustansiriyah.edu.iq/media/lectures/	References, Websites

Course Description Form

1. Course Name	
Personality Psychology	
2. Course Code	
Third Stage	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/ 2025	
5. Available Forms of Attendance	
Presence	
6. Number of study hours (total) / number of units (total)	
60 hours	
7. Name of the course administrator (if more than one name mentions)	
Name: Eng. Saud Rajab Hassan Email: Saood.r@tu.edu.iq	
8. Course Objectives	
<ul style="list-style-type: none"> • Empowering students with the subject of personality psychology (the concept of personality through the psychological heritage, nature, components, determinants and dynamics of personality) • Dimensions of the personal epidemic.... • Personality theories • Personality and mental health • 	Course Objectives
9. Teaching and Learning Strategies	
	Strategy

10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams		The concept of personality through the psychological heritage		2 hours	The first
Classroom Performance and Exams		Nature, Components, Determinants and Dynamics of Personality			The second
Classroom Performance and Exams		Dimensions and Character Building			The third
Classroom Performance and Exams		Dimensions of Personality Development			Fourth
Classroom Performance and Exams		Theories of personality theories based on formative determinism			Fifth
					Sixth

<p>Classroom Performance and Exams</p>		<p>Theories based on behavioral environmental determinism</p>			<p>Seventh</p>
<p>Classroom Performance and Exams</p>		<p>Views based on interactive determinism - - - - Sphere Theory Crete Levine Henry Murray's Theory of Needs Biological Social Theory Gardner Murphy</p>			<p>Eighth</p> <p>Ninth</p>
<p>Classroom Performance and Exams</p>					<p>Tenth</p>
<p>Classroom Performance and Exams</p>		<p>Personality and mental health</p>			<p>Eleventh</p>
<p>Classroom Performance and Exams</p>		<p>Personality Integration</p>			<p>XII</p>

<p>Classroom Performance and Exams</p>		<p>Personality between both and disease</p>			<p>Thirteenth</p>
<p>Classroom Performance and Exams</p>		<p>Neuropsychiatric Diseases Psychotic Mental Illness</p>			<p>Fourteenth</p>
<p>Classroom Performance and Exams</p>		<p>Personality Assessment Personality Measurement Tools</p>		<p>2 hours</p>	<p>Fifteenth</p>
<p>Classroom Performance and Exams</p>		<p>Personality therapy</p>			<p>Sixteenth</p>
<p>Classroom Performance and Exams</p>					
<p>Classroom Performance and Exams</p>					
<p>Classroom Performance and</p>					

Course Description Form

1. Course Name
Developmental Psychology
2. Course Code
Phase II
Semester/Yearly .3
2025/ 2026
Date this description is prepared .4
16/11/2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and with the link keit5w2 according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator (if more
Name: Eng. Hanan Mehidi Saleh Email: hanan sahel@tu.edu.iq:

8. Course Objectives					
<p>1. Providing students with sciences and knowledge related to human development at different age stages from the embryonic stage to the old age.</p> <p>2- Introducing and training students on the methods of the requirements of those life stages (childhood, adolescence, adulthood, and old age).</p> <p>3- Preparing a generation of female graduates of the college to teach in the middle and secondary stages.</p> <p>4- Providing students with science and knowledge to face the requirements of life and its development.</p>			Course Objectives		
9. Teaching and Learning Strategies					
<p>The standard method (lecturing). Method of discussion and interrogation - How to solve problems.</p>			Strategy		
10. Course Structure: The study started on 21/9/2025 and ends on 14/5/2026, the date of the start of the final exams.					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Discussion and questioning	Childhood Care in the Holy Quran		2	October-1
Classroom Performance	Discussion and questioning	Definition of Growth / Its Laws / Factors		2	November

nce and Exams		Affecting Development / Environmental and Genetic / Embryonic Stage Its Characteristics and Requirements			
Classroom Performance and Exams	Discussion and questioning	Early, Middle and Late Childhood / Childhood Problems: Causes, Symptoms and Ways to Solve Them		2	December
Classroom Performance and Exams	Discussion and questioning	Kindergartens Established Kindergarten Programs		2	January
Classroom Performance and Exams	Discussion and questioning	Adolescence / Its meaning / Stages / Characteristics / Adolescence problems / Ways to solve them		2	February

		/ How the adolescent adapts himself to others / How to choose a teenager for a specialization and profession			
Classroom Performance and Exams	Discussion and questioning	Socialization and its importance and the institutions and theories of upbringing		2	March
Classroom Performance and Exams	Discussion and questioning	Theories of Psychological Development (Piaget's Theory, Freud's Theory, Brunner's Theory, Kolberg's Theory, Erikson's Theory)		2	March
Classroom Performance	Discussion and questioning	Adulthood / Its Meaning / Requirements / Tasks / Family		2	April

nce and Exams		Formation / Responsibilities			
Classroom Performance and Exams	Discussion and questioning	Aging / Requirements, characteristics, diseases and elderly care		2	Poor

11. Course Evaluation

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

The score is distributed through several channels:

1- Constructive (formative) evaluation of daily exams, observing and following up the student's performance in class discussions, homework, and classroom evaluation.

2- The diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a score of 80%, divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

Childhood and Adolescence Psychology

Author :Jamal Hussain Alusi, Omaima Ali Khan

Required Textbooks

(Methodology, if any)

1- Developmental Psychology of Childhood and Adolescence / Hamed Abdel Salam Zahran

2- Developmental Psychology of Childhood and Adolescence / Zaghul et al.

3- Developmental Psychology of Childhoo

Main Reference(s)

Course Description Form

1. Course Name
Educational Psychology
2. Course Code
Phase II
Semester/Year .3
2025/2026
Date this description is prepared .4
16/11/2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and with a link according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator
Name: A.Eng. Dr. Ghazwan Ramadan Saleh Email: dr,ghazwan@tu.edu.iq

8. Course Objectives

The curriculum aims to prepare students to practice the teaching profession by identifying the following:

- 1- Identify the educational psychology, style, motivation, and sensory perception.
- 2- Learn about the types of educational psychology.
- 3- How to formulate behavioral goals.
- 4 – Knowledge of educational schools.
- 5 – The importance of educational applications of learning theories.

Course Objectives

9. Teaching and Learning Strategies

The standard method (lecturing).

- 1 – Lecture method.
- 2 – The way of discussion and interrogation.
- 3 – Brainstorming method.

Strategy

10. Course Structure: The study started on 21/9/2025 and ends on 14/5/2025, the date of the start of the final exams.

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week
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Classroom Performance and Exams	Lecture Method	Definition of Educational Psychology		2	November 1
Classroom Performance and Exams	Discussion and questioning	Educational Psychology Relay		2	November 2
Classroom Performance and Exams	Discussion and questioning	Arab-Islamic Philosophy		2	November 3
Classroom Performance and Exams	Brainstorming	Modern Philosophy		2	November 4
Classroom Performance and Exams	Discussion and questioning	Definition, Objectives and Importance of Psychology		2	December 1
Classroom Performance and Exams	Discussion and questioning	Tread Psychology		2	December 2

Classroom Performance and Exams	Discussion and questioning	Branches of Psychology		2	December3
Classroom Performance and Exams	Discussion and questioning	Applied Direction		2	December4
Classroom Performance and Exams	Discussion and questioning	Behavior and the factors affecting it		2	January1
Classroom Performance and Exams	Problem solving	The effect of heredity on behavior		2	January2
Classroom Performance and Exams	Discussion and questioning	Interaction between genetics and the environment		2	January3
Classroom Performance and Exams	Discussion and questioning	Research Methods in Educational Psychology		2	January4

Classroom Performance and Exams	Discussion and questioning	The Importance of Psychology in the Educational Process		2	February1
Classroom Performance and Exams	Discussion and questioning	Educational Objectives		2	February2
				2	February3
Classroom Performance and Exams	Discussion and questioning	Factors Affecting the Teaching and Learning Process		2	February4
Classroom Performance and Exams	Discussion and questioning	Attention and sensory perception		2	March1
Classroom Performance and Exams	Discussion and questioning	Types of attention and factors affecting it		2	March2
Classroom Performance	Discussion and questioning	Sensory perception		2	March3

nce and Exams					
Classroom Performance and Exams	Discussion and questioning	Factors Affecting Sensory Perception		2	March4
Classroom Performance and Exams	Discussion and questioning	Learning Theories (Conditional Learning Theory)		2	April1
Classroom Performance and Exams	Discussion and questioning	Clairvoyance Theory		2	April2
Classroom Performance and Exams	Discussion and questioning	Transfer of Learning Impact		2	April3
Classroom Performance and Exams	Discussion and questioning	Types of Transition		2	April4
Classroom Performance	Discussion and questioning	How to Leverage Transition in		2	May1

nce and Exams		the Learning Process			
Classroom Performance and Exams	Discussion and questioning	Feedback		2	May2
Classroom Performance and Exams	Discussion and questioning	Types of Feedback		2	May3
		Review		2	May4

11. Course Evaluation

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

The score is distributed through several channels:

- 1 - Constructive evaluation of daily exams, observation of the student's performance in class discussions and homework and follow-up, and classroom evaluation.
- 2 - Diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a grade of 80% divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

Educational Psychology by Dr. Raouf Mahmoud Al-Qaisi.	Required Textbooks (Methodology, if any)
<p>1 - Educational Psychology Dr. Fouad Abu Hattab .</p> <p>2 – Educational Psychology Dr. Rashid Marzouq Rashid .</p> <p>3 - Educational Psychology Dr. Hana Hussein Al-Falfali</p>	Main Reference(s)
View everything that is current and published in refereed scientific journals	Recommended books and supporting references (scientific journals, reports...)
http://www.alkutubcafe.com/book/83rjar.html	References, Websites

Course Description Form

1. Course Name
Economics of Education
2. Course Code
Fourth Stage
Semester/Year .3
2025/2026
Date this description is prepared .4
16/11/2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room will be a support class for the in-person class and according to the rules and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator
Name: Eng. Hanan Mehidi Saleh Email: hanan.saleh@tu.edu.iq

8. Course Objectives					
<p>The curriculum aims to prepare students to practice the teaching profession by identifying the following:</p> <p>1- Many concepts and terms, including economics, cost, and development.</p> <p>2- Understanding the costs of the educational process.</p> <p>3- Identify development goals.</p> <p>4- Providing the Ministry of Education with specialized staff in educational counseling in secondary schools.</p>			Course Objectives		
9. Teaching and Learning Strategies					
<p>The standard method (lecturing).</p> <p>Method of discussion and interrogation</p> <ul style="list-style-type: none"> - How to solve problems. - Brainstorming method. 			Strategy		
10. Course Structure: The study started on 21/9/2025 and ends on 15/5/2026, the date of the start of the final exams.					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week

Classroom Performance and Exams	Discussion and questioning	Overview of the evolution of education economics		2	September -3
Classroom Performance and Exams	Discussion and questioning	Concepts of economics in all aspects of life, especially the economics of education		2	September 4
Classroom Performance and Exams	Discussion and questioning	The Importance of Economics The Educational Process		2	October-1
Classroom Performance and Exams	Discussion and questioning	Types of Economics of Education		2	Oct-2
Classroom Performance	Discussion and questioning	The concept of developme		2	Oct-3

nce and Exams		nt and its importance			
Classroom Performance and Exams	Discussion and questioning	Development Goals and Principles		2	October-4
Classroom Performance and Exams	Discussion and questioning	The Relationship between Development and Education		2	November 1
Classroom Performance and Exams	Discussion and questioning	Development Benefits		2	November 2
Classroom Performance and Exams	Discussion and questioning	Foundations of Sustainable Development		2	November 3
Classroom Performance and Exams	Discussion and questioning	The Concept of Cost in Education		2	November 4
Classroom Performance	Discussion and questioning	Types of Cost in Education		2	December 1

nce and Exams					
Classroom Performance and Exams	Discussion and questioning	How to calculate the cost of education		2	December 2
Classroom Performance and Exams	Discussion and questioning	Sources of funding for the educational process		2	December 3
Classroom Performance and Exams	Discussion and questioning	Education and its Relationship to the Public Budget		2	December 4
2					January 1
		Spring Holidays 5/1/2026 until 18/1/2026			January 2
Classroom Performance and Exams	Discussion and questioning	Production Efficiency		2	February 1
2					February 2

Classroom Performance and Exams	Discussion and questioning	Production Efficiency Departments		2	February 3
Classroom Performance and Exams	Discussion and questioning	The Relationship between Productive Efficiency and Education		2	February 4
					Application period of (45) days from 1/3/2026 to 15/4/2026
Classroom Performance and Exams	Discussion and questioning	An Overview of Some Countries' Experiences with the Economics of Education		2	April 3
Classroom Performance and Exams	Discussion and questioning	The Singapore Experience		2	April 4

Classroom Performance and Exams	Discussion and questioning	The Finland Experience		2	Mays1
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11. Course Evaluation	
<p>Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... etc.</p> <p>The score is distributed through several channels:</p> <p>1- Constructive (formative) evaluation of daily exams, observing and following up the student's performance in class discussions, homework, and classroom evaluation.</p> <p>2- The diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a score of 80%, divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.</p>	
12. Learning and Teaching Resources	
Economics of Education, Author: Assoc. Prof. Dr. Balsam Ahmed Ali Al-Samarrai.	Required Textbooks (Methodology, if any)
- Economics of Education, Author: Prof. Dr. Balsam Ahmed Ali Al-Samarrai.. 2- Economics of Education, Education Research Center for the Arab Gulf States, 2012.	Main Reference(s)

Course Description Form

1. Course Name	
Principles of Education	
2. Course Code	
Phase I	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (Google Classroom) platform that will be a supporting class for the in-person class and the electronic class code (J25RE5X) according to the controls and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
90 Hours/4 Units	
7. Name of the course administrator	
Name: Eng. Taiba Kamel Mahmoud Al-Emile: Teba.Kamil@tu.edu.iq	
8. Course Objectives	
<ul style="list-style-type: none"> ❖ Interpret the educational process from a historical and philosophical point of view. ❖ Shedding light on upbringing and education, and 	General Objectives of the Course

explaining the importance of the role of social educational institutions.

- ❖ Helping students to train and sense the importance of the educational process, which is also a science that describes and explains the impact of educational systems on the historical reality, ancient and modern, and the impact of educational processes and relationships on the personality and upbringing of the individual.
- ❖ One of its most important goals is to define the educational reality revealed by philosophical schools of education, to determine the goals of educating society and to apply educational concepts.
- ❖ The study of 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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Increasing students' understanding of the educational and social reality throughout the ages, and the awareness of the educational process in its most urgent needs, and the understanding of educational theories on various peoples, ancient and modern.	Course Objectives
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9. Teaching and Learning Strategies

The student's book, and the most important available means are the blackboard, colored pens, dialogue, discussion, and some classroom activities

- Using educational discussion (educational dialogue), which relies on exchanging ideas to reach the facts.
- Using modern scientific techniques (overhead slide projector).
- The collective memorandum to involve all students in the classroom activity.

10. Course Structure

Evaluation Method	Teaching Method	Unit Name or Subject	Required Learning Outcomes	Watches	The 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	The first

Oral and written testing	Dialogue and discussion	Theories, Fields	Theories, Fields	2	The second
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	The Historical Basis of Education	2	The third
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Ancient Education	2	Fourth
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Chinese Education	2	Fifth
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Greek Education	2	Sixth
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Medieval Breeding	2	Seventh
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Arabic Education Before Islam and After Islam	2	Eighth
Oral and written testing	Dialogue and discussion	The Historical Basis of Education	Modern Education	2	Ninth
Oral and written testing	Dialogue and discussion	The Social Basis of Education	The relationship between	2	Tenth

			education and society		
Oral and written testing	Dialogue and discussion	The Social Basis of Education	The relationship between the individual and the environment	2	Eleventh
Oral and written testing	Dialogue and discussion	The Social Basis of Education	Moral Education	2	XII
Oral and written testing	Dialogue and discussion	The Social Basis of Education	Family Education,	2	Thirteenth
Oral and written testing	Dialogue and discussion	The Social Basis of Education	National Education,	2	Fourteenth
Oral and written testing	Dialogue and discussion	The Social Basis of Education	Health Education	2	Fifteenth
				Spring Holidays /1/18 2026 until 31/1/2026	
Oral and written testing	Dialogue and discussion	The Economic Basis of Education	Education and its impact on economic development	2	Sixteenth

Oral and written testing	Dialogue and discussion	The Scientific Basis of Education	Education and Methodology in Research	2	Seventeenth
Oral and written testing	Dialogue and discussion	National and Social Foundations	National and Social Foundations	2	Eighteenth
Oral and written testing	Dialogue and discussion	Education in the Islamic Perspective	Education in the Islamic Perspective	2	Nineteenth
Oral and written testing	Dialogue and discussion	Educational Renewal in Iraq	Comprehensive School	2	Twenty
Oral and written testing	Dialogue and discussion	Educational Renewal in Iraq	Systematic Education	2	Twenty first
Oral and written testing	Dialogue and discussion	Educational Renewal in Iraq	Schools of Excellence Acceleration	2	Twenty two
Oral and written testing	Dialogue and discussion	Primitive Education	The individual accepts the primitive environment and how the education itself is woven	2	Twenty Three
Oral and written testing	Dialogue and discussion	Social Education	The individual has a specific social need.	2	Twenty fourth

Oral and written testing	Dialogue and discussion	Education throughout history	Finding the Relationship of Harmony between Civilizations	2	Twenty Fifth
Oral and written testing	Dialogue and discussion	Islamic Education	I mean symmetry and consistency in thinking and acting according to our religion	2	Twenty-sixth
Oral and written testing	Dialogue and discussion	Social control	I mean social control and positive control	2	Twenty Seventh
Oral and written testing	Dialogue and discussion	Culture and Education	The practices we do during our lives are short or long.	2	Twenty Eight
Oral and written testing	Dialogue and discussion	Social Education	The individual has a specific social need.	2	Twenty Ninth

11. Course Evaluation

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

Written Testing

Assignment and Class Activities

- Assignments and applications at the end of each stage.
- Discussions with students.

First semester exam of 15 grades (and 5 marks for reporting and participation by female students) (5 marks for daily attendance)

Second semester exam of 15 marks (5 grades of participation and class interaction) (5 marks for daily attendance)

A final exam of 50 marks and a final total of 100 marks.

12. Learning and Teaching Resources

Foundations of Education	Required Textbooks (Methodology, if any)
<input type="checkbox"/> Emile D'Orkheim, Education and Society, Al-Nahda , Cairo, 1999 <input type="checkbox"/> Dr0 Ibrahim Nasser, Foundations of Education Dar Al-Tali'a, Amman, 2004 <input type="checkbox"/> <input type="checkbox"/> Dr0Maher Al-Jaafari, Foundations of Education, Dar Ammar, Amman, 1998 <input type="checkbox"/> Dr. Ibrahim Othman, Education, Dar Kazma, Kuwait, 1983 <input type="checkbox"/> Dr. Mahmoud El-Sayed, Studies in Education and Society, Al-Nadim, Cairo, 1988	Main Reference(s)
1d. Mahmoud El-Sayed, Studies in Education and Society, Al-Nadim, Cairo, 1988	Recommended books and supporting references (scientific journals, reports...)
https://arabicpdfs.com/%D9%82%D8%B1%D8%A7%D8%A1%D8%A9-%D8%A7%D9%84%D9%83%D8%AA%D8%A7%D8%A8-3/?kitab2=1UOeaykvZKQcZhQoXa58sdjO6HrcXCLQ https://shiabooks.net/library.php?id=13197	References, Websites

Course Description Form

1. Course Name
Teaching Methods
2. Course Code
Third Stage
Semester/Year .3
2025_ 2026
Date this description is prepared .4
16/11/2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room is a supporting class for the in-person class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator (if more
Name: Eng. Fouaad Hamid Majeed Email: fuaad. Majeed@tu.edu.iq

8. Course Objectives

The curriculum aims to prepare students to practice the teaching profession by identifying the following:

1. Knowledge and understanding of the meaning of teaching methods and related standards.
2. Theoretical skills that enable the student to analyze and understand teaching methods
3. Thinking and analysis skills enable them to know teaching methods
3. Self-development skills that enable students to compete with others
4. Learn teaching methods and methods
5. Learn practical applications of teaching methods

Course Objectives

9. Teaching and Learning Strategies

- Lecture Method
Method of discussion and interrogation
- How to solve problems.

Strategy

10. Course Structure: The study started on 21/10/2025 and ends on 14/5/2026, the start date of the final exams.

Evaluation Method

Learning method

Unit Name or Subject

Required

Watches

The week

			Learning Outcomes		
Classroom Performance and Exams	Discussion and questioning	Introduction to Teaching Methods		2	September -3
Classroom Performance and Exams	Discussion and questioning	Educational Objectives		2	September 4
Classroom Performance and Exams	Discussion and questioning	Areas of Educational Objectives		2	October-1
Classroom Performance and Exams	Discussion and questioning	Behavioral Goals		2	Oct-2
Classroom Performance and Exams	Discussion and questioning	Formulating Behavioral Goals		2	Oct-3
Classroom Performance and Exams	Discussion and questioning	Planning		2	October-4

Classroom Performance and Exams	Discussion and questioning	Principles of Planning		2	November 1
Classroom Performance and Exams	Discussion and questioning	Types of plans		2	November 2
Classroom Performance and Exams	Discussion and questioning	Daily Plan		2	November 3
Classroom Performance and Exams	Discussion and questioning	Method of Delivery		2	November 4
Classroom Performance and Exams	Discussion and questioning	Interrogation Method		2	December 1
Classroom Performance and Exams	Discussion and questioning	Mode of discussion		2	December 2
Classroom Performance and Exams	Discussion and questioning	How to solve problems		2	December 3

Classroom Performance and Exams	Discussion and questioning	Exploration method		2	December 4
					January 1
					January 2
Classroom Performance and Exams	Discussion and questioning	Programmed Learning Method		2	February 1
					February 2
Classroom Performance and Exams	Discussion and questioning	Concept Maps		2	February 3
Classroom Performance and Exams	Discussion and questioning	Induction method		2	February 4
Classroom Performance and Exams	Discussion and questioning	Method of Conclusion		2	March 1
Classroom Performance and Exams	Discussion and questioning	Teaching Skills		2	March 3

Classroom Performance and Exams	Discussion and questioning	The skill of starting and finishing a lesson		2	March 4
Classroom Performance and Exams	Discussion and questioning	Reinforcement skill		2	April 1
Classroom Performance and Exams	Discussion and questioning	Motivational Skill		2	April 2
Classroom Performance and Exams	Discussion and questioning	Grade Adjustment Skill		2	April 3
Classroom Performance and Exams	Discussion and questioning	Question-Asking Skill		2	April 4
Classroom Performance and Exams	Discussion and questioning	Educational Aids		2	Mays 1

11. Course Evaluation

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

The score is distributed through several channels:

1- Constructive (formative) evaluation of daily exams, observing and following up the student's performance in class discussions, homework, and classroom evaluation.

2- The diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a score of 80%, divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

General Teaching Methods Book

Required Textbooks
(Methodology, if any)

1. Introduction to Teaching Methods, Abdel Wahab Awad
2. Modern Trends in Curricula and Teaching Methods, Kawthar Hassan
3. Effective Teaching Skills, Nayfa Katami
4. Basic Principles in General Teaching Methods

Main Reference(s)

View everything that is modern and published in refereed scientific journals

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

Course Description Form

1. Course Name	
Environmental Education and Sustainable Development	
2. Course Code	
Phase I	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclasroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
60 Hours / 2 Units	
7. Course Administrator Name (if more than one name mentioned): None	
Name: M.M. Liqaa Mohamed Saleh Merhi Email:	
8. Course Objectives	
<ul style="list-style-type: none"> • Providing students with educational and psychological knowledge and teaching them the principles and modern methods and topics that environmental education focuses on and is interested in. • Providing students with experiences and results of local and international research and studies in relation to environmental education 	Course Objectives

<ul style="list-style-type: none"> • Training students to write research and reports and summarize theoretical and applied ideas 	
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9. Teaching and Learning Strategies

	<p>Applying various teaching methods, including:</p> <ul style="list-style-type: none"> - The standard method (lecturing). - Discussion method. - Cooperative learning method.
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10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Tests	Explanation and Discussion	The concept of educationThe environment and its philosophy and the most important philosophical foundations and the relationship between man and the environment	The student should be familiar with the general meaning of environmental education, the most important concepts and characteristics of environmental education, what is environmental awareness and how to integrate it	2	The first

			into the school curriculum, the role of visual and audio media, and the role of education in environmental awareness.		
Classroom Performance and Tests	Explanation and Discussion	Characteristics, Goals, and Importance of Environmental Education, and What Are the Methods and Methods of Environmental Education?		2	The second
Classroom Performance and Tests	Explanation and Discussion	The concept of environmental awareness, its levels, and how to achieve awareness		2	The third
Classroom Performance and Tests	Explanation and Discussion	Dimensions of Environmental Awareness, its Components and the Role of Awareness in Solving		2	Fourth

		Environmenta l Problems			
Classroom Performanc e and Tests	Explanatio n and Discussion	Environmenta l Education in Curricula and Educational Systems		2	Fifth
Classroom Performanc e and Tests	Explanatio n and Discussion	What is the Integrative Method of Education with Subjects		2	Sixth
Classroom Performanc e and Tests	Explanatio n and Discussion	Approaches to Environmenta l Education in the School Curriculum and Characteristic s and Advantages of the Integrative Approach		2	Seventh
Classroom Performanc e and Tests	Explanatio n and Discussion	Concepts of the environment and its components The Holy Quran and environmenta l education		2	Eighth
Classroom Performanc e and Tests	Explanatio n and Discussion	Islamic Environmenta l Heritage		2	Ninth
Classroom Performanc e and Tests	Explanatio n and Discussion	Philosophical Dimensions of		2	Tenth

		Environmenta l Education			
Classroom Performanc e and Tests	Explanatio n and Discussion	The role of the visual and audio media		2	Eleventh
Classroom Performanc e and Tests	Explanatio n and Discussion	Factors for the success of environmenta l media		2	XII
Classroom Performanc e and Tests	Explanatio n and Discussion	Concept and Problems of Environmenta l Pollution		2	Thirteenth
Classroom Performanc e and Tests	Explanatio n and Discussion	The Role of Education in Environmenta l Awareness		2	Fourteenth
Classroom Performanc e and Tests	Explanatio n and Discussion	The Role of the State in Protecting the Environment		2	Fifteenth
				Spring Vacation from 18/1/202 6 Until 31/1/202 6	
Classroom Performanc e and Tests	Explanatio n and Discussion	The Role of the Family in Environmenta l Awareness		2	Sixteenth
Classroom Performanc e and Tests	Explanatio n and Discussion	Hygienic waste disposal Pollution Control		2	Seventent h

Classroom Performance and Tests	Explanation and Discussion	The University's Role in Environmental Awareness		2	Eighteenth
Classroom Performance and Tests	Explanation and Discussion	University Functions in Society		2	Nineteenth
Classroom Performance and Tests	Explanation and Discussion	Breeding and environmental protection media		2	Twenty
Classroom Performance and Tests	Explanation and Discussion	Environmental Education in Islam		2	Twenty first
Classroom Performance and Tests	Explanation and Discussion	The Concept of the Environment in Islam		2	Twenty two
Classroom Performance and Tests	Explanation and Discussion	Islam and Environmental Education		2	Twenty Three
Classroom Performance and Tests	Explanation and Discussion	The Holy Quran and Environmental Education		2	Twenty fourth
Classroom Performance and Tests	Explanation and Discussion	The Sunnah of the Prophet and Environmental Education		2	Twenty Fifth
Classroom Performance and Tests	Explanation and Discussion	Environmental Educational Philosophy		2	Twenty-sixth
Classroom Performance and Tests	Explanation and Discussion	Philosophical Dimensions of Environmental Education		2	Twenty Seventh

Classroom Performance and Tests	Explanation and Discussion	Definition of Media		2	Twenty Eight
Classroom Performance and Tests	Explanation and Discussion	Sources of Education, Review and Follow-up		2	Twenty Ninth
Classroom Performance and Tests	Explanation and Discussion	General Review and Problem Solving		2	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, monthly, written exams, reports... etc.

The first semester exam of 20 marks (and 5 marks of report and participation by female students)

Second semester exam of 20 marks and 5 grades of participation and classroom interaction

A final exam of 50 marks and a final total of 100 marks.

12. Learning and Teaching Resources

1-Razzaq, Kamal (2007) The Role of the State in Protecting the Environment.	Required Textbooks (Methodology, if any)
2- Rabie, Adel Meshaan (2009) Environmental Awareness, Arab Society Library for Publishing and Distribution, Amman, Jordan, First Arabic Edition 3-Shehata, Hassan (2000) Environment and Pollution, Cairo.	Main Reference(s)

<p>1- Nazmi, Khalil (1990): The Wonders of Living Beings in the Precious Islamic Manuscripts, A Collection of Articles Published in Al-Khaleej Newspaper, Abu Dhabi.</p> <p>2- Miracles from the Holy Qur'an and the World of Girls, Al-Noor Library, Cairo (2002)</p> <p>3- Wafa, Salama (1998) Environmental Education for Kindergarten Children (Ph.D. Thesis), Dar Al-Fikr Al-Arabi, Cairo.</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
<p>1. Website : https://hyatok.com/</p> <p>2- The importance of developing environmental awareness and how to achieve</p> <p>http://www.saaaid.net/Doat/arrad/65.htm.</p>	<p>References, Websites</p>

Course Description Form

1. Course Name	
Educational Administration	
2. Course Code	
Fourth Stage	
Semester/Yearly .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and with the link keit5w2 according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.	
6. Number of study hours (total) / number of units (total)	
2 hours per week = 60 hours / Units 2 units	
7. Name of the course administrator (
Name: Eng. Fakhri Saleh Hussein	Email: fakhrisaaleh@gmail.com
8. Course Objectives	
1 1- Cognitive Goals	Course Objectives

<p>A1- What is the definition of both educational administration and educational supervision?</p> <p>A2- What are the modern trends in the science of educational administration?</p> <p>A3- What is the appropriate curriculum for studying educational administration?</p> <p>A4- What are the principles and laws of educational administration?</p> <p>A5- What are the factors affecting the educational administration?</p> <p>A6. What are the different aspects of management after graduation?</p>					
9. Teaching and Learning Strategies					
<p>The standard method (lecturing). Method of discussion and interrogation - How to solve problems.</p>		Strategy			
10. Course Structure: The study started on 21/9/2025 and ends on 14/5/2026, the date of the start of the final exams.					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Discussion and questioning	Introduction, general idea, and basic introduction to the science of educational administration	Introducing the student to the science of educational administration	2	October

Classroom Performance and Exams	Discussion and questioning	Introduction to Socialization	Introducing the student to the institutions of socialization	2	November
Classroom Performance and Exams	Discussion and questioning	Genetics and Environment Factors	Introducing the student to environmental and genetics factors	2	December
Classroom Performance and Exams	Discussion and questioning	The importance of post-graduation as a teacher, school principal or educational supervisor	Introducing the student to administrative processes	2	January
Classroom Performance and Exams	Discussion and questioning	Educational Leadership and School Leadership	Clarifying the Advantages of Education and Management Science	2	February
Classroom Performance and Exams	Discussion and questioning	Research Methods in Educational Administration	Enable students to apply examples of research types	2	March
Classroom Performance and Exams	Discussion and questioning	Introducing students to leadership styles and educational administrative integration	Enabling students to compare aspects of contemporary educational leadership	2	March

Classroom Performance and Exams	Discussion and questioning	The Principal's Relationship with the Social Environment	Introducing Students to Educational Supervision Methods	2	April
Classroom Performance and Exams	Discussion and questioning	Duties of the Educational Supervisor	Introducing the student to the duties of the educational supervisor	2	Poor

11. Course Evaluation	
<p>Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports... etc.</p> <p>The score is distributed through several channels:</p> <p>1- Constructive (formative) evaluation of daily exams, observing and following up the student's performance in class discussions, homework, and classroom evaluation.</p> <p>2- Diagnostic evaluation in the semester and final exams</p>	
12. Learning and Teaching Resources	
Management, Leadership and Supervision Methodologies	Required Textbooks (Methodology, if any)
- Educational Administration and Educational Supervision 2: Introduction to the Science of Educational Administration, Dr. Al-Qaryouti, 2017.	Main Reference(s)

Course Description Form

1. Course Name	
Philosophy of Education	
2. Course Code	
Fourth Stage	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Attending a class + an electronic class on Google Class Room that will be a supporting class for the in-person class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.	
6. Number of study hours (total) / number of units (total)	
2 hours per week = 60 hours / Units 2 units	
7. Name of the course administrator	
Name: Eng. Dr. Maryam Shehab Rahim Al-Amil: Maryam.shihab@tu.edu.iq	
8. Course Objectives	
The curriculum aims to prepare students to practice the teaching profession by identifying the following:	Course Objectives

<p>1- Identify the concept of philosophy, the topics and types of philosophy, education and its relation to philosophy, and the elements of the philosophy of education.</p> <p>2- Get to know the group of philosophies and their educational theories.</p> <p>3- Humanities education and the traditional school.</p> <p>4 – Knowledge of Arabic philosophy, its characteristics and sources.</p> <p>5 – Arab-Islamic education and its institutions.</p>					
9. Teaching and Learning Strategies					
<p>The standard method (lecturing).</p> <p>1 – Lecture method.</p> <p>2 – The way of discussion and interrogation.</p>			Strategy		
10. Course Structure: The study started on 21/9/2025 and ends on 14/5/2026, the start date of the final exams.					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Lecture Method	The Concept of Philosophy		2	November 1

Classroom Performance and Exams	Discussion and questioning	Philosophy Topics and Types		2	November 2
Classroom Performance and Exams	Discussion and questioning	Arab-Islamic Philosophy		2	November 3
Classroom Performance and Exams	Lecture Method	Functions of Philosophy of Education		2	November 4
Classroom Performance and Exams	Discussion and questioning	Education and its connection to philosophy		2	December 1
Classroom Performance and Exams	Discussion and questioning	The Group of Philosophies and Their Educational Theories		2	December 2
Classroom Performance and Exams	Discussion and questioning	The Ideal Philosophy		2	December 3

Classroom Performance and Exams	Discussion and questioning	Realist philosophy		2	December4
Classroom Performance and Exams	Discussion and questioning	Pragmatic Philosophy		2	January1
Classroom Performance and Exams	Interrogation	Humanities Education		2	January2
Classroom Performance and Exams	Discussion and questioning	Traditional School		2	January3
Classroom Performance and Exams	Discussion and questioning	Arabic Philosophy		2	January4
Classroom Performance and Exams	Discussion and questioning	Characteristics of Arabic Philosophy		2	February1

Classroom Performance and Exams	Discussion and questioning	Sources of Arab-Islamic Philosophy		2	February2
				2	February3
Classroom Performance and Exams	Discussion and questioning	Media of Arabic Philosophy		2	February4
Classroom Performance and Exams	Discussion and questioning	Types of philosophies		2	March1
Classroom Performance and Exams	Discussion and questioning	The Impact of Arab-Islamic Philosophy		2	March2
Classroom Performance and Exams	Discussion and questioning	Canadian		2	March3
Classroom Performance and Exams	Discussion and questioning	Al , Farabi		2	March4

Classroom Performance and Exams	Discussion and questioning	Al-Farabi and Utopia		2	April1
Classroom Performance and Exams	Discussion and questioning	Ibn Rushd and his philosophy		2	April2
Classroom Performance and Exams	Discussion and questioning	Al-Ghazali and his philosophy		2	April3
Classroom Performance and Exams	Discussion and questioning	Arab Islamic Education		2	April4
Classroom Performance and Exams	Discussion and questioning	Resources of Arab-Islamic Education		2	May1
Classroom Performance and Exams	Discussion and questioning	Arab-Islamic Education Jobs		2	May2

Classroom Performance and Exams	Discussion and questioning	Arab-Islamic Education Institutions		2	May3
		Review		2	May4

11. Course Evaluation

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

The score is distributed through several channels:

- 1 - Constructive evaluation of daily exams, observation of the student's performance in class discussions and homework and follow-up, and classroom evaluation.
- 2 - Diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a grade of 80% divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

Philosophy of Education by Dr. Maher Ismail Al-Jaafari.

Required Textbooks
(Methodology, if any)

1 – Philosophy of Education: Dr. Saeed Ismail Ali.

Main Reference(s)

2 – Philosophy of Education Dr.Hani Abdel Sattar Farag.

3 – Philosophy of Education Dr. Abdul Karim Ali Al-Yamani.

Course Description Form

1. Course Name
Psychology Individual Differences
2. Course Code
Phase I
Semester/Year .3
2025/2026
Date this description is prepared .4
16/11/2025
5. Available Forms of Attendance
Attending a class + an electronic class on GoogleClass Room that will be a supporting class for the in-personclass XYJTGBP and with a link https://meet.google.com/c/MjEwMjY according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator
Name: Eng. Esraa Thamer Ramadan Email: essra.thamer@tu.edu.iq

8. Course Objectives					
<p>The curriculum aims to prepare students to practice the teaching profession by identifying the following:</p> <ol style="list-style-type: none"> 1. Make students know individual differences 2. Make students understand the historical development of the development of the science of individual differences. 3- Making students distinguish the causes and factors affecting individual differences 4- Make students know the distribution of individual differences 5- Making students understand the role of individual differences in personality and measuring them 6. They know mental superiority 			Course Objectives		
9. Teaching and Learning Strategies					
<p>The standard method (lecturing). Method of discussion and interrogation - How to solve problems.</p>			Strategy		
10. Structure of the Course:					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week

Classroom Performance and Exams	Discussion and questioning	The Meaning and Distribution of Individual Differences		2	October 1
Classroom Performance and Exams	Discussion and questioning	Causes and Factors Affecting Individual Differences		2	November 2
Classroom Performance and Exams	Discussion and questioning	Theories of Cognitive Mental Organization Spearman, Thurston, and Guilford Theory		2	November 3
Classroom Performance and Exams	Discussion and questioning	The Meaning and Distribution of Individual Differences		2	November 4
Classroom Performance and Exams	Discussion and questioning	Causes and Factors Affecting Individual Differences		2	December 1
Classroom Performance	Discussion and questioning	Theories of Cognitive Mental Organization		2	December 2

nce and Exams		Spearman, Thurston, and Guilford Theory			
Classroom Performance and Exams	Discussion and questioning	Piaget's theory of cognitive organization		2	December 3
Classroom Performance and Exams	Discussion and questioning	Individual Differences in Mental Organization The Nature of Intelligence and Measurement		2	December 4
Classroom Performance and Exams	Discussion and questioning	Development Principles		2	January 1
Classroom Performance and Exams	Discussion and questioning	A brief history of the meaning of intelligence		2	January 2

Classroom Performance and Exams	Discussion and questioning	Measuring Intelligence , Individual and Collective Tests		2	January 3
Classroom Performance and Exams	Discussion and questioning	Special Capabilities and Measurement		2	January 4
Classroom Performance and Exams	Discussion and questioning	Academic achievement and measurement		2	December 3
Classroom Performance and Exams	Discussion and questioning	Individual Differences in Personality		2	December 4
2					
		Personality theories			February 1
Classroom Performance and Exams	Discussion and questioning	Public Reference		2	February 2
2					February 3

Classroom Performance and Exams	Discussion and questioning	Educational Applications in Individual Differences		2	February 4
Classroom Performance and Exams	Discussion and questioning	Self-learning and individualized teaching		2	March 1
Classroom Performance and Exams	Discussion and questioning	Mentally Superior		2	March 2
Classroom Performance and Exams	Discussion and questioning	Studies of the mentally superior		2	March 3
Classroom Performance and Exams	Discussion and questioning	The importance of identifying mentally gifted people at an early age		2	March 4
Classroom Performance and Exams	Discussion and questioning	Emotional and Social Characteristics and		2	April

		Care of the Mentally Superior			
Classroom Performance and Exams	Discussion and questioning	Innovative Thinking		2	April 2
Classroom Performance and Exams	Discussion and questioning	Innovative Thinking Styles		2	April 3
Classroom Performance and Exams	Discussion and questioning	Mental retardation		2	Forgetfulness ⁴
Classroom Performance and Exams	Discussion and questioning	Mental retardation care		2	May 1
Classroom Performance and Exams	Discussion and questioning	Academic Delay		2	May 2
Class Performance	Discussion for Reports	Learning Disabilities		2	May ³
Review Article				2	May 4

11. Course Evaluation

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

The score is distributed through several channels:

1- Constructive (formative) evaluation of daily exams, observing and following up the student's performance in class discussions, homework, and classroom evaluation.

2- The diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a score of 80%, divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

<p>Individual Differences , written by Dr. Ali Mahmoud Jawad Al-Taher</p>	<p>Required Textbooks (Methodology, if any)</p>
<p>- Raja Abu Allam, 1980. - Fouad Abu Hattab, 1980</p>	<p>Main Reference(s)</p>
<p>View everything that is current and published in refereed scientific journals</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
<p>http://www.alkutubcafe.com/book/83rjar.html</p>	<p>References, Websites</p>

Course Description Form

1. Course Name
Curriculum and textbook
2. Course Code
Phase II
Semester / Year .3
2025/2026
Date this description is prepared .4
16/11/2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room that will be a supporting class for the in-person class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research .
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator (if more
Name: Eng. Juhayna Turki Shehab Email: JUHAINA.SHIABT@tu.edu.iq

8. Course Objectives

<p>The curriculum aims to prepare students to practice the teaching profession by identifying the following:</p> <ol style="list-style-type: none"> 1- The curriculum is the foundations of its construction and its elements. 2Theories of the Method. 3. Types of curricula and their organizations . 4 – Curriculum and Contemporary Issues. 5 – Evaluation and development of the curriculum. 	<p>Course Objectives</p>
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9. Teaching and Learning Strategies

<ol style="list-style-type: none"> 1 – Lecture method. 2 – The way of discussion and interrogation. 3 – Brainstorming method. 	<p>Strategy</p>
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10. Course Structure: The study started on 21/9/2025 and ends on 14/5/2026, the date of the start of the final exams.

Evaluation Method	Learning method	Unit Name or Subject	Required Learning	Watches	The week
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			Outcomes		
Classroom Performance and Exams	Lecture Method	Curriculum Curriculum Definition		2	November 1
Classroom Performance and Exams	Discussion and questioning	Foundations of Curriculum Building		2	November 2
Classroom Performance and Exams	Discussion and questioning	Elements of the School Curriculum		2	November 3
Classroom Performance and Exams	Brainstorming	Educational Objectives		2	November 4
Classroom Performance and Exams	Discussion and questioning	Content		2	December1
Classroom Performance and Exams	Discussion and questioning	Teaching Methods		2	December2
Classroom Performance and Exams	Discussion and questioning	Areas of Mentorship		2	December3
Classroom Performance and Exams	Discussion and questioning	Educational Aids		2	December4
Classroom Performance and Exams	Discussion and questioning	Associated Activities		2	January1

Classroom Performance and Exams	Discussion and questioning	Calendar		2	January2
Classroom Performance and Exams	Discussion and questioning	Method Theory Definition of Method Theory		2	January3
Classroom Performance and Exams	Discussion and questioning	Types of Curriculum Theories		2	January4
Classroom Performance and Exams	Discussion and questioning	Traditional Methodological Theories		2	February1
Classroom Performance and Exams	Discussion and questioning	Modern Progressive Theories		2	February2
Classroom Performance and Exams	Discussion and questioning	Traditional Curriculum Concept		2	February3
Classroom Performance and Exams	Discussion and questioning	Factors that led to the development of the curriculum		2	February4
Classroom Performance and Exams	Discussion and questioning	Modern Concept of Curriculum		2	March1

Classroom Performance and Exams	Discussion and questioning	Types of Curriculum		2	March2
Classroom Performance and Exams	Discussion and questioning	Curriculum that revolves around the subject		2	March3
Classroom Performance and Exams	Discussion and questioning	Curriculum that revolves around the learner and his or her experience		2	March4
Classroom Performance and Exams	Discussion and questioning	Curriculum Content Regulations ,		2	April1
Classroom Performance and Exams	Discussion and questioning	Methodology and globalization		2	April2
Classroom Performance and Exams	Discussion and questioning	Curriculum and Human Rights		2	April3
Classroom Performance and Exams	Discussion and questioning	The Concept of Curriculum Evaluation		2	April4
Classroom Performance and Exams	Discussion and questioning	The Concept of Curriculum Development		2	May1
Classroom Performance and Exams	Discussion and questioning	Textbook		2	May2

		Textbook Functions			
Classroom Performance and Exams	Discussion and questioning	Textbook Elements		2	May3
Classroom Performance and Exams	Discussion and questioning	Textbook Writing Methods		2	May4

11. Course Evaluation

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

The score is distributed through several channels:

- 1 - Constructive evaluation of daily exams, observation of the student's performance in class discussions and homework and follow-up, and classroom evaluation.
- 2 - Diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a grade of 80% divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

Curriculum and Textbook, Prof. Dr. Daoud Abdel Salam Sabri and Prof. Zainab Hamza Naji/2011

Required Textbooks
(Methodology, if any)

1- Curriculum and Textbook, Prof. Dr. Mohamed Abdel Wahab and Eng. Batool Fadel Jawad /2018

Main Reference (s)

<p>2- Curriculum and Textbook Prof. Dr. Rahim Ali Saleh and Assoc. Prof. Dr. Samaa Turki Dakhil / 2018.</p> <p>3- Contemporary School Curriculum (Its Concept, Foundations) Dr. Hassan Jaafar Al-Khalifa.</p> <p>4- Modern Educational Curricula, Tawfiq Ahmed Merhi and Mohamed Mahmoud Al-Hila, 2000</p> <p>.</p>	
<p>View everything that is modern and published in refereed scientific journals</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
	<p>References, Websites</p>

Course Description Form

1. Course Name
Computer Science
2. Course Code
Phase I
Semester / Year .3
2025/2026
Date this description is prepared .4
16/11/2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and with the link keit5w2 according to the regulations and instructions of the Ministry of Higher Education and Scientific Research .
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator
Name: Dr. Rana Email
8. Course Objectives

<p>The curriculum aims to prepare students to practice the teaching profession by identifying the following:</p> <ul style="list-style-type: none"> 8- Many concepts and terms, including 9- - Introduction to Computer 10- Identify Computer Generations 	<p>Course Objectives</p>
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9. Teaching and Learning Strategies

<p>The standard method (lecturing). Method of discussion and interrogation - How to solve problems.</p>	<p>Strategy</p>
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10. Structure of the Course:

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Discussion and questioning	Overview of the evolution of computer generations		2	September -3
Classroom Performance and Exams	Discussion and questioning	Concepts and Origin of Computer Components		2	September 4

Classroom Performance and Exams	Discussion and questioning	Objectives of Hardware		2	October-1
Classroom Performance and Exams	Discussion and questioning	Memory		2	Oct-2
Classroom Performance and Exams	Discussion and questioning	Types of memory		2	Oct-3
Classroom Performance and Exams	Discussion and questioning	Input and Output Devices		2	October-4
Classroom Performance and Exams	Discussion and questioning	Keyboard		2	November 1
Classroom Performance	Discussion and questioning	Mouse		2	November 2

nce and Exams					
Classroom Performance and Exams	Discussion and questioning	Scanner		2	November 3
Classroom Performance and Exams	Discussion and questioning	Optical Pen		2	November 4
Classroom Performance and Exams	Discussion and questioning	Touch Screen		2	December 1
Classroom Performance and Exams	Discussion and questioning	Output Devices		2	December 2
Classroom Performance and Exams	Discussion and questioning	Printer		2	December 3

Classroom Performance and Exams	Discussion and questioning	Printer Types		2	December 4
2					January 1
		Spring Holidays from 18/1/2026 to 31/1/2026			January 2
Classroom Performance and Exams	Discussion and questioning	7MS Windows		2	February 1
2					February 2
Classroom Performance and Exams	Discussion and questioning	MS Word2007		2	February 3
Classroom Performance and Exams	Discussion and questioning	MS Excel2007		2	February 4
Classroom Performance and Exams	Discussion and questioning	MS Power point2007			February 5

Classroom Performance and Exams	Discussion and questioning	Dealing with the Calculator		2	April 3
Classroom Performance and Exams	Discussion and questioning	Internet		2	April 4
Classroom Performance and Exams	Discussion and questioning	Browsers		2	Mays1

11. Course Evaluation

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

The score is distributed through several channels:

- 1- Educational sociology, its types, the characteristics of values in daily exams, observing the student's performance in class discussions, homework and following up on them, and classroom evaluation.
- 2- School and social values in the semester and final exams to issue the rulings of success and failure, and this is a grade of 80%, divided into (4) exams for each semester of two exams, to extract the annual pursuit before entering the final exams.

12. Learning and Teaching Resources

<p>5- Automated Research Strategy. Huda Zeidan Wazai Alyan , Al-Mustansiriya University, 1989.</p>	<p>Required Textbooks (Methodology, if any)</p>
<ul style="list-style-type: none"> - Calculated Information Dr. Iman Al-Samarrai - Research Library and Fundamentals Dr. Mohi Hilal Al-Sarhan and Hamoudi Rayen Al-Ani - Library. Sami Makki Al-Ani. 	<p>Main Reference (s)</p>
<p>http://www.alkutubcafe.com/book/83rjar.html</p>	<p>References, Websites</p>

Course Description Form

1. Course Name	
Baath Party Crimes	
2. Course Code	
Phase II	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and with the link keit5w2 according to the regulations and instructions of the Ministry of Higher Education and Scientific Research .	
6. Number of study hours (total) / number of units (total)	
1 hour per week = 60 hours / units 1	
7. Name of the course administrator (if more than one name mentions)	
Name: Eng. Fakhri Saleh Hussein	Email: fakhrisaaleh@gmail.com
8. Course Objectives	
The curriculum aims to prepare students to practice the teaching profession by identifying crimes and their types .	Course Objectives
9. Teaching and Learning Strategies	
The standard method (lecturing). Method of discussion and interrogation - How to solve problems.	Strategy

10. Course Structure: The study started on 21/9/2025 and ends on 14/5/2026, the date of the start of the final exams.

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Discussion and questioning	Crime Overview		1	September 3-
Classroom Performance and Exams	Discussion and questioning	The Concept of Crime and Its Divisions		1	September 4
Classroom Performance and Exams	Discussion and questioning	Definition of crime is a language and a terminology"		1	October-1
Classroom Performance and Exams	Discussion and questioning	Types of International Crimes		1	Oct-2
Classroom Performance and Exams	Discussion and questioning	Crime Sections		1	Oct-3
Classroom Performance and Exams	Discussion and questioning	Psychological Crimes		1	October-4
Classroom Performance and Exams	Discussion and questioning	Mechanisms of Psychological Crimes		1	November 1

Classroom Performance and Exams	Discussion and questioning	Effects of Psychological Crimes		1	November 2
Classroom Performance and Exams	Discussion and questioning	Social crimes		1	November 3
Classroom Performance and Exams	Discussion and questioning	Images of Human Rights Violations		1	November 4
Classroom Performance and Exams	Discussion and questioning	Crimes of the Authority		1	December 1
Classroom Performance and Exams	Discussion and questioning	Violations of laws		1	December 2
Classroom Performance and Exams	Discussion and questioning	Militarization of society		1	December 3
Classroom Performance and Exams	Discussion and questioning	Environmental Crimes		1	December 4
1					January 1
		Spring Holidays from 5/1/2026 to 18/1/2026			January 2

Classroom Performance and Exams	Discussion and questioning	Draining the marshes		1	February 1
1					February 2
Classroom Performance and Exams	Discussion and questioning	Decisions of Political Violations		1	February 3
Classroom Performance and Exams	Discussion and questioning	Dredging orchards		1	February 4
Classroom Performance and Exams	Discussion and questioning	Destruction of cities and villages		1	April 3
Classroom Performance and Exams	Discussion and questioning	Chronological classification		1	April 4
Classroom Performance and Exams	Discussion and questioning	War and Radioactive Pollution		1	Mays1

11. Course Evaluation

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

The score is distributed through several channels:

1- Constructive evaluation of daily exams, observation of the student's performance in class discussions and homework and follow-up, and classroom evaluation. These do not exceed 20% of the total

2- The diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a score of 80%, divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

The crimes of the Baath regime in Iraq	Required Textbooks (Methodology, if any)
- Crimes	Main Reference(s)
View everything that is modern and published in refereed scientific journals	Recommended books and references
http://www.alkutubcafe.com/book/83rjar.html	References, Websites

Course Description Form

1. Course Name:	
Computer	
2. Course Code:	
3. Semester / Year:	
2025/2026	
4. Description Preparation Date:	
16/11/2025	
5. Available Attendance Forms:	
Classroom and Google classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours	
7. Course administrator's name (mention all, if more than one name)	
Name:fadya abdulfatah habeeb Email:fadya.habeeb@tu.edu.iq	
8. Course Objectives	
Course Objectives	<p>The computer science course aims to provide students with basic digital skills that support their studies and daily work in the modern technological environment. It introduces students to the fundamentals of cybersecurity, networks, e-commerce, and methods of protecting data from digital threats, in addition to presenting the principles of artificial intelligence and its applications in daily life.</p> <p>The course gives the student a simplified understanding of modern technologies and their role in enhancing security and improving their understanding of digital systems.</p>

9. Teaching and Learning Strategies

Strategy	The student is introduced to the basic concepts of networks, e-commerce, and cybersecurity, distinguishes between types of digital threats and common protection methods, explains the principles of artificial intelligence, and can explain its uses in various daily applications. The student employs basic digital skills to apply simple security practices.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
6	12 hours	Communication in our lives	<ul style="list-style-type: none"> - Definition of communications - Cables - Types of cables - Benefits of wired and wireless networks 	lectures, Computer, board and pen.	Exams with homework and reports
6	12 hours	Networks	<ul style="list-style-type: none"> - Definition of a network - Benefits of networks - Components of computer networks - Types of networks - Protocols - Types of protocols - Network standards and layers 	lectures, Computer, board and pen.	Exams with homework and reports
6	12 hours	Network security	<ul style="list-style-type: none"> -Understanding the fundamentals of network security -Identifying network threats 	lectures, Computer, board and pen.	Exams with homework and reports

6	12 hours	Troubleshooting and repairing computer problems	<ul style="list-style-type: none"> -Hardware problems -Software problems -Hardware repair -Software repair 	lectures, Computer, board and pen.	Exams with homework and reports
4	8 hours	E-commerce	<ul style="list-style-type: none"> - Understanding the concept of e-commerce - Using online banking and ATMs - Explanation of phone banking and SMS banking - Experiencing mobile banking 	lectures, Computer, board ,computer and pen.	Exams with homework and reports
2	4 hours	artificial intelligence	<ul style="list-style-type: none"> - Definition and history of artificial intelligence - Artificial intelligence techniques and methods - Applications of artificial intelligence in various fields - Challenges in artificial intelligence - A small-scale artificial intelligence project 	lectures, Computer, board ,computer , printer and pen	Exams with homework and reports

Course Description Form

1. Course Name:	
Headway for Four Stages	
2. Course Code: -----	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
16/11/2025	
5. Available Attendance Forms:	
Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 60 hours / 14 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Lecturer. Marwan Mudhhir Abbas Email: Marwan.abbas@tu.edu.iq	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. Enabling the students to: <ul style="list-style-type: none"> ❖ Read and write in English ❖ Follow the basic rules of the English language. ❖ Understand the ways of life in English-speaking societies, especially the British and American, and some of the differences between them. ❖ Communicate linguistically. ❖ Understand the language of films and the internet. 2. Teaching the students English language in smooth and simple manner. 3. Urging the students to solve the exercises and apply the rules. 4. Encouraging them to continue learning

	<p>English language lessons by following programs in English and listening to conversation.</p> <p>5. Developing the Students' skills in expressing himself and his ability to speak orally.</p> <p>6. Developing the students' conversational skills and reading skills through the exercises in the student book</p>
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9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • The standard method (giving lectures). • The text method. • Brainstorming method. • Some modern strategies.
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10. Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
October 1 Unit One & two	1		<p>1st Stage: Introduction use auxiliary /am/is/are In speaking and reading.</p> <p>Unit two: use the subjects /he/she/they/we/I/you In practice grammar.</p> <p>2nd Stage: Teaching tenses of English language</p> <p>3rd Stage: Introduction to auxiliary verbs</p> <p>4th Stage: Teaching zero conditions</p>	Lecture	Oral Test
October 2 Unit Three	1		<p>1st Stage: using negative and positive on short answers and</p>	Lecture	Oral Test

			<p>2nd Stage: Teaching how to ask questions</p> <p>3rd Stage: Introduction to tenses and auxiliary verbs</p> <p>4th Stage: Teaching first and second condition of IF</p>		
October 3 Unit Four	1		<p>1st Stage: Using possessives in adj. and plural nouns</p> <p>2nd Stage: Teaching got /have got in everyday conversation .</p> <p>3rd Stage: Teaching present simple</p> <p>4th Stage: Teaching tenses informal English spoken</p>	Lecture	Oral Test
October 4 Unit Five	1		<p>1st Stage: Teaching present simple</p> <p>2nd Stage: Teaching how can identify sentences in present or past</p> <p>3rd Stage: Teaching short answers and auxiliary verbs</p> <p>4th Stage: Introduction to auxiliary verbs be/do/have</p>	Lecture	Oral Test
November 1 Unit Six	1		<p>1st Stage: Teaching past simple</p> <p>2nd Stage:</p>		

			Using much/many	Lecture	Oral Test
			3 rd Stage: Teaching questions and auxiliary verbs		
			4 th Stage: Introduction to full verbs		
November 2 Unit Seven	1		1 st Stage: Teaching present continuous	Lecture	Oral Test
			2 nd Stage: Using countable a few/a little of one syllable		
			3 rd Stage: Teaching the adverbs of present simple		
			4 th Stage: Teaching verbs of mind		
November 3 Unit Eight	1		1 st Stage: Teaching past continuous	Lecture	Oral Test
			2 nd Stage: The use of comparative and superlative		
			3 rd Stage: Teaching the adverbs of simple past		
			4 th Stage: Teaching verbs of mind		
November 4 Unit Nine	1		1 st Stage: Teaching past simple – irregular verbs		

			2 nd Stage: Adding er to adjectives	Lecture	Oral Test
			3 rd Stage: Teaching the state verb of present continuous		
			4 th Stage: Teaching verbs possession		
December 1 Unit Ten	1		1 st Stage: teach past simple in using questions and negatives	Lecture	Oral Test
			2 nd Stage: Practicing the present perfect		
			3 rd Stage: Introduction to passive		
			4 th Stage: Teaching verbs certain other verbs		
December 2 Unit Eleven	1		1 st Stage: Using can in positive and negatives	Lecture	Oral Test
			2 nd Stage: Teaching adverbs		
			3 rd Stage: Present simple and present continuous passives		
			4 th Stage: Teaching active and passive		
December 3 Unit Twelve	1		1 st Stage: Teaching model verbs	Lecture	Oral Test
			2 nd Stage: Using word pairs		
			3 rd Stage: Teaching past perfect		
			4 th Stage: Teaching question		

			forms		
December 4 Unit Thirteen	1		1 st Stage: Teaching adverbs	Lecture	Oral Test
			2 nd Stage: Using short answers		
			3 rd Stage: Teaching past perfect in positives and negatives		
			4 th Stage: Asking for directions		
January 1 Unit Fourteen	1		1 st Stage: using would like in questions	Lecture	Oral Test
			2 nd Stage: making plural with regular and irregular		
			3 rd Stage: Introduction to modal verbs		
			4 th Stage: Asking for descriptions		
January 2	1		1 st Stage: Teaching some/any and the differences	Lecture	Oral Test
			2 nd Stage: How can use determiners in formulating questions and answers		
			3 rd Stage: The form of modal verbs		
			4 th Stage: Teaching direct questions		
January 3	1		1 st Stage: Teaching like and would like	Lecture	Oral Test
			2 nd Stage: Formulating positive and negative		
			3 rd Stage: Modal verbs in obligation and positive		

			4th Stage: Using indirect questions		
January 4	1		1 st Stage: Teaching like and would like	Lecture	Oral Test
			2 nd Stage: Practicing two forms of present and past		
			3 rd Stage: modal verbs in affirmatives and negatives		
			4th Stage: Practicing possessives in different forms		
February 1	1		1 st Stage: Teaching present simple and present continuous	Lecture	Oral Test
			2 nd Stage: Practicing question words		
			3 rd Stage: Using should/ought to/must		
			4th Stage: Forming negative questions		
February 2	1		1 st Stage: Teaching Yes/No questions	Lecture	Oral Test
			2 nd Stage: Practicing can/can't		
			3 rd Stage: Modal verbs making request: can/could/will/would		
			4th Stage: Using will for prediction		
March 1	1		1 st Stage: Teaching future plans		
			2 nd Stage: Practicing was/were		
			3 rd Stage:		

			<p>Modal verbs making offers: will/shall/should</p> <p>4th Stage: Using going to make prediction</p>	Lecture	Oral Test
March 2	1		<p>1st Stage: Teaching countable and uncountable</p> <p>2nd Stage: Practicing /s'/ plural</p> <p>3rd Stage: Introduction to future forms</p> <p>4th Stage: Using will/going to for make decisions and intentions</p>	Lecture	Oral Test
March 3	1		<p>1st Stage: Teaching the determiner the</p> <p>2nd Stage: How to indicate time</p> <p>3rd Stage: Introduction to present continuous in using will/going to</p> <p>4th Stage: using will and shall</p>	Lecture	Oral Test
March 4	1		<p>1st Stage: Teach the determiners a/an</p> <p>2nd Stage: Negative short answers</p> <p>3rd Stage: Using will/going to</p> <p>4th Stage: Introduction to express quantities</p>	Lecture	Oral Test
April 1	1		<p>1st Stage: Teaching prepositions</p> <p>2nd Stage: Using some/any, each /every, more/most</p>		

			3 rd Stage: Introduction to like	Lecture	Oral Test
			4 th Stage: Introduction to modal verbs		
April 2	1		1 st Stage: Teaching numbers	Lecture	Oral Test
			2 nd Stage: How to indicate place		
			3 rd Stage: The use of relative clauses		
			4 th Stage: Other uses to model verbs and related verbs		
April 3	1		1 st Stage: Teaching collars	Lecture	Oral Test
			2 nd Stage: Teach jobs		
			3 rd Stage: The use of time clauses		
			4 th Stage: Introduction relative clauses		
April 4	1		1 st Stage: Teaching question words	Lecture	Oral Test
			2 nd Stage: Teach plural pronouns		
			3 rd Stage: The use of If conditions		
			4 th Stage: Expressing habits		
May 1	1		Revision for all the Stages	Lecture	Written Test
May 2	1		Revision for all the Stages	Lecture	Written Test
May 3&4	-----		Final Exams	-----	-----

11. Course Evaluation

First Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Second Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Total for the 1 st and 2 nd Courses: 50 Final Exam: 50 Final Grade: 100	
12. Learning and Teaching Sources	
Required textbooks (curricular books, if any)	The Ministry's prescribed book for all the stages
Main references (sources)	-----
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	https://elt.oup.com/student/headway/beg/?cc=global&sellLanguage=en. https://elt.oup.com/student/headway/preint4/?cc=global&sellLanguage=en. https://elt.oup.com/student/headway/int/?cc=global&sellLanguage=en. https://sc.nahrainuniv.edu.iq/lectures/7092_new-headway-upper-intermediate-students-book.pdf.