



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

Program Description Guide

Academic and Course Description

2026-2025

Introduction:

The educational program is a structured set of courses that includes organized procedures and experiences. Its primary goal is to build and refine graduates' skills, qualifying them to meet labor market demands. The program is reviewed and evaluated annually through internal or external auditing procedures, such as the External Examiner Program.

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

This guide, in its second edition, includes a description of the academic program after updating the content and paragraphs of the previous guide considering recent developments and updates in the Iraqi educational system. It covers the description of the academic program in its traditional form (annual, semester-based), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies No. T 3/2906 dated 3/5/2023 regarding programs that adopt the Bologna Process as a basis for their work.

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

Concepts and Terminology:

Academic Program Description: Provides a concise summary of the program's vision, mission, and objectives, including a precise description of the targeted learning outcomes according to specific learning strategies.

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

Program Vision: An ambitious picture of the future of the academic program, aiming to be advanced, inspiring, motivating, realistic, and applicable.

Program Mission: Briefly outlines the goals and activities necessary to achieve them, and also identifies the program's development paths and directions.

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

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

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

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

Here is a slightly paraphrased version of the three sections, while preserving the original meaning and academic tone.

Program Vision

A forward-looking portrayal of the academic program's future as progressive, inspirational, motivating, realistic, and achievable.

Program Mission

Concisely outlines the objectives and activities required to fulfill them, while also defining the program's development trajectories and strategic directions.

Program Goals

Statements that describe what the academic program aims to accomplish within a defined period, and which are measurable and observable.

Academic Program Description Form

University Name: University of Diyala

College: College of Basic Education

Scientific Department: Psychological Counseling and Educational Guidance

Name of the Academic or Professional Program: Basic Education – bachelor's degree in Psychological Counseling and Educational Guidance

Final Degree Awarded: Basic Education – bachelor's degree in Psychological Counseling and Educational Guidance

Study System: Semester System (Courses)

Date of Preparing the Description: 1-9-2020

Date of Completing the Description: 1-9-2020

Signature

Head of Department:

Assist. Prof. Dr. Janan Saleh
Mohammed

Signature

Scientific Assistant Dean: Prof. Dr.
Haider Abdul Baqi

Reviewed by:

Quality Assurance and University Performance Division

Name of the Director of Quality Assurance and University Performance Division: Insit. Widian Habib Hameed, Ph. D.

Date: 15/4/2026

Signature:

Approved by the Dean:

Assist. Prof. Dr. Ayman AbduAoun

Program Vision .1
An ambitious vision for the future of the academic program: to be a sophisticated, inspiring, .motivating, realistic, and applicable program
Program Message .2
briefly outlines the goals and activities needed to achieve them, and identifies the program's .development paths and directions
Program Objectives .3
These are statements that describe what the academic program intends to achieve within a specific .timeframe and are measurable and observable
Preparing mentors who possess the necessary mentoring skills -1
Developing scientific attitudes among students to enable them to develop their own -2 abilities
To equip students with the necessary skills to deal with and solve any psychological, -3 .educational, or social problem in a sound scientific manner
.To equip students with the skills to devise, develop, and use appropriate guidance methods -4
Developing and updating scientific curricula in the field of psychological counseling and -5 educational guidance
Cooperation with all departments of the college in teaching and understanding -6 psychological counseling materials
Encouraging attendance and participation in scientific conferences and seminars in order to -7 .learn about the latest developments in scientific research in the relevant fields
Program accreditation .4
academic program includes courses based on the approved learning system , The All courses College, or Department, along with the number , University, whether required by the Ministry .of credit hours
Other external influences .5
Central Admissions + Student Averages

Expected learning outcomes of the program .6	
To enable students to know and understand all the terms and concepts of psychological counseling and educational guidance	-1
Enabling students to know and understand the methods and techniques of psychological counseling and educational guidance	-2
Enabling students to carry out guidance programs	-3
Enabling students to know and understand how to use management systems and databases	-4
Enabling students to acquire knowledge and understand information, concepts, and theoretical frameworks related to psychological counseling and educational guidance	-5
Enabling students to acquire knowledge and understand educational, psychological, and cultural information, facts, and concepts	-6
Enabling students to understand the strategies, methods and techniques of psychological counseling and educational guidance	-7
Introducing students to the most important references and sources in psychological counseling and educational guidance	-8
Enabling students to understand and know all educational and psychological terms, concepts and symbols	-9
Enabling students to understand the basics and concepts of measurement, evaluation and educational statistics	-10
Enabling students to understand the basics, concepts and theories of psychological and educational counseling	-11
Program objectives and skills – 7	
. psychological counseling and educational guidance skills Enabling students to acquire	-1
.Enabling students to learn and acquire skills in designing guidance programs	-2
psychological Enabling students to acquire the skills to use modern technologies in counseling and educational guidance	-3
Enabling students to acquire the abilities to design and invent effective educational activities that encourage learning	-4
The students were able to acquire classroom management skills, classroom interaction skills, and the art of dealing with psychological problems in an educational manner	-5
.Equipping students with problem-solving skills of all kinds	-6
Enabling students to acquire skills in testing solutions to psychological problems	-7
Enabling students to acquire skills in identifying various problems	-8
.Enabling students to acquire scientific research skills	-9
Enabling students to acquire the skills to prepare and construct electronic and paper psychological tests and methods of correcting them	-10
.Enabling students to acquire planning skills for guidance at all levels	-11
psychological counseling Enabling students to acquire skills in using modern methods in and educational guidance	-12
Enabling students to acquire the skills to design and implement guidance programs	-13

in primary and intermediate psychological counseling skills Enabling students to acquire -14 .schools	
Enabling students to acquire self-learning skills and gain new information, skills and -15 knowledge	
Enabling students to learn dialogue, discussion, listening, and accepting the opinions of - 16 .others	
Teaching and learning methods -8	
The method of lecturing, discussion, questioning, exploration, special methods in teaching) -1 .common concepts) This is what pertains to theoretical education	
.(The path of guidance programs and guidance groups) with regard to the practical aspect -2	
Assessment methods -9	
.semester exams, taking into consideration attendance and participation %40 -1	
.is based on end-of-course exams %60 -2	
Thinking skills -10 :Developing thinking skills related to Critical thinking skills -1 Creative thinking skills -2 Communication skills -3 Thinking frameworks specific to different academic subjects -4 Psychological problem-solving skills -5	
Teaching and learning strategy -11	
Common methods: Integrating the development and teaching of the thinking process within the various study materials, with regard to the subject of guidance and educational techniques, .so that it is taught directly and explicitly	
Evaluation methods -12	
Written tests -1 direct observation -2 Theory tests -3 Practical tests on students -4 Field visits to evaluate student applicants - 5 Oral and written tests - 6	

Program Development Plan-13	
Review of previous steps and their outputs -1	
Staying informed about the latest developments in books, journals, and the internet within -2 .the field of specialization	
.Periodic (annual) updating of approved teaching plans -3	
Academic Program Description	

This academic program description provides a concise summary of the program's key features and the learning outcomes expected of the student. Demonstrating whether he/she has made the most of the available opportunities. This is accompanied by a description of each course .within the program

University of Diyala	Educational institution .2
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College of Basic Education	Scientific Department / Center .3
Psychological counseling and educational guidance	Name of academic or professional program .4
Bachelor of Education / Psychological Counseling and Educational Guidance	Name of final certificate .5
My semester (courses)	:Study system .6 Annual / Courses / Other
National standards for accrediting programs of colleges within the educational group	Accredited Accreditation Program .7
Ministry of Education - Ministry of Planning	Other external influences .8
2025/9/1	Date of preparation of description .9
:The academic program aims to achieve the following objectives .10	
Preparing counselors with a bachelor's degree in psychological counseling and educational guidance	-1
Preparing a select group of outstanding students in the field of psychological counseling and educational guidance to complete their postgraduate studies	-2
Training school counselors in the field of psychological counseling and educational guidance	-3
Preparing research and studies in all fields of psychological counseling, thus enriching the .relevant literature	-4
Evaluating and expressing opinions on studies published in the field of psychological counseling	-5
Program outcomes, teaching and learning methods, and assessment .11	
Cognitive objectives -1	
A1- Enabling students to acquire knowledge and understanding of the general framework of psychological counseling science	
A2- Enabling students to acquire knowledge and understanding of psychological counseling	
A3- Enabling students to acquire knowledge and understanding of the most prominent theories of psychological counseling	
A4- Enabling students to acquire knowledge and understanding of psychological counseling programs	
A5- Enabling students to acquire knowledge and understanding of the principles of education and the philosophy of psychological counseling	
A6- Enabling students to acquire knowledge and understanding of methods of teaching psychological counseling	
B - Program-specific skills objectives	
B1 - Writes research papers and studies in various fields of psychological counseling	
B2 - Teaching methods of teaching the subject of psychological counseling	
B3 - Proficiency in the scientific aspects of the course, such as designing guidance programs	
Teaching and learning methods	
Giving or lecturing- Interrogation -2	
.Discussion and requesting students to visit the library and the Internet -3	
Assessment methods	

Daily tests with multiple questions for the study materials -1 Submitting research papers -2 Written test -3 Practical application in schools for the fourth stage -4 Observed science education for the third stage
.C- Affective and value-based objectives Part 1 - Analysis of some psychological events Q2-Compares historical periods Q3- Some famous figures in the field of psychological counseling theory are evaluated Q4- Explains the causes of psychological disorders and factors in treating them
Teaching and learning methods
Giving students homework Forming discussion groups during the lecture -2 Teaching students how to build thinking methods -3
Assessment methods
Daily tests with homework questions related to the subject matter 1 Submitting research papers containing a well-structured scientific plan -2 Conducting monthly written tests -3

D - General and transferable skills (other skills related to employability and personal .(development D1- Enabling the student to write a research paper about one of the scholars of psychological counseling D2- Enabling the student to summarize a reference or source by one-tenth of its size D3- Developing the student's ability to analyze information .D4- Enabling the student to use guidance programs				
Teaching and learning methods				
Training students on the methods and principles of research in psychological counseling -1 .and educational guidance Training students in institutions related to psychological counseling and educational -2 guidance Developing curricula in coordination with references and higher authorities -3				
Assessment methods				
Daily tests -1 Giving specific marks for daily assignments -2 Participation grades for questions related to the course material -3				
Program structure .12				
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	2	Arabic 1	ARBF11	First
-	2	English1	ENGFI2	First
-	2	Computer1	COMFI1	First
1	1	General psychology	CUB14IR111	First
-	3	Psychology of growth	DEVFI1	First
-	3	Foundations of education	EDUFI2	First

-	4	Statistics	ED-ST-SE-2	First
-	4	Educational guidance	CUB14EVG119	First
-	4	Physiology	CUB14PP118	First
-	3	democratic	DEMFI1	First
-	2	Arabic 2	ARBF12	First
-	2	Computer 2	COMSE4	Second
1	1	Health counseling	CUB14PH216	Second
-	2	English 2	ENGSE3	Second
-	2	1Arabic	ARBSE	Second
-	2	Educational psychology	EDPSE4	Second
-	3	Measurement and evaluation	MEATH503	Second
-	4	Guidance process	CUB14GP242	Second
-	4	Mental superiority and sponsorship	CUB14CT212	Second
-	4	Measurement and Evaluation	MEATH503	Second
-	4	Society psychology	CUB14SP221	Second
-	2	Individual difference	CUB14DP123	Second
-	2	Curricula and School Books	CURSE3	Second
-	4	Guidance skills	CUB14CS224	Second
-	2	Behavior modification	CUB14BM223	Second
-	2	Ba'ath Regime Crimes in Iraq	BAASE3	Second
-	4	Problems of children and adolescents	CUB14B223	Third
-	2	Clinical Psychology	CUB14CP324	Third
-	4	Theories of Counseling	CUB14TC311	Third
-	4	Personality Psychology	CUB14PC315	Third
-	2	Mental superiority and sponsorship (applications)	CUB14CT212	Third
-	2	Interview guidance	CUB14IC214	Third
-	3	Methods and techniques extention	CUB14ME321	Third
-	2	Psychological counseling techniques	CUB14IS413	Third
-	4	Outreach programs	CUB14CP325	Third
-	2	Counseling collective	CUB14PC314	Third

-	2	Sustainable Development	SUSTH6	Third
2	2	Viewing	PRTFO702	Fourth
-	2	Principles of Islamic Sharia	ISTH6	Fourth
-	2	School health	CUB14CH418	Fourth
-	12	Application	CUB14TP421	Fourth
-	4	Arshad myself playing	CUB14PC313	Fourth
-	3	Family Counseling	CUB14FC411	Fourth
-	2	Ethics Guidance	CUB14EG418	Fourth
	2	Crisis Counseling	CUB14CC416	Fourth

Planning for personal development .13	
Utilizing the services of electronic libraries and the international information network	-1
Conducting development courses for students	-2
Undertaking scientific trips	-3
Admission criteria (establishing regulations related to enrollment in a college or institute) .14	
The grading system for students admitted from preparatory school	-1
Students' desire	-2
Interviews conducted for students in the department	
Key sources of information about the program .15	
The teaching staff and the information and resources they possess	-1
Libraries and the books they contain	-2
The International Information Network (the Internet)	-3
Workshops	-4
Research centers specializing in various fields of history	-5

Curriculum Skills Plan																			
.Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed																			
Learning outcomes required from the program																			
General and transferable skills other skills related to) employability and personal (development				Affective and value-based objectives				Program-specific skills objectives				Cognitive objectives				essential My choice	Course Name	Course code	Year / Level
D4	D3	D2	D1	Q4	Par t 3	Par t 2	Par t 1	B4	B3	B2	B1	A4	A3	A2	A1				
	√	√	√	√	√	√	√		√	√	√		√	√	√	essential	Arabic 1	ARBFI1	First
	√	√	√	√	√	√	√		√	√	√		√	√	√	essential	English1	ENGFI2	First
	√	√	√	√	√	√	√		√	√	√		√	√	√	essential	Computer1	COMFI1	First
√	√	√	√	√	√	√	√		√	√	√		√	√	√	essential	General psychology	CUB14IR111	First
√	√	√	√	√	√	√	√		√	√	√		√	√	√	essential	Psychology of growth	DEVFI1	First
√	√	√	√		√	√	√		√	√	√		√	√	√	essential	Foundations of	EDUFI2	First

																	education		
√	√	√	√		√	√	√		√	√	√	√	√	√	√	essential	Statistics	ED-ST-SE-2	First
√	√	√	√		√	√	√		√	√	√	√	√	√	√	essential	Educational guidance	CUB14EVG119	First
			√		√	√	√		√	√	√	√	√	√	√	essential	Physiology	CUB14PP118	First
√	√	√	√		√	√	√		√			√	√	√	√	essential	Democratic	DEMFI1	First
√	√	√	√		√	√	√		√	√	√	√	√	√	√	essential	Computer 2	COMSE4	Second
		√	√		√	√	√		√	√	√	√	√	√	√	essential	Health counseling	CUB14PH216	Second
√	√	√	√	√	√	√	√		√	√	√	√		√	√	essential	English 2	ENGSE3	Second
√	√	√	√	√	√	√	√		√	√	√	√		√	√	essential	Arabic1	ARBSE	Second
	√	√	√	√	√	√	√		√	√	√	√		√	√	essential	Educational psychology	EDPSE4	Second
	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Measurement and evaluation	MEATH503	Second
	√	√	√	√	√	√	√				√	√	√	√	√	essential	Guidance process	CUB14GP242	Second

√	√			√	√	√	√		√	√	√	√	√	√	√	essential	Mental superiority and sponsorship	CUB14CT212	Second
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Measurement and Evaluation	MEATH503	Second
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Society psychology	CUB14SP221	Second
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Individual difference	CUB14DP123	Second
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Curricula and School Books	CURSE3	Second
√	√			√	√	√	√		√	√	√	√	√	√	√	essential	Guidance skills	CUB14CS224	Second
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Behavior modification	CUB14BM223	Second
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Ba'ath Regime Crimes in Iraq	BAASE3	Second
	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Problems of children and adolescents	CUB14B223	Third
	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Clinical Psychology	CUB14CP324	Third

	√	√	√	√	√	√	√		√				√	√	√	essential	Theories of Counseling	CUB14TC311	Third
	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Personality Psychology	CUB14PC315	Third
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Mental superiority and sponsorship (applications)	CUB14CT212	Third
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Interview guidance	CUB14IC214	Third
√	√				√	√	√		√	√	√	√	√	√	√	essential	Methods and techniques extension	CUB14ME321	Third
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Psychological counseling techniques	CUB14IS413	Third
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Outreach programs	CUB14CP325	Third
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Counseling collective	CUB14PC314	Third
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Sustainable Development	SUSTH6	Third
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Viewing	PRTFO702	Fourth

√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Principles of Islamic Sharia	ISTH6	Fourth
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	School health	CUB14CH418	Fourth
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Application	CUB14TP421	Fourth
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Arshad myself playing	CUB14PC313	Fourth
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Family Counseling	CUB14FC411	Fourth
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Ethics Guidance	CUB14EG418	Fourth
√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	essential	Crisis Counseling	CUB14CC416	Fourth

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Guidance principles	Course Name -1
CUB14PC113	Course code -2
First semester / 2025-2026	Semester/Year -3
2025/9/21	Date this description was -4 prepared
In-person + online (blended learning)	Available forms of attendance -5
hours / Number of units: 2 30	Number of study hours (total) / -6 Number of units (total)
Dr. Taif Ali Ibrahim	Name of the course -7 coordinator
Course Objectives -8 :The course aims to - Introducing students to the concept of psychological counseling and its importance in individual and community life - .Understanding the goals, functions, and areas of guidance - Distinguishing between psychological counseling and some related concepts (psychotherapy, guidance, educational counseling) - Understanding the characteristics of a psychological counselor and the ethics of the profession - .To equip students with basic skills in the mentoring relationship - .Introducing students to basic counseling theories in an introductory manner	
Teaching and learning strategy -9 - .Interactive theoretical lecture - .Classroom discussion - .Brainstorming - .Simplified case studies - .Role-playing - .Short assignments and reports	

Course structure -10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	Guidance concept and his upbringing	The student should understand the concept of .guidance	2	the first
Short assignment	Interactive lecture	Its Guidance Goals importance	It explains the goals and importance of guidance	2	the second
Daily test	discussion	the difference Guidance between and Treatment guidance	Distinguish between counseling and psychotherapy	2	the third
Class participation	a lecture	Guidance Fields Psychological	He learns about the areas of guidance	2	Fourth
First month exam				2	Fifth
Classroom questions	discussion	Psychological counseling approaches	Lists guidance approaches	2	Sixth
duty	a lecture	Qualities of a successful educational counselor	Lists the qualities of a successful mentor	2	Seventh
Simple practical assessment	Lecture + Discussion	Professional ethics	It explains professional ethics	2	Eighth
Daily test	Role acting	General roles of the counselor in the school	It defines the general roles performed by the .mentor	2	Ninth
Performance Note	a lecture	The concept of the mentoring relationship	It explains the guiding relationship	2	tenth
sharing	Lecture + Discussion	Characteristics of the guiding relationship	It defines the characteristics of the guiding .relationship	2	eleventh
duty	Lecture + Discussion	Theories of guidance and counseling	List some counseling theories	2	twelfth
Short test	Lecture + Discussion	Psychoanalytic theory and behavioral theory	It compares the theories in a .simplified way	2	thirteenth
Practical assessment	Lecture + Discussion	Practical applications and case studies	Apply basic concepts	2	fourteenth

Second month exam	2	fifteenth
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Evaluation methods -11	
Monthly exams + daily tests, class participation and discussions + assignments and short reports + simple practical performance assessment	
Learning and teaching resources -12	
Principles and theories of educational guidance	Required textbooks -1
Principles :Al-Jaid , Abdullah bin Mayouf)2021(and Theories of Educational Guidance, Dar Al-Masirah, Amman, Jordan	Main references and sources -2
.Journals of educational psychology Psychological counseling research in peer-reviewed - .Arabic journals Report of the Ministry of Higher Education related to - .student guidance	(a) Recommended books and references (, etc. scientific journals, reports
(ACA) American Counseling Association website Google Scholar ResearchGate	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

Human rights and democracy	Course Name -1
DEMFI1	Course Code-2
Chapter 1 - 2025	Semester/Year-3
2025/9/1	Date this description was -4 prepared
My presence	Available forms of attendance -5
hours / 2 units 45	Number of study hours (total) / -6 Number of units (total)
Prof. Dr. Abdul Razzaq Jadou Muhammad	Name of the course coordinator-7
Course Objectives-8	
:By the end of the first semester, the student should be familiar with the following	
.Emphasizing and respecting national identity and working to consolidate its principles .1	
The necessity of loving the homeland and its people, and planting the seeds of peaceful .2	
coexistence and dignified living for all its components	
To consolidate, respect, and develop the principles of human rights and democracy .3	

Spreading a culture of acceptance of others and respect for their religious, political, .4 .cultural, and social privacy The necessity of cooperating with state institutions in order to spread security and safety .5 .throughout the beloved country	
Teaching and learning strategy -9 Brainstorming : To generate as many ideas as possible about a particular topic in a free . environment Working in groups to achieve a common goal, which promotes : Cooperative Learning .cooperation and communication Presenting a behavior or process for students to learn through : Modeling and Simulation .observation Guided discussions: A dialogue between the teacher and the students, or among them, about .a specific topic to deepen understanding .Problem-solving: Giving students real-life problems to find innovative solutions for .Learning through the implementation of a practical project :(PBL) Project-based learning	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
During participation	Discussion inside the hall	Introduction and exchange of opinions	Getting to know the students	hours 6	the first
Discussion and debate	Explanation and clarification	What are human rights, their types, categories, and characteristics	Defining human rights, their types, categories, and characteristics	hours 6	the second
Discussion and debate	Explanation and clarification	Human rights in world civilizations and the modern era	Human rights in world civilizations and the modern era	hours 6	the third
Discussion and debate	Explanation and clarification	Key provisions of the Universal Declaration of Human Rights	Universal Declaration of Human Rights	hours 6	Fourth
First month exam					Fifth
Discussion and debate	Explanation and clarification	The most important fundamental rights in international law, the characteristics of human rights, the features of natural law, and human rights in the Middle Ages	Fundamental rights in international law, characteristics of human rights, features of natural law, and human rights in the Middle Ages	hours 6	Sixth
Discussion and debate	Explanation and clarification	The most important rights that touch people's lives in the Islamic view of rights and human rights in the Qur'an, Sunnah, and human rights conventions	The Islamic perspective on rights and human rights in the Quran, Sunnah, and human rights conventions	hours 6	Seventh
Discussion and debate	Explanation and clarification	Definition and a brief history of democracy, including its history among the Greeks and Romans, along with its forms, types, characteristics, and mechanisms	Defining democracy and its history among the Greeks and Romans, along with its forms, types, characteristics, and mechanisms	hours 6	Eighth

Discussion and debate	Explanation and clarification	An overview of the concept of freedom, its types and forms	The concept of freedom, its types and forms	hours 6	Ninth
Discussion and debate	Explanation and clarification	The most important democratic practices in Arab countries	The most important democratic practices in Arab countries	hours 6	tenth
Discussion and debate	Explanation and clarification	The most significant drawbacks of the democratic experiment in Iraq	The democratic experiment in Iraq	hours 6	eleventh
Discussion and debate	Explanation and clarification	Democracy in Islamic thought	Democracy in Islamic thought	hours 6	twelfth
Discussion and debate	Explanation and clarification	The most important types of administrative corruption in Iraq	The phenomenon of corruption in the Iraqi administration	hours 6	thirteenth
Discussion and debate	Explanation and clarification	The most important systematic approaches to the phenomenon of corruption	Systematic approaches to the phenomenon of corruption	hours 6	fourteenth
Second month exam					fifteenth

Evaluation methods-11 Monthly exams + daily quizzes - Participation classroom discussions Scientific reports on the material Daily tests oral exams	
Learning and teaching resources -12	
The book "Human Rights and Democracy" by Dr. Maher Sabri Kazem	Required textbooks
Democracy and Human Rights by Dr. Mohammed Abed Al-Jabri	Main references and sources -2
Nicola Haddad. Democracy: Its Path and Destiny, 1954	(Recommended books and references) (... journals , reportsscientific
no There is	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description.

Psychology General	Course Name
CUB14IR111	Course code -2
Chapter One / October 2025	Term / Year -3
2025/9/21	Date this description was prepared -4
In-person attendance is mandatory, while online is blended (classroom + meeting) learning	Available forms of attendance -5
Number of units: 2 /60	Number of study hours (total) / Number of units (total) -6
Dr. Maha Safaa El-Din Yassin M.M. Ruqaya Sabri Hashim	Name of the course coordinator -7
Course Objectives-8 1-Understanding and interpreting behavior 2-Predicting what behavior will be 3-Controlling and managing behavior 4-Introducing students to the basic theories of general psychology in an introductory manner 5-Students should understand the importance of the psychological counselor in general psychology in helping students deal with their challenges and problems in all aspects of their personal, social, school and family lives	
9-استراتيجية التعليم والتعلم أ- العرض النظري التفاعلي والاكاديمي للمفاهيم الخاصة بالمادة ب- العرض العملي والذي يختص بدراسة النفس وعواملها عن طريق الملاحظة والتجريب للسلوك الظاهر سواء كانت نفسا انسانية او حيوانية او نباتية وكذلك المشاعر والأحاسيس. ج- المناقشة الصفية د- تكاليفات وتقارير قصيرة	

Course structure -10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	theoretical	concept of general - psychology - its goals its - its branches to other relationship sciences - schools of psychology	Theoretical empowerment of the subject	4	the first
Short assignment	theoretical	is meant by What aspects - behavior Behavior - Factors Influencing Behavior	Theoretical empowerment of the subject	4	the second
Oral and written exams	theoretical	The - Motivation function of motivation - Types of motivation	Theoretical and practical mastery of the subject	4	the third
Class participation	theoretical	Emotions - Definition - and Characteristics Physiological changes in emotion - theories of .emotion	Theoretical and practical empowerment of the subject	4	Fourth
First month exam					Fifth
Classroom questions	theoretical	The - Learning meaning of learning - Conditions for learning Types of learning - - Learning theories	Theoretical and practical mastery of the subject	4	Sixth
Daily test	theoretical	The - Sensation meaning of sensation - The psychological foundations of sensation - The five senses	Theoretical and practical mastery of the subject	4	Seventh
Oral and written exams	theoretical	Factors - Attention affecting attention - Types of attention	Theoretical and practical empowerment of the subject	4	Eighth
Performance Notes	theoretical	Perception - Psychological and Neurological	Theoretical and practical empowerment of the	4	Ninth

		Foundations of Perception - The Importance of Perception	subject		
Oral and written exams	theoretical	Factors - Personality Influencing Personality Personality characteristics - Types of personality	Theoretical and practical mastery of the subject	4	tenth
sharing	theoretical	The nervous system - brain development - brain components - nerve cell - brain functions	Theoretical and practical mastery of the subject	4	eleventh
duty	theoretical	Intelligence - Measuring Intelligence The Meaning of - Intelligence - Constructing Psychological Tests	Theoretical and practical empowerment of the subject	4	twelfth
Oral and written exams	theoretical	Memory – Traumatic Memory – Definition – Theories Explaining It	Theoretical and practical mastery of the subject	4	thirteenth
		Transfer of learning – its areas – conditions for the occurrence of transfer of learning – models of transfer of learning	Theoretical and practical empowerment of the subject	4	fourteenth
Second month exam					fifteenth

Evaluation methods-11
exams + daily quizzes and participation -1
classroom discussions -2
Short reports -3
Daily work performance evaluation -4
Learning and teaching resources -12

Professor Dr. ' psychology In general of Chapters Book -1 2019 'Abdul Hussein Ahmed University Book House 2014 (United Arab Emirates -2 (University Prof. Dr. Maher Abu Hilal Dr. Fadwa Al-Mughairi	Required textbooks -1
to Psychology by Dr. Emad Abdul Rahim Al- Introduction Zaghoul 2014 'Dr. Ali Faleh Al-Hindawi	Main references and sources -2
Journals of General Psychology	a) Recommended books and scientific journals, (references (, etc. reports
Google Scholar ResearchGate	b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program .description

Developmental psychology	Course Name -1
DEVFI1	Course Code-2
First semester 2025-2026	Semester/Year-3
2026/2/15	Date this description was prepared -4
In-person + online (blended learning)	Available forms of attendance -5
hours / Number of units)2(30	Number of study hours (total) / Number -6 of units (total)
Prof. Dr. Jabbar Thayer Jabbar / M.D. Rawa Rashid Hamid	Name of the course coordinator-7
Course Objectives-8 :The course aims to Introducing students to the concept of human growth and its various stages from birth to - .old age Explaining the characteristics of each developmental stage and the associated - .psychological, mental, emotional and social changes Identifying the genetic and environmental factors that influence growth and individual - .differences between individuals .Interpreting human behavior in light of different developmental psychology theories- Employing the principles of developmental psychology in educational, counseling, and -	

.social fields

Teaching and learning strategy -9

Interactive theoretical lecture

Classroom discussion

Brainstorming

Assignments and short reports-

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	The concept of growth and development	The student should understand the concept .of growth	2	the first
Short assignment	Interactive lecture	Factors affecting growth	Lists the factors that influence growth	2	the second
Daily test	discussion	The effect of heredity on intelligence	The influence of heredity on intelligence is .explained	2	the third
Class participation	a lecture	Environmental factors	Lists environmental factors	2	Fourth
First month exam				2	Fifth
duty	a lecture	General characteristics of growth	Lists growth characteristics	2	Sixth
Simple practical assessment	Lecture + Discussion	Differences in growth rates	It explains what the growth differences are	2	Seventh
Daily test	Role-playing	Growth aspects	It explains aspects of growth and what its most important .manifestations are	2	Eighth
Performance Notes	a lecture	mental growth	He discusses Piaget's theory and mentions its most important .stages	2	Ninth
sharing	Lecture + Discussion	Sources of knowledge and the factors influencing it	It lists the sources of knowledge and the most important factors .influencing it	2	tenth
duty	Lecture + Discussion	Language development	What is the difference between speech and language, and what is the importance of 'human language	2	eleventh
Short test	Lecture + Discussion	emotional growth	It explains how emotions develop and what role maturity .plays in this process	2	twelfth
sharing	Lecture + Discussion	social growth	It mentions social growth and lists its .most important stages	2	thirteenth

Practical assessment	Lecture + Discussion	congenital growth	Moral development is defined and its specific concepts are mentioned.	2	fourteenth
Second month exam				2	fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes, class participation and discussions + assignments and short reports + simple practical performance assessment -1	
Learning and teaching resources -12	
Developmental psychology	Required textbooks -1
Na'ima, Fawzia bint Abdul Rahman (2017): Developmental Psychology	Main references and sources -2
Journals of Educational Psychology Psychological counseling research in peer-reviewed Arabic journals Ministry of Higher Education report on student - guidance	(Recommended books and references) (... journals , reportsscintific
American Counseling Association website Google School ResearchGate	... b) Electronic references, websites

Course description

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

Principles of Education	Course Name -1
CUB14PE1 24	Course Code-2
First semester / for the year 2025-2026	Semester/Year-3
2025/9/21	Date this description was prepared -4
My presence	Available forms of attendance -5
hours/2 units 30	Number of study hours (total) / Number of units (total) -6
M. Heba Hamid Ahmed	course coordinator Name of the-7

-:Course Objectives -8	
Introducing students to the concept of education and its importance	-1
.Clarifying the factors that influence the achievement of education	-2
Developing awareness of the concept of education, the factors influencing it, its	-3
.characteristics, and achieving its goals	
Empowering students to understand the relationship between education and	-4
upbringing	
Teaching and learning strategy -9	
blackboard and pen	-1
A poster illustrating the fields of education	-2

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Short classroom participation	Lecturer – Discussion	Introduction to education and its importance	The student should understand the concept of education and its importance.	2	the first
homework	a lecture	Characteristics and goals of education	Explanation for the student of the characteristics of education	2	the second
Short questions	a lecture	Factors affecting education	The student should identify the genetic and social factors	2	the third
Short test	Discussion – Examples	Actual storage theory, flowering theory, and adaptation theory	Educational theories	2	Fourth
First month exam					Fifth
Short questions	Lecture - Discussion	Education in primitive societies	The student should explain the historical basis of education.	2	Sixth
Class participation	discussion	Education in China and in Mesopotamia	The student will learn about some ancient civilizations.	2	Seventh
Short questions	a lecture	Project steps and project selection	The student should apply the project method.	2	Eighth
homework	Lecture-Discussion	Project Features and Project Evaluation	To know the plan's status	2	Ninth
Short test	Lecture and discussion	John Frederick Froebel and Maria Montessori and Spencer	The student should distinguish between educational approaches when using educational materials.	2	tenth
homework	a lecture	Discussing the necessities of education	The student should know the necessities of education.	2	eleventh
Short questions	Lectures and discussion	What are common mental disorders	The student should learn about the types of psychological	2	twelfth

			.disorders		
Short test	Lecture and discussion	And a discussion of what this education includes in terms of experiences, content, and activities	The student should become familiar with Herbert Spencer's approach .to education	2	thirteenth
homework	a lecture	We will mention the logical steps that John Dewey laid out to achieve expertise in .problem-solving	The student should become familiar with John Dewey's concept of .education	2	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -2	
classroom discussions -3	
Learning and teaching resources -12	
Foundations of Education: M. Sanaa Muhammad Faraj, M.M. Hanan Falah Hassan, Prof. Dr. Muthanna Alwan Al-Jashami	Required textbooks -2
	Main references and sources -2
	(a) Recommended books and references (, etc. scientific journals , reports
	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Educational and vocational guidance	Course Name -1
CUB14EVG119	Course Code-2
2026-2025	Semester/Year-3
2026-2-1	Date this description was -4 prepared
My presence	Available forms of attendance -5
hours / 4 units 60	Number of study hours (total) / -6 Number of units (total)
Prof. Dr. Abdul Razzaq Jadou Muhammad	Name of the person in charge of -7 the course
Course objectives The goals of educational guidance are the objectives that the educational system seeks to achieve by helping students develop holistically and make appropriate decisions in their :academic, personal, and professional lives. Among the most important of these goals are Achieving the holistic development of the student .1 Helping the student understand himself .2 inclinations, and aptitudes ‘Enabling the student to identify: his abilities Improving academic performance helps students to: organize their time, choose .3 .appropriate study methods, and overcome academic difficulties Guiding the student to choose the appropriate path in selecting a field of study and .4 .determining their professional future in a way that suits their abilities Developing decision-making skills based on sound thinking, problem-solving, and .5 .making appropriate decisions in life Achieving psychological and social harmony .6 Prevention of behavioral problems .7 Promoting positive values and attitudes .8	
Course Strategies -9 Educational guidance strategies are the methods and approaches used by counselors or teachers to help students understand themselves and make appropriate decisions in their :academic and professional lives. The most important of these strategies are listed below Individual counseling .1 It takes place directly between the counselor and the student. It helps in understanding the student's specific problems (academic, psychological, social) and is .suitable for cases that require privacy Group counseling .2	

It takes place with a group of students who share common problems or interests. It helps in exchanging experiences and developing communication skills. It also fosters a spirit .of cooperation and belonging

Preventive guidance .3

It aims to prevent problems before they occur. Examples include raising awareness about the importance of studying, time management, and choosing a major. It relies on .seminars and lectures

Therapeutic guidance .4

It focuses on solving existing problems, such as poor academic performance or .undesirable behaviors. It uses methods such as individual interviews and intervention plans

Developmental guidance .5

It focuses on developing the student's abilities and skills, such as developing thinking, decision-making, and future planning. It emphasizes building a well-rounded .personality

Educational (Academic) Guidance .6

It helps the student in: choosing study materials and improving academic performance

Career guidance .7

It helps the student to: learn about different professions and choose the appropriate .specialization; plan for their professional future

Using modern technologies .8

For example: e-learning programs, digital tests, and learning platforms facilitate the .guidance process and provide accurate information

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
During participation	Discussion inside the hall	Introduction and exchange of opinions	Getting to know the students	hours 6	the first
Discussion and debate	Explanation and clarification	What is the concept of educational and ?career guidance What are the goals of educational and vocational ?guidance	educational guidance , its objectives, and its justifications	hours 6	the second
Discussion and debate	Explanation and clarification		Objectives of educational and vocational guidance	hours 6	the third
Discussion and debate	Explanation and clarification	Justifications for educational guidance	Justifications for educational and vocational :guidance	hours 6	Fourth
First month exam					Fifth
During participation	Discussion inside the hall	the An overview of origins of career guidance and counseling	The emergence of career guidance and counseling The foundations upon which guidance and counseling are based	hours 6	Sixth
Discussion and debate	Explanation and clarification	The Most important foundations upon which guidance and counseling are based		hours 6	Seventh
Discussion and debate	Explanation and clarification	An overview of guidance types	Types of guidance and the foundations of educational and vocational guidance programs	hours 6	Eighth
During participation	Discussion inside the hall	Key differences between educational and vocational guidance and educational counseling	Differences between educational and vocational guidance and educational counseling	hours 6	Ninth
Discussion and debate	Explanation and clarification	The most important justifications that called for merging the two types of guidance, educational	The justifications that led to the integration of the two guidance systems, educational	hours 6	tenth

		guidance and career guidance, in the school	guidance and career guidance, in the school		
Discussion and debate	Explanation and clarification	An overview of the theoretical and methodological approaches to educational and vocational guidance	Theoretical and methodological approaches to educational and vocational guidance	hours 6	eleventh
Second month exam					fifteenth

Evaluation methods-11	
exams + daily quizzes and participation -4	
classroom discussions -5	
Sources of educational and vocational guidance -12	
Educational Guidance and Counseling / Ahmed Abdullah Al-Akaisha	Required textbooks -3
Psychological Guidance and Counseling / Hamed Abdel Salam	Main references and sources -2
Student guidance and counseling in schools / Abdullah Al-Zahrani	(Recommended books and references) (... journals , reportsscientific
Psychological Guidance and Counseling // Muhammad Shafiq	... b) Electronic references, websites

Course Description

key features and the expected This course description provides a concise summary of the course's outcomes for the student, demonstrating whether they have made the most of the learning .available learning opportunities. It must be linked to the program description
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Principles of Education	Course Name -1
EDUFI2	Course Code-2
Second semester/2026	Semester/Year-3
2026-2-2	Date this description was prepared -4
My presence	Available forms of attendance -5
hours/3 units 45	Number of study hours (total) / Number of -6 units (total)

Prof. Dr. Abdulrazzaq Jadou' Muhammad/ M.M. Madina Hussein Ali	Name of the person in charge of the course -7 Bda73621@gmail.com
Course Objectives-8 Cognitive objectives .1 .reading, writing and arithmetic skills To equip the student with- .Developing basic thinking skills (observation, comparison, simple analysis)- .Introducing him to the basic concepts in science, language, and social studies- .Developing a love of learning and exploration - Skill-based objectives .2 .Developing oral and written communication skills- .Training the student in individual and group work- .Developing motor and artistic skills- .Using simple educational techniques- Affective and value-based objectives .3 .Instilling religious and moral values- .Promoting a spirit of cooperation and belonging to the homeland- .Respecting others and accepting differences .Developing self-confidence and a sense of responsibility Social objectives .4 .Preparing the child for positive interaction within the family, school and community .Promoting healthy and sound environmental behaviors- .Developing everyday problem-solving skills in a manner appropriate to his age - If you wish, I can formulate it in a formal format suitable for research or academic preparation	
Teaching and learning strategy -9 Cooperative learning: Dividing students into small groups (2-6 students) to work - ‘together on a specific task .It enhances social interaction, raises self-esteem, and increases academic achievement Problem-solving strategy: It focuses on presenting a real problem that arouses the - students' curiosity, then having them identify it, analyze it, and generate innovative ideas .to solve it Brainstorming: A technique to encourage students to generate as many creative ideas - .and solutions as possible without prior criticism	

Self-learning: In this method, the learner relies on himself to search for information and -
access knowledge, which develops lifelong learning skills

E-learning and hybrid learning: using technology and internet tools, virtual classrooms, -
and virtual trips to deliver content anytime, anywhere

Mind maps: visually organizing information and concepts to facilitate understanding and
memorization

The enhanced/interactive lecture: transforming the traditional lecture into group -
dialogues and discussions - encouraging students to express their opinions

Practical lessons and field trips: theoretical application that links academic knowledge -
with practical reality

:The difference between teaching and learning strategies

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
During participation	Discussion inside the hall	Introduction and exchange of opinions	Getting to know the students	hours 6	the first
Discussion and debate	Explanation and clarification	What is the concept of basic education	The concept of basic education, its goals, and its justifications	hours 6	the second
Discussion and debate	Explanation and clarification	What are the goals of basic education	Goals of basic education	hours 6	the third
Discussion and debate	Explanation and clarification	Justifications for basic education	Justifications for basic education	hours 6	Fourth
First month exam					Fifth
During participation	Discussion inside the hall	Key characteristics of basic education	Characteristics of basic education	hours 6	Sixth
Discussion and debate	Explanation and clarification	Key inputs for basic education	Basic education inputs	hours 6	Seventh
Discussion and debate	Explanation and clarification	An overview of basic education in some Arab countries	Basic education in some Arab countries	hours 6	Eighth
During participation	Discussion inside the hall	An overview of basic education in some foreign countries	Basic education in some foreign countries	hours 6	Ninth
Discussion and debate	Explanation and clarification	An overview of education in the United States of America	Basic education in the United States of America	hours 6	tenth
Discussion and debate	Explanation and clarification	A detailed explanation of some educational problems facing basic education in Iraq	Some educational problems facing basic education in Iraq	hours 6	eleventh
Second month exam					fifteenth

Evaluation methods-11
exams + daily quizzes and participation -6
classroom discussions -7

Learning and teaching resources -12	
Principles of Education and Upbringing by Ahmed Abdo Khair El-Din Published by the Arab Press Agency 2021	Required textbooks -4
Principles of Education and Upbringing by Ahmed Abdo Khair El-Din Published by the Arab Press Agency 2021	Main references and sources -2
Principles of Education and Upbringing by Ahmed Abdo Khair El-Din Published by the Arab Press Agency 2021	(Recommended books and references) (... journals , reportsscientific
The Social Foundations of Education by Saeed Ismail Ali	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description	
Physiological psychology	Course Name -1
CUB14PP118	Course Code-2
Second semester / for the year 2025-2026	Semester/Year-3
2026/3/1	Date this description was prepared -4
My presence	Available forms of attendance -5
hours / 3 units 45	Number of study hours (total) / Number -6 of units (total)
A. M. Heba Mazhar and M. Heba Hamid Ahmed	Name of the course coordinator-7
-:Course Objectives -8	
Introducing students to the concept of physiological psychology and its importance -5	
Clarifying the purpose of physiological psychology -6	
Clarifying the relationship between psychology and physiological psychology -7	
Enabling students to learn about the beginnings of physiological psychology -8	

Teaching and learning strategy -9

blackboard and pen -3

A poster showing the components of a nerve cell, a poster showing a synapse, and a -4

.poster showing the central nervous system

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Short classroom participation	Lecturer – Discussion	The relationship between psychology and physiological psychology	The student should know .physiological psychology	3	the first
homework	a lecture	Methods for studying .brain functions	Explanation for the student of the goals of physiological psychology	3	the second
Short questions	a lecture	living cell nerve cell	The student should know the structural unit of the mind and behavior: the .living cell	3	the third
Short test	Discussion – Examples	Types of synapses and the physiology of nerve impulse transmission	Explanation for the student with a nervous system	3	Fourth
First month exam					Fifth
Short questions	Lecture - Discussion	Central nervous system and peripheral nervous system	The student should explain the nervous system and its .parts	3	Sixth
Class participation	discussion	It identifies the major endocrine glands, their location, and their .importance	The student should become familiar with the autonomic nervous .system	3	Seventh
Short questions	a lecture	Conditions, types, descriptions, and methods of measuring sensation	Physiological basis of sensation	3	Eighth
homework	Lecture-Discussion	Characteristics and factors affecting attention	The student should know the physiological basis of .attention	3	Ninth
Short test	Lecture and discussion	The physiological explanation of perception and the factors affecting .perception	The student should know the physiological basis of perception	3	tenth
homework	a lecture	Definition of motivation, physiological explanation of motivation, its types, and functions of .motivation	The student should understand the physiology .of motivation	3	eleventh
Short questions	Lectures and discussion	Definition of memory and its types	The student should learn about the physiological	3	twelfth

			basis of memory and .emotion		
Short test	Lecture and discussion	Psychoanalytic theory	The student should become familiar with .theories explaining shocks	3	thirteenth
homework	a lecture	Anatomical structure of the eye	The student should become familiar with the physiology of visual .perception	3	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -8	
classroom discussions -9	
Learning and teaching resources -12	
Physiological Psychology textbook 2019. Prof. Dr. Muhannad Muhammad Abdul Sattar - Asst. Prof. Dr. Latifa Majid Mahmoud. This book is expected .to be a textbook for the subject	Required textbooks -5
Physiological Psychology Book 1982, Sayed -1 Ezzat Ismail Physiological Psychology, Kazem Wali Agha -2 Cognitive Psychology Book 2019, by -3 Muhannad Muhammad Abdul Sattar Cognitive Psychology Book 1996 Robert -4 Solso	Main references and sources -2
	(Recommended books and references) (... journals , reportsscintific
	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available .learning opportunities. It must be linked to the program description	
English language	Course Name -1
ENGF12	Course Code-2

Second 2025-2026	Semester/Year-3
2026/2/1	Date this description was prepared -4
mandatory	Available forms of attendance -5
hours/2 units 30	Number of study hours (total) / Number of -6 units (total)
millimeter . Fatima Gamal Saadallah	Name of the course coordinator-7
Course Objectives-8 . Developing basic communication skills (listening, speaking, reading, writing) .1 . Acquiring common vocabulary and phrases for everyday use .2 . Understanding simple texts relevant to academic and public life .3 . Enhancing the ability to express ideas clearly and simply .4 . Building confidence in using English in different situations .5	
Teaching and learning strategy -9 . A simplified explanation with clear examples from everyday life . Repetition and continuous practice of words and sentences . Use Arabic when necessary for clarification . Easy and gradual exercises according to the students' level . Encouraging students to participate without fear of making mistakes	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Posts and exams	Training and Activities	Parts of speech	Knowledge of the parts of speech	2	the first
Posts and exams	Training and Activities	Parts of speech	Solve exercises about parts of speech	2	the second
Posts and exams	Training and Activities	Introduction to Psychology	Understanding sections of an introduction to psychology	2	the third
Posts and exams	Training and Activities	present simple tense	Understanding the present simple tense	2	Fourth
First month exam				2	Fifth
Posts and exams	Training and Activities	present simple tense	Solving exercises in the simple present tense	2	Sixth
Posts and exams	Training and Activities	Prominent scientists in psychology	Read information about the most important achievements of leading psychologists	2	Seventh
Posts and exams	Training and Activities	Prominent scientists in psychology	Distinguishing the achievements of scientists	2	Eighth
Posts and exams	Training and Activities	simple past tense	Explanation of the simple past tense	2	Ninth
Posts and exams	Training and Activities	Types of phobias	Discrimination and writing of psychological fear vocabulary (types of phobias)	2	tenth
Posts and exams	Training and Activities	Simple Future Time	Knowing the simple future tense	2	eleventh
Posts and exams	Training and Activities	Simple Future Time	Solving exercises on the future tense	2	twelfth
Posts and exams	Training and Activities	Comprehensive review	Comprehensive review	2	thirteenth
Posts and exams	Training and Activities	Comprehensive review	Comprehensive review	2	fourteenth

Second month exam	2	fifteenth
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Evaluation methods-11	
: The total course grade (100) is divided into two main parts	
First: (40) marks for continuous assessment, including simplified oral and written exams, •	
. as well as marks for attendance and active classroom participation	
written exam Second: (60) marks for the final •	
Thus, the assessment system is based on a balance between continuous assessment and the	
. student's performance in the final exam according to specific skill standards	
Learning and teaching resources -12	
Rapid review of English Grammar by Praninks ,j • Developing skills by Alexander, LG • Phonetics and philosophy by Roach P. •	Required textbooks -6
English for Psychologists by Evinyan SS et. al.	Main references and sources -2
English for Psychologists by Evinyan SS et. al.	(Recommended books and references) (... journals , reportsscintific
American Journal of Psychology British Journal of Psychology	... b) Electronic references, websites

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description	
Counseling Psychology	Course Name -1
313CUB14CP	Course Code-2
My semester, second semester/2026	Semester/Year-3
2026/2/1	Date this description was prepared -4
My attendance is mandatory	Available forms of attendance -5
hours/4 units 60	Number of study hours (total) / Number of -6 units (total)
Prof. Dr. Jabbar Thayer Jabbar + Asst. Prof. Dr. Najat Hamdi	Name of the course coordinator-7
:Course Objectives -8	
.Understanding the meaning of counseling psychology -1	

ب- Identifying the goals of the guidance self ت- Understanding psychological counseling and psychotherapy ث- To become familiar with the theories of counseling psychology ج- Getting acquainted with the methods of counseling psychology
9- Teaching and learning strategy أ- Teaching counseling psychology theoretically ب- Using the necessary skills to discuss ideas with students about the mentor's roles in the mentoring process ت- Using guidance charts to illustrate the steps for solving behavioral problems ث- The curriculum includes a review of some of the problems that occur in the educational field

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Daily posts and quizzes	Theoretical lectures	Understanding the past, present, and future features of counseling psychology	The emergence and development of counseling psychology	4	the first
Daily posts and quizzes	Theoretical lectures	Clarifying several definitions of counseling psychology	The concept of counseling psychology	4	the second
Daily posts and quizzes	Theoretical lectures	Identifying the goals when applying counseling psychology	Goals of Counseling Psychology	4	the third
		Identifying the differences between them and the justifications for applying them to the counseling psychiatrist	The difference between counseling psychology and the justifications for the need for counseling	4	Fourth
First month exam					Fifth
Daily posts and quizzes	Theoretical lectures	Understanding the relationship of counseling psychology to (human beings – psychology – medicine economics – – (sociology – law	Counseling psychology and its relationship to other sciences	4	Sixth
Daily posts and quizzes	Theoretical lectures	Clarifying the similarities and differences between counseling psychology and psychotherapy	Similarities and differences between counseling psychology and psychotherapy	4	Seventh
Daily posts and quizzes	Theoretical lectures	Clarifying the integration between counseling psychology and education	The relationship between counseling psychology and education	4	Eighth
Daily posts and quizzes	Theoretical lectures	Psychoanalytic theory	Theories of Counseling Psychology	4	Ninth
Daily posts and quizzes	Theoretical lectures	Conditioning theory	Theories of Counseling Psychology	4	tenth
Daily posts	Theoretical	Rational Emotive	Theories of	4	eleventh

and quizzes	lectures	Behavior Therapy (REBT)	Counseling Psychology		
Daily posts and quizzes	Theoretical lectures	Interview – Cumulative Record	Information gathering methods	4	twelfth
Daily posts and quizzes	Theoretical lectures	Autobiography – Daily Diaries	Information gathering methods	4	thirteenth
Daily posts and quizzes	Theoretical lectures	Identifying the approaches (preventive developmental - - (therapeutic	Counseling Psychology Methods	4	fourteenth
Second month exam					fifteenth
Evaluation methods-11					
.Classroom discussions and participation -10					
.Conduct monthly tests -11					
.Conducting the final exams -12					
Learning and teaching resources -12					
			Required textbooks -7		
Counseling Psychology – Saleh Hassan Al- -1 . Dahri			Main references and sources -2		
Counseling Psychology – Ahmed Abdel Latif -2 .Abu Asaad					
Patterson , S. – Theories of Counseling and -3 Psychotherapy					
			(Recommended books and references) (... journals , reportsscientific		
			... b) Electronic references, websites		

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description	
Islamic Education	Course Name .1
ISLF12	Course code .2
Chapter Two/2026	Semester/Year .3
2026/2/1	Date this description was prepared .4
My attendance is mandatory	Available forms of attendance .5
hours/2 units 30	Number of study hours (total) / Number of units .6 (total)

Name: M.D. Hanin Wissam Jiyad Dr. Marwa Mohammed Abdullah		Name of the course coordinator (if there is more .7 (than one, please mention it			
objectives Course .8					
:At the end of the academic year, the student should be able to					
. Learn Definition With knowledge Principles Religion, names this Science And its causes -					
Learn Pillars Faith when public Muslims, Theology ,presence God His description , Evidence -					
.presence God Almighty					
Learn guide Occurrence, guide Care And the invention, deception The senses, atheism, qualities -					
.Divine The adjective Psychology (existence)					
Learn qualities Negative (foot) , Staying Mukha roll Accidents doing With the same Oneness -					
.(of God) , attributes Meanings (ability) , Will , Science , snakes (Hearing, sight, speech)					
Learn about the impact of the doctrine of monotheism on life, what is impossible with regard to -					
.God Almighty, and what is permissible with regard to God Almighty					
Teaching and learning strategies .9					
Teaching and learning methods					
.The method of presentation accompanied by questioning -1					
.Explanation and explanation of the course material -2					
. Method The lecture -3					
. Self-learning method -4					
Assessment methods					
.Daily tests with multiple and varied questions for the study materials -1					
.Submitting reports on the course material -2					
.A written test to measure students' ability to understand the material -3					
Assigning specific grades for daily participation and extracurricular activities -5					
Course structure.10					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	Interrogation	Introduction to - science Fundamentals of Religion The names of - this science and their origins	Learn the - definition of the science of the fundamentals of religion, the names of this science and their origins	2	the first
Daily written exam	Interrogation	The pillars of - faith according to the majority of Muslims	Learn the pillars - of faith according to the majority of Muslims	2	the second
Participating in the preparation	Interrogation	Theology -	Learn theology -	2	the third
Participating in the preparation	Interrogation	God's - existence and	Learn about the - existence of God	2	Fourth

		attributes Evidence for - the existence of God .Almighty	and His attributes, and the evidence for the existence of .God Almighty		
Participating in the preparation	Interrogati on	Evidence of - .occurrence A guide to - care and .invention	Learn the Evidence of Occurrence, the Evidence of Care and .Invention	2	Fifth
			First month exam - (written test)	2	Sixth
Participating in the preparation	Interrogati on	deceiving the - senses .atheism -	Learn to deceive - 'your senses .To atheism -	2	Seventh
		Divine - .attributes	Learn the divine - .attributes	2	Eighth
Daily written exam	Interrogati on	Psychologica - l attribute (existence)	Learning the - psychological attribute (existence)	2	Ninth
Participating in the preparation	Interrogati on	Negative - qualities arch,) permanence, defiance of accidents, self-doing, (singularity	Learning - negative qualities foot, survival,) disregard for accidents, self- reliance, (solitude	2	tenth
Participating in the preparation	Interrogati on	Attributes of - meanings power, will,) knowledge, life, hearing, sight, (speech	Learn the attributes of meanings (power, will, knowledge, life, hearing, sight, (speech	2	eleventh
Participating in the preparation	Interrogati on	The impact - of the doctrine of monotheism .on life	Learn about the - impact of the doctrine of monotheism on .life	2	twelfth
Participating in the preparation	Interrogati on	What is - impossible	Learn what is - impossible for	2	thirteenth

		for him	him		
Participating in the preparation	Interrogation	What is permissible with regard to God Almighty -	Learn what is permissible in relation to God Almighty -	2	fourteenth
			Second month exam (written (test		fifteenth
Course evaluation .11					
:First: Term effort grade: distributed as follows marks for monthly (written) exams (25) -1 marks for daily exams (5) -2 . Marks for practical applications: reports, classroom and extracurricular participation (10) -3 .Second: Grade for the final semester exam:)60(					
Learning and teaching resources .12					
Nothing		Required textbooks (methodology, if applicable)			
The book "The Fundamentals of the Islamic Religion" by Dr. Rushdi Alian .and Dr. Qahtan Abdul Rahman		Main references (sources)			
.The Holy Quran - Books of interpretation and the noble - .Prophetic Hadith Journal of the College of Islamic - .Sciences/University of Baghdad		Recommended supporting books and references (...scientific journals, reports)			
www.nourallah.com/directoryl,hr www.al-islam.com/ www.montalq.com		.Electronic references, websites			

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Educational statistics	Course Name -1
ED-ST-SE-2	Course Code-2
Second/ 2025-2026	Semester/Year-3
2025/10/1	Date this description was prepared -4
mandatory	Available forms of attendance -5
3/60	Number of study hours (total) / Number -6 of units (total)
M.M. Ghosoun Mohammed Hammoudi	Name of the course coordinator-7

Course Objectives-8

Introduction to the principles of educational statistics .6

Introducing students to some statistical terms and the role of statistics in the .7
 .advancement of the humanities

.To equip students with the skills to apply the laws of educational statistics .8

To equip students with the skills to identify the appropriate statistical method for .9
processing statistical data and interpreting results

.Students acquire the ability to think logically and to draw meaningful conclusions .10

Teaching and learning strategy -9

- A simplified explanation with clear examples from everyday life
 - Repetition and continuous training on the laws and data analysis
- Using simplified statistical terminology makes it easier for students to understand the laws
- Easy and gradual exercises according to the students' level
 - Encouraging students to participate without fear of making mistakes

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Continuous assessment) participation reports – – assignments – (interaction	Revised lecture - discussion	Definition of educational statistics	The concept of educational statistics is defined – the importance of statistics is explained – descriptive statistics and inferential .statistics are compared	4	the first
Continuous assessment (daily exam) – participation reports – – assignments – (interaction	Discussion – Brainstorming	Sampling , probability, and probability	The concept of the research community and its sample is .known Distinguish between the research population and the research sample It defines the methods for .selecting research samples It compares probability samples with non- .probability samples It explains the reasons for .selecting the samples	4	the second
Continuous assessment) participation reports – – assignments – (interaction	Brainstorming – Motivational Questions	Measures of central tendency Arithmetic) mean, median, (mode	It understands the concept of raw and tabulated data and how to apply measures .of central tendency to them To analyze test results	4	the third
Continuous assessment (surprise) quiz - participation reports - - assignments (interaction -	Brainstorming – Motivational Questions	Measures of dispersion variance and) standard (deviation	He knows the measures of .dispersion and how to apply it To analyze test results	4	Fourth
First month exam				4	Fifth
Continuous assessment) participation reports – –	Problem solving – discussion	Pearson correlation coefficient	It analyzes the relationship between two variables using Pearson's correlation .coefficient	4	Sixth

assignments – (interaction					
Continuous assessment) participation reports – – assignments – (interaction	Problem solving – discussion	Spearman's correlation coefficient	It analyzes the relationship between two variables using Spearman's correlation .coefficient	4	Seventh
Formative assessment	Explanation and clarification	Hypothesis testing One-sample T test	Formulates the study hypotheses and determines .the level of significance	4	Eighth
Formative assessment	Explanation and clarification	No test The following are for two independent samples, for two related samples	Learn about its importance and uses	4	Ninth
Continuous assessment surprise) quiz - participation reports - - assignments (interaction -	Brainstorming – Divergent Questions	chi - square test	Learn about its importance, .types, and uses	4	tenth
Formative assessment	Explanation and clarification	Practical applications	Transforming theoretical statistical concepts into practical skills through .hands-on exercises	4	eleventh
Formative assessment	Explanation and clarification	Statistical) software (SPSS	Introduction to the program, explaining its importance, advantages, and .disadvantages	4	twelfth
Formative assessment	Explanation and clarification	Data entry	Explanation of how to enter data into the program	4	thirteenth
Formative assessment	Explanation and clarification	Practical applications	Applying the scales and tests and explaining the results that appear	4	fourteenth
Second month exam				4	fifteenth

Evaluation methods-11	
exams + daily quizzes and participation -13	
classroom discussions -14	
Learning and teaching resources -12	
SPSS Applications Introduction to Statistics and	Required textbooks -8
Abdul Jabbar Tawfiq Al-Bayati and Zakaria Zaki .Athanasius, Descriptive and Inferential Statistics Abdullah Fallah and Ayesha Moussa, Educational Statistics Amman Al-Zaghloul, Educational Statistics Abdul Rahman Adas, Principles of Statistics in Education and Psychology	Main references and sources -2
Some research papers, theses, and dissertations related .to the subject matter are recommended	(a) Recommended books and references (, etc. scientific journals , reports
The University of Babylon website offers an e- :learning lecture service <a href="http://repository.uobabylon.edu.iq/elearning/elea-
ning2012.aspx">http://repository.uobabylon.edu.iq/elearning/elea- ning2012.aspx Website of the College of Basic Education, : University of Diyala /http://www.basicedu.uodiyala.edu.iq Iraqi Academic Journals Website http://www.iasj.net/iasj	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available .learning opportunities. It must be linked to the program description

guidance process	Course Name -1
CUB14GP242	Course Code-2
My semester courses	Semester/Year-3
2025/9/21	Date this description was prepared -4
mandatory	Available forms of attendance -5
hours/4 units 60	Number of study hours (total) / Number of -6 units (total)

Dr. Sahib Abdullah Hamad	Name of the person in charge of the course -7
/ Course Objectives-8	
Students' knowledge of the guidance process -1	
Informing students how to prepare for the guidance process -2	
Enabling students to understand the stages of the guidance process -3	
Students' knowledge of information gathering methods in the guidance process -4	
Teaching and learning strategy -9	
Lecture, presentation, discussion, questioning, brainstorming, and problem-solving	

Course structure -10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Presentation and discussion	Definition of the guidance process	Enabling students to understand the definition of the guidance process	4	the first
Class participation	discussion	Preparation for the guidance process	Knowing how to prepare for the guidance process	4	the second
Oral questions	interrogation	Guidance process procedures	Understanding the procedures of the guidance process	4	the third
Used papers answer No	Problem solving	Methods of collecting information in the guidance process	Understanding methods of collecting information in the guidance process	4	Fourth
First month exam					Fifth
My homework on a piece of paper	discussion	guiding relationship	Understanding the importance of the mentoring relationship	4	Sixth
brainstorming	delivery	Qualities and skills of a psychological counselor	Knowing who the psychological counselor is	4	Seventh
Class participation	Problem solving	Starting the mentoring relationship	Knowing how to start a mentoring relationship	4	Eighth
Daily test	Lecture	psychological problem	Understanding what the psychological problem is	4	Ninth
brainstorming	discussion	Observation and its role in the guidance process	Understanding what constitutes observation in the guidance process	4	tenth
viva voce	delivery	Objectives within the guidance process	Understanding the objectives of the guidance process	4	eleventh
Asking questions	discussion	Guidance methods in the guidance process	Understanding the methods of guidance in the guidance process	4	twelfth
brainstorming	Presentation and discussion	Evaluating the guidance process	Knowing how to evaluate the guidance process	4	thirteenth
oral exams	discussion	Ending guidance in the guidance process	Knowing how to end guidance in the	4	fourteenth

			guidance process		
Second month exam					fifteenth

And the scheduled

Evaluation methods-11	
This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description	
Learning and teaching resources -12	
Abu Asaad, Ahmed Abdul Latif (2011) <u>The Guidance Process</u> , * .Dar Al-Masira for Publishing and Distribution, Amman, Jordan	Required textbooks -9
Ismail, Saleh Abdul Rahman (2010) <u>Techniques and Methods</u> - 1 <u>of the Guidance Process</u> , 2nd ed., Dar Al Manahij for Publishing and Distribution. Amman, Jordan Al-Shinawi, Muhammad Mahrous (2014) <u>The Guidance</u> -2 <u>Process</u> , Dar Al-Kutub, Cairo, Egypt	Main references and sources -2
Abdullah, Muhammad Qasim (2013) <u>The Guidance Process: Theoretical Foundations, Programs and Applications</u> , Dar Al-Fikr, Amman, Jordan	a) Recommended books and journals , scientific(references (, etc. reports
research centers, universities, Positive psychology.com, European Encyclopedia	b) Electronic references, websites
Mental health	Course Name -1
CUB14PH216	Course Code-2
First semester/first course 2025-2026	Semester/Year-3
2025/9/21	Date this description was prepared -4
Mandatory attendance	Available forms of attendance -5
hours / 3 units 45	Number of study hours (total) / Number -6 of units (total)
Sanaa Ali HassounDr. .Prof	Name of the course coordinator -7
The Mental Health course aims to enable students to understand all types :Course Objectives -8 of mental disorders in order to benefit from them in practical application in the field of .education (school field)	
Teaching and learning strategy: Moving the student from the level of memorization to the -9 .level of understanding through discussion, dialogue and deduction	

Course Structure -10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom	Dialogue and	psychological	cognitive	3	the first

discussions	discussion	compatibility			
Classroom discussions	Dialogue and discussion	psychological defense mechanisms	cognitive	3	the second
Classroom discussions	Dialogue and discussion	Deceptive tricks	cognitive	3	the third
Classroom discussions	a dialogue and discussion	Escape / Substitution	cognitive	3	Fourth
First month exam				2	Fifth
Classroom discussions	Dialogue and discussion	Frustration theories	cognitive	3	Sixth
Classroom discussions	Dialogue and discussion	psychological conflict	cognitive	3	Seventh
Classroom discussions	Dialogue and discussion	aggressive behavior	cognitive	3	Eighth
Classroom discussions	Dialogue and discussion	psychological anxiety	cognitive	3	Ninth
Classroom discussions	Dialogue and discussion	hysteria	cognitive	3	tenth
Classroom discussions	Dialogue and discussion	morbid fear	cognitive	3	eleventh
Classroom discussions	Dialogue and discussion	Obsessive-compulsive disorder	cognitive	3	twelfth
Classroom discussions	Dialogue and discussion	psychosomatic	cognitive	3	thirteenth
Classroom discussions	Dialogue and discussion	Mental health approaches	cognitive	3	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
exams + daily quizzes and participation -1	
classroom discussions -2	
Learning and teaching resources -12	
.A brief overview of mental health disorders	Required textbooks -1
Abdelghaffar, Abdelsalam (1976): Introduction to Mental Health, Dar Al-Nahda Al-Arabiya, Cairo, Egypt	Main references and sources -2
Malika, Louis Kamel (1977): Clinical Psychology, Diagnosis and Prediction, Egyptian General Book Organization, Cairo	

Horney, Karen (1988) Our Inner Struggles, translated by Abdul Wadood Mahmoud, Baghdad	a) Recommended books and references (...scientific fields, reports)
http://www.counseling.org	...b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description	
General Arabic	Course Name .1
ARBSE	Course code .2
Chapter 1/2025	Semester/Year .3
2025/9/1	Date this description was prepared .4
Mandatory attendance	Available forms of attendance .5
hours/2 units 30	Number of study hours (total) / Number of units (total) .6
: Name: M.D. Warkaa Amer Yass Email Warkaa-amer@uodiyala.edu.iq	Name of the course coordinator (if there is more .7 (than one, please mention it
Course objectives .8	
He recites the verses The Quran correctly and understanding its -1 purposes and subject matter memorizes the Hadith and understands the teachings and human -2 values it promotes Students learn the rules of the Arabic language -3 Enabling students to learn every grammatical rule for every -4 grammatical topic Enabling the student to understand Arabic grammar rules and -5 provide practical examples introducing students to the most important sources and references -6 that can be consulted in the course material He becomes familiar with Arabic literature, memorizes the author, -7 and understands the context of the text and its author He understands the meaning of Arabic dictionaries, how they are -8 compiled, and how to search within them What is the difference between writing the long "ta" and the closed -9 "ta" It identifies common linguistic errors and how to correct them -10 Using sources and references related to Arabic grammar to learn -11 Arabic rules Developing critical and analytical thinking skills, the ability to plan -12 and communicate, and the use of modern educational methods	Course Objectives
Teaching and learning strategies .9	
Teaching and learning methods	strategy
The method of delivery and asking questions about the answer -1 Requiring students to submit reports related to the course material in order to -2 become familiar with the material closely and to encourage them to use libraries	

Giving the student homework consisting of summarizing each topic after it has been explained in the lecture -3 Assessment methods .Daily tests in the subject matter -1 .Submitting practical reports on the subject -2 Monthly written tests that measure the student's understanding of the material and his recall of examples -3 Distributing grades in a way that guarantees the student's rights in terms of attendance, participation and extracurricular activities -4	
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Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions and student in participation the lecture	Discussion and questioning	Surah Al-Isra, verses 23-29	Knowing the correct reading of the verses The Quran and its interpretation	2	1
Asking questions The student will answer it	Brainstorming and questioning	A discussion about mastering one's work	The noble hadith	2	2
Oral questions and student in participation the lecture	Cooperative learning interrogation	Verses from a poem by Al-Sharif Al-Radi	Arabic literature	2	3
Oral questions and student in participation the lecture + daily written exam	Discussion and questioning	Dalya Abi Al-Ara Al-Ma'arri	Arabic literature	2	4
Oral questions and student in participation the lecture	Discussion and questioning	Verses by Al-Jawahiri	Arabic literature	2	5
Oral questions and student in participation the lecture	Cooperative learning	Verses by Al-Sayyab	Arabic literature	2	6
1st midterm test - Solve the test and discuss the mistakes with the students				2	7
Asking questions .The student will answer it	Brainstorming through questioning	The story - the novel - the play - the article - the reflection - the .maqama	Prose and its arts	2	8

Oral questions and student in the lecture participation	Interrogation method	The present tense verb, its accusative and jussive particles	Arabic grammar	2	9
Oral questions and student in the lecture participation	Cooperative learning And a detailed explanation in the form of questioning	accusatives	Arabic grammar	2	10
Oral questions and student in the lecture participation	Brainstorming and memorization	The culverts	Arabic grammar	2	11
Oral questions and student participation in the lecture written exam daily +	Cooperative learning and the use of mental memorization	Rules for writing the letter "taa" closed) (and open Writing the long and short alif The letters ض and ظ	Language skills	2	12
Oral questions and student in the lecture participation	Interrogation and discussion	An - introduction to Arabic dictionaries, methods of compiling them, and how to search in them.	Arabic dictionaries	2	13
Discussion of reports				2	14
Second periodic test - Solve the test and discuss the mistakes with the students					15
Course evaluation					
:The grade for the first semester is distributed as follows -1 A. (10) marks for daily exams (oral and written) . points for participation and classroom and extracurricular activities (10) .B .marks for written exams (20) .C .marks for the end-of-first-semester exam (60) .2					
Learning and teaching resources					

	Required textbooks (methodology, if applicable)
Functional Grammar: Atef Fadl Fundamentals of Grammar: Abdul Aziz Al-Nabawi	Main references (sources)
A Concise Guide to Arabic Grammar Journals, periodicals, and published research	Recommended supporting books and references (...scientific journals, reports)
E-learning platforms, the websites .of Iraqi universities	Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

regime in Iraq Crimes of the Ba'ath	Course Name -1
BAASE3	Course Code-2
Chapter 1/2025-2026	Semester/Year-3
2025/9/3	Date this description was prepared -4
My presence	Available forms of attendance -5
hours / 2 units 30	Number of study hours (total) / Number -6 of units (total)
millimeter Nian Yunus Darakhan	Name of the course coordinator-7
Course Objectives-8	
To familiarize students with the historical and political background of the rule of the Arab .1 .Socialist Ba'ath Party in Iraq and its legal implications	
A statement of the basic concepts of international crimes, in particular genocide, crimes .2 .against humanity and war crimes	
Clarifying the legal basis for holding those responsible for crimes committed during that .3 .period accountable, in accordance with Iraqi legislation and international law	
Studying the role of the national judiciary, especially the Iraqi High Criminal Court, in the .4 .trial of the symbols of the former regime	
To instill the principle of the rule of law and the absence of impunity in the minds of .5 .students	

- .6 Developing skills in legal analysis of texts and judicial rulings related to serious crimes
- .7 Promoting a culture of human rights and transitional justice and their importance in state-building
- .8 Enabling students to prepare sound legal research in the field of international crimes

Teaching and learning strategy -9

The teaching strategy for the Baath Party Crimes course is based on an integrated approach that combines theoretical and practical aspects, and promotes critical thinking and legal analysis among students, through the following

1. Interactive lecture

Presenting the legal concepts related to the crimes committed during the rule of the Arab Socialist Ba'ath Party, while opening the door for discussion and dialogue

2. Analysis of legal texts

Studying the texts of the Iraqi Penal Code and the laws related to accountability, and linking them to the principles of international criminal law

3. Real-life case studies

Analyzing cases before the Iraqi High Criminal Court and deriving legal principles from them

4. Group discussions

Divide the students into groups to discuss specific legal issues and present their findings to the class

5. Preparing legal research and reports

Students are assigned individual or group research projects on specific topics within the course syllabus

6. Presentations

Training students to present and analyze a legal topic in front of their peers in an academic manner

7. Guided self-learning

Students are directed to review judicial rulings and legal references to enhance their research and analysis skills

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week

Oral and written test	The discussion is accompanied by an interrogation style	A historical introduction to the origins of the Arab Socialist Ba'ath Party and its rise to power in Iraq	Understanding the historical and legal background of the Ba'ath Party's rule in Iraq	Two hours	the first
Oral and written test	The discussion is accompanied by an interrogation style	The legal framework for criminalizing the actions of the former regime after constitutional :2003 and legislative basis	Analysis of the legal elements of international crimes: genocide, crimes against humanity, war crimes	Two hours	the second
Oral and written test	The discussion is accompanied by an interrogation style	The concept of crimes against humanity in international law and its applications to the previous regime	Interpreting the constitutional and legislative basis for holding regime figures accountable after 2003	Two hours	the third
Oral and written test	The discussion is accompanied by an interrogation style	The crime of genocide: legal elements and legal classification of certain events	Assessing the role of the national judiciary, particularly the Iraqi High Criminal Court, in achieving transitional justice	Two hours	Fourth
First month exam					Fifth
Oral and written test	The discussion is accompanied by an interrogation style	The Anfal crime: its legal characterization and judicial procedures	Distinguishing between individual criminal responsibility and command responsibility according to the principles of international criminal law	Two hours	Sixth
Oral and written test	The discussion is accompanied by an interrogation style	Sha'ban uprising : individual criminal responsibility	Analyzing court rulings issued against defendants and extracting legal principles from them	Two hours	Seventh

Oral and written test	The discussion is accompanied by an interrogation style	Forced displacement and demographic change: the legal basis for accountability	and documenting serious crime cases according to the academic method	Two hours	Eighth
Oral and written test	The discussion is accompanied by an interrogation style	Mass grave crimes: legal adaptation and evidence	Expressing a critical legal opinion on the effectiveness of transitional justice and reparations mechanisms in Iraq	Two hours	Ninth
Oral and written test	The discussion is accompanied by an interrogation style	The role of the Iraqi High Criminal Court in the trial of the symbols of the former regime	Defining the elements of international crime and distinguishing them from domestic crimes according to the standards of international criminal law	Two hours	tenth
Oral and written test	The discussion is accompanied by an interrogation style	The trial of Saddam Hussein: A legal study of the Dujail ruling	Applying legal texts to specific events from the Ba'ath Party's rule and deriving the correct legal classification	Two hours	eleventh
Oral and written test	The discussion is accompanied by an interrogation style	The responsibility of leaders and subordinates in international criminal law	Analysis of the principle of no impunity and its impact on the trial of political and military leaders	Two hours	twelfth
Oral and written test	The discussion is accompanied by an interrogation style	Transitional justice, reparations and compensation for victims in Iraq	A statement on the role of forensic evidence and documentation in proving serious crimes before the courts	Two hours	thirteenth
Oral and written test	The discussion is accompanied by an interrogation style	The crime of using internationally prohibited weapons: A case study of Halabja	Discussing the impact of crimes on social peace and the importance of transitional justice	Two hours	fourteenth

	.n style		in rebuilding the state		
Second month exam					fifteenth

Evaluation methods-11 exams + daily quizzes and participation -17 classroom discussions -18	
Learning and teaching resources -12	
The crimes of the Ba'ath regime in Iraq are part of the curriculum .for second-year students in Iraqi universities	Required textbooks -10
"The book "Crimes of the Ba'ath Regime in Iraq	Main references and -2 sources
Lectures on the subject of Ba'athist regime crimes in Iraq	Recommended books and) (scientific references (... journals , reports
https://legal.un.org/avl/	b) Electronic references, ... websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of .the available learning opportunities. It must be linked to the program description	
Course Name: .13	English language
Course Code: .14	ENGSE3
Semester / Year: .15	1 st 2025-2026
Description Preparation .16 Date:	1/10/2025
Available Attendance .17 Forms:	Mandatory
Number of Credit .18 Hours (Total) / Number of Units (Total)	2/30
Course administrator's .19 name (mention all, if more than one name)	Name: Asst. Inst. Fatimah Jamal Saadullah + Asst. Inst. Alla Hussien Ali
Course Objectives .20	
Course Objectives	veloping basic communication skills (listening, speaking, reading, and •

		writing). Acquiring common vocabulary and structures for everyday use. • Understanding simple texts related to academic and general life. • Enhancing the ability to express ideas clearly and simply. • Building confidence in using English in different situations. •			
Teaching and learning strategies .21					
Strategy		Simplified explanation with clear real-life examples. • Repetition and continuous practice of words and sentences. • Use of Arabic when needed for clarification. • Easy, gradual exercises based on students' level. • Encouraging students to participate without fear of mistakes. •			
Course Structure .22					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Comprehension texts about psychology	Happy family	Training and activities	Participations and exams
2	2	Comprehension texts about psychology	Happy family	Training and activities	Participations and exams
3	2	Knowing Present continuous	Present continuous	Training and activities	Participations and exams
4	2	Doing exercises of present continuous	Present continuous	Training and activities	Participations and exams
5	2	Comprehension texts about psychology	Maslo's pyramids	Training and activities	Participations and exams
6	2	Comprehension texts about psychology	Maslo's pyramids	Training and activities	Participations and exams
7	2	First month exam			
8	2	Knowing past continuous	Past continuous	Training and activities	Participations and exams
9	2	Doing exercise of past continuous	Past continuous	Training and activities	Participations and exams
10	2	Comprehension texts about psychology	Types of personality	Training and activities	Participations and exams
11	2	Comprehension texts about psychology	Types of personality	Training and activities	Participations and exams
12	2	Write a brief part about yourself	Write about the good life	Training and activities	Participations and exams
13	2	Write a brief part about yourself	Write about the good life	Training and activities	Participations and exams
14	2	Second month exam			
Course Evaluation .23					
The total course grade (100) is divided into two main parts: • First: 40 marks for continuous assessment, including simple oral and written tests, in addition to attendance and active classroom participation. • Second: 60 marks for the final written exam. Thus, the assessment system is based on balancing continuous evaluation with the student's performance in the final exam according to specific skill-based criteria.					

Learning and Teaching Resources .24	
Required textbooks (curricular books, if any)	- Rapid review of English Grammar by Praninks ,j - Developing skills by Alexander, LG - Phonetics and philosophy by Roach P.
Main references (sources)	English for Psychologists by Evinyan SS et. al.
Recommended books and references (scientific journals, reports...)	English for Psychologists by Evinyan SS et. al.
Electronic References, Websites	American Journal of Psychology British Journal of Psychology

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description					
Curricula and textbooks			Course Name .25		
CURSE3			Course code .26		
First/2025			Semester/Year .27		
2025/9/1			Date this description was prepared .28		
Attendance is mandatory			Available forms of attendance .29		
hours/2 units 45			Number of study hours (total) / Number of .30 units (total)		
Dr. Fatima Ismail Mahmoud M. M. Aws Ali Kadhim			Name of the course coordinator (if there is .31 (more than one, please mention it		
objectives Course .32					
.Studying the concept of curricula in its broad form and its traditional and modern types • .Understanding the foundations of curricula: cognitive, psychological, social, and cultural • .Philosophical Understanding the different types of curricula and focusing on the activity-based • .approach .Understanding the concept of textbooks and e-books and their characteristics •					
Teaching and learning strategies .33					
Course structure .34					
Evaluation Method	Learnin g method	Unit or topic name	Required learning outcomes	Hours	Week
Oral and written exams	theoret ical	The concept of curriculum and its types	Theoretical empowerment of the subject	2	Week the first
Oral and written exams	theoret ical	Traditional approach and modern approach	Theoretical empowerment of the subject	2	Week the second

Oral and written exams	theoretical	A comparison between the traditional and modern approach	Theoretical empowerment of the subject	2	Week the third
Oral and written exams	theoretical	The importance of studying curriculum science	Theoretical empowerment of the subject	2	Week Fourth
Oral and written exams	theoretical	Curriculum Foundations	Theoretical empowerment of the subject	2	Week Fifth
Oral and written exams	theoretical	Curriculum elements	Theoretical empowerment of the subject	2	Week Sixth
Oral and written exams	theoretical	Types of curricula	Theoretical empowerment of the subject	2	Week Seventh
Oral and written exams	theoretical	Activity Methodology	Theoretical empowerment of the subject	2	Week Eighth
Oral and written exams	theoretical	Curriculum Evaluation	Theoretical empowerment of the subject	2	Week Ninth
Oral and written exams	theoretical	Curriculum development	Theoretical empowerment of the subject	2	Week tenth
Oral and written exams	theoretical	The importance and creation of textbooks	Theoretical empowerment of the subject	2	Week the tenth
Oral and written exams	theoretical	General specifications for the textbook	Theoretical empowerment of the subject	2	Week the second ten
Oral and written exams	theoretical	Requirements for a good book	Theoretical empowerment of the subject	2	Week the third ten
Oral and written exams	theoretical	The electronic book and its importance	Theoretical empowerment of the subject	2	Week Fourth ten
Oral and written exams	theoretical	Its advantages according to the gains	Theoretical empowerment of the subject	2	Week Fifth ten
Course evaluation .35					
Learning and teaching resources .36					
			Required textbooks (methodology, if applicable)		
Mohammed Mahmoud Al-Khawald – Foundations of Educational – 2008 Curriculum Development and Scientific .Book Design – Dar Al-Masarra – Amman Ahmed Tawfiq Mar'i – Educational			Main references (sources)		

Curricula – Its Foundations, 4th Edition – University Book House – 2004 – United .Arab Emirates	
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Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Measurement and evaluation	Course Name -1
CUB14ME316	Course code -2
First semester / 2025 - 2026	Semester/Year -3
2026/2/15	Date this description was prepared -4
My presence	Available forms of attendance -5
hours / Number of units: 2 30	Number of study hours (total) / Number of -6 units (total)
Prof. Dr. Sanaa Ali Hassoun	Name of the course coordinator -7
Course Objectives -8 :The course aims to Introducing students to the concept of measurement and evaluation and their importance in the - .educational and guidance process .Distinguishing between the concepts of measurement, evaluation, testing, and assessment - .with the types of educational and psychological tests To become familiar - .the skill of preparing a specifications table To equip students with - (Introducing students to the characteristics of a good test (validity, reliability, objectivity - Training students to calculate the ease, difficulty, and discrimination indices in a preliminary - .manner .Developing students' ability to construct a comprehensive achievement test	

Teaching and learning strategy -9

- .Interactive lecture -
- .Classroom discussion -
- .Solve practical exercises -
- .Cooperative education -
- .Preparing test samples -
- .Practical duties -
- .Presenting case studies -

Course structure -10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	a lecture	The concept of measurement and evaluation and their importance	The student should understand the concept of measurement and .evaluation	2	the first
Daily test	discussion	The difference between measurement, evaluation, and testing	It distinguishes between basic concepts	2	the second
duty	a lecture	Types of educational tests	Lists types of tests	2	the third
sharing	Practical explanation	Steps for preparing the achievement test	It outlines the steps .for building tests	2	Fourth
First month exam				2	Fifth
Practical assessment	practical application	Specifications table	Specifications table	2	Sixth
Short test	a lecture	Test validity and its types	Explains the concept of honesty	2	Seventh
duty	Practical explanation	Test reliability and methods	The concept of stability is explained	2	Eighth
an exercise	practical application	Ease and difficulty factor	Calculates ease factors	2	Ninth
Practical assessment	Solving problems	discrimination factor	The discrimination index is calculated	2	tenth
duty	application	Test item analysis	Analyzes test items	2	eleventh
sharing	a lecture	Formative and summative assessment	Differentiates between types of calendar	2	twelfth
Daily test	discussion	Continuous assessment and its tools	Continuous assessment explains	2	thirteenth
Practical assessment	workshop	Comprehensive application	Builds a comprehensive test	2	fourteenth
Second month exam				2	fifteenth

Evaluation methods -11	
Monthly exams + daily tests + class participation and discussions + practical assignments + preparation of a comprehensive achievement test + evaluation of practical performance	
Learning and teaching resources -12	
The proper progression in understanding the subject of measurement and evaluation	Required textbooks -1
Muhsin, Muwaffaq Ayoub (2019): The correct progression in understanding the subject of measurement and evaluation, Central Press, University of Diyala	Main references and sources -2
.Refereed-scientific educational journals - Psychological and educational measurement - research Master's and doctoral theses in measurement and evaluation	(a) Recommended books and references (, etc. scientific journals, reports
Google Scholar ResearchGate	... b) Electronic references, websites

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

Guidance skills	Course Name -1
CUB14CS224	Course code -2
Second semester / 2025-2026	Semester/Year -3
2025/2/2	Date this description was prepared -4
In-person + online (blended learning)	Available forms of attendance -5
hours / Number of units: 2 30	Number of study hours (total) / Number of units (total) -6
Dr. Taif Ali Ibrahim	Name of the course coordinator -7
Course Objectives -8	
:The course aims to	
.Introducing students to the concept of counseling skills -	
.Understanding the guidance interview and its types according to its objectives -	
.Identifying the types of counseling skills used in counseling sessions -	

Teaching and learning strategy -9

- .Interactive theoretical lecture -
- .Classroom discussion -
- .Brainstorming -
- .Simplified case studies -
- .Role-playing -
- .Short assignments and reports -

Course structure -10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	Guidance skills	The student should understand the concept of .counseling skills	2	the first
Short assignment	Interactive lecture	Skills for dealing with the counselor's resistance	It demonstrates skills for dealing with the counselor's .resistance	2	the second
Daily test	discussion	Reasons for people's resistance to change and patterns of resistance	He knows the reasons for resistance and the patterns of .resistance fighters	2	the third
Class participation	a lecture	Sources of resistance to the guide	Identifying the sources of resistance of the seeker	2	Fourth
First month exam				2	Fifth
Classroom questions	discussion	Effective interview skills, communication and interpersonal skills	He knows communication skills	2	Sixth
duty	a lecture	The skill of reflecting emotions listening -	To know the skill of reversing emotions	2	Seventh
Simple practical assessment	Lecture + Discussion	The skill of reflecting content – listening	To know the skill of reverse content	2	Eighth
Daily test	Role acting	Clarification skill - listening	To know the skill of clarification	2	Ninth
Performance Note	a lecture	Summarizing skills Listening -	To know the skill of summarizing	2	tenth
sharing	Lecture + Discussion	The skill of asking questions, the skill of accuracy and clarity, and .listening	To know the skill of asking questions and the skill of accuracy and clarity	2	eleventh
duty	Lecture + Discussion	The skill of suggestion and the skill of confrontation – listening	To know the skill of suggestion and the skill of confrontation	2	twelfth
Short test	Lecture +	The skill of giving	To know the skill	2	thirteenth

	Discussion	information and the difference between it and advice, and the skill of interpretation – listening	of giving information and the skill of interpretation		
Practical assessment	Lecture + Discussion	The skill of interpretation and the skill of silence – listening	To know the skill of interpretation and the skill of silence	2	fourteenth
Second month exam				2	fifteenth

Evaluation methods -11	
Monthly exams + daily quizzes + class discussions + assignments and short reports + simple practical performance assessment	
Learning and teaching resources -12	
Guidance skills	Required textbooks -1
Abu Asaad, Ahmed Abdel Latif (2009): Guidance Skills, Dar Al-Masirah for Publishing and Distribution, Amman, Jordan	Main references and sources -2
Journals of psychological counseling and educational .guidance Psychological counseling research in peer-reviewed - .Arabic journals Report of the Ministry of Higher Education related to - .student guidance	(a) Recommended books and references (, etc. scientific journals, reports
(ACA) American Counseling Association website Google Scholar ResearchGate	... b) Electronic references, websites

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

Educational Psychology	Course Name -1
CUB14EP215	Course Code-2
Fourth / Second Stage / 2026	Semester/Year-3
2026 -2/1	Date this description was prepared -4
My presence	Available forms of attendance -5
hours / 2 units 30	Number of study hours (total) / Number of -6 units (total)
Prof. Dr. Muhannad Abdul Sattar A.M. Heba Mazhar Abdel M.M. Ru'a Malik Hussein	Name of the person in charge of the course -7
:Course Objectives -8	
That the student understands, interprets, predicts, and modifies human behavior in the -1 educational environment	
The course aims to help teachers design effective teaching strategies -2	
Solving educational problems and promoting human relations in the classroom, as well as -3 .measuring students' abilities and diagnosing their educational and behavioral problems	
Teaching and learning strategy -9	
Cooperative education -1	
Brainstorming -2	
Simulation and modeling -3	
Direct teaching -4	
Summarizing and self-testing strategies .5	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Exam, reports	Live teaching	Educational Psychology	Introduction to Educational Psychology	2	the first
Exam, reports	Live teaching	Educational Psychology	Motivation in learning	2	the second
Exam, reports	Live teaching	Educational Psychology	memory	2	the third
Exam, reports	Live teaching	Educational Psychology	Forgetting	2	Fourth
First month exam				2	Fifth
Exam, reports	Live teaching	Educational Psychology	Theories of memory and forgetting	2	Sixth
Exam, reports	Live teaching	Educational Psychology	Transfer of training effects	2	Seventh
Exam, reports	Live teaching	Educational Psychology	Theories of training transfer	2	Eighth
Exam, reports	Live teaching	Educational Psychology	feedback	2	Ninth
Exam, reports	Live teaching	Educational Psychology	Principles of feedback	2	tenth
Exam, reports	Live teaching	Educational Psychology	Learning	2	eleventh
Exam, reports	Live teaching	Educational Psychology	Conditions for good learning	2	twelfth
Exam, reports	Live teaching	Educational Psychology	Learning theories and laws	2	thirteenth
Exam, reports	Live teaching	Educational Psychology	Thorndike's Laws of Learning	2	fourteenth
Second month exam				2	fifteenth

Course Description

Evaluation methods-11	
exams + daily quizzes and participation -19	
classroom discussions -20	
Learning and teaching resources -12	
Educational Psychology D. Saleh Muhammad Abu Jado	Required textbooks -11
nothing	Main references and sources -2

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Psychology of individual differences	Course Name -1
CUB14DP123	Course Code-2
2/2/2026	Semester/Year-3
2025-2026	Date this description was prepared -4
My presence	Available forms of attendance -5
hours/2 units 30	Number of study hours (total) / Number of -6 units (total)
Prof. Dr. Hatem Jassim Aziz A. Muhammad Adnan M.M. Ru'a Malik Hussein	Name of the person in charge of the course -7
:Course Objectives -8	
Identifying the latent abilities, inclinations, and aptitudes of each student -1	
Helping teachers to better understand students and adapt teaching methods to serve their -2 diverse needs	
Improving academic performance and reducing academic failure -3	
Adapting teaching methods, tools, and approaches to suit the differences between -4 students	
Teaching and learning strategy -9	
Cooperative education -1	
Brainstorming -2	
Simulation and modeling -3	
Direct teaching -4	
Summarizing and self-testing strategies .5	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	What are individual differences	2	the first
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	Modern trends in the study of individual differences	2	the second
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	Classification of individual differences	2	the third
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	Differences between groups	2	Fourth
First month exam				2	Fifth
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	Factors affecting individual differences	2	Sixth
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	Individual differences according to body composition	2	Seventh
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	glandular system	2	Eighth
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	Personality	2	Ninth
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	intelligence	2	tenth
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	Emotional levels	2	eleventh
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	Qualities of a leader	2	twelfth
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	Tests and their types	2	thirteenth
Exam, daily reports and discussions	Live teaching	Psychology of individual differences	Things to consider to understand individual differences between people	2	fourteenth

Second month exam	2	fifteenth
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Evaluation methods-11	
Monthly exams + daily quizzes and participation -21	
classroom discussions -22	
Learning and teaching resources -12	
Differential Psychology Dr. Abdel Fattah Ali Ghallal	Required textbooks -12
nothing	Main references and sources -2
	(Recommended books and references) (... journals , reportsscintific
	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description
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Behavior modification	Course Name -1
CUB14BM223	Course Code-2
My semester courses	Semester/Year-3
2025/9/21	Date this description was prepared -4
mandatory	Available forms of attendance -5
hours/2 units 30	Number of study hours (total) / Number of -6 units (total)
Dr. Sahib Abdullah Hamad	Name of the person in charge of the course -7
/ Course Objectives-8	
Students' knowledge of the concept of behavior modification -1	
Introducing students to the fields of behavior modification -2	
Enabling students to understand the general characteristics of behavior modification -3	
Students' knowledge of the targeted behavior and how to measure it -4	
Teaching and learning strategy -9	
Lecture, presentation, discussion, questioning, brainstorming, and problem-solving	

Course structure -10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Presentation and discussion	Definition of behavior modification	Enabling students to understand the definition of behavior modification	2	the first
Class participation	discussion	Basic concepts of behavior modification	Understanding the basic concepts of behavior modification	2	the second
Oral questions	interrogation	Areas of Behavior Modification	behavior modification areas	2	the third
Used papers answer No	Problem solving	General characteristics of behavior modification	Understanding the general characteristics of behavior modification	2	Fourth
First month exam				2	Fifth
My homework on a piece of paper	discussion	Defining the target behavior and how to measure it	Understanding the target behavior and how to measure it	2	Sixth
brainstorming	delivery	Formulating behavioral goals	Knowing how to formulate behavioral goals	2	Seventh
Class participation	Problem solving	Desired behavior	Knowing how to increase desired behavior	2	Eighth
Daily test	Lecture	Effective use of behavior modification	Knowing how to effectively use behavior modification	2	Ninth
brainstorming	discussion	Behavior shaping	Understanding how behavior is shaped	2	tenth
viva voce	delivery	Modeling method	Understanding how to use modeling techniques in behavior modification	2	eleventh
Asking questions	discussion	Reducing unwanted behavior	Understanding how to reduce unwanted behavior	2	twelfth
brainstorming	Presentation and discussion	Punishment as a method of reducing behavior	Understanding how to use punishment to reduce behavior	2	thirteenth
oral exams	discussion	Overcorrection technique	Knowledge of how to use the overcorrection technique	2	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
daily quizzes and participation + exams -23	
Classroom discussions -24	
Learning and teaching resources -12	
Al-Khatib, Jamal (2003) <u>Behavior Modification</u> , Al-Falah * -1 Library for Publishing and Distribution, Kuwait	Required textbooks -13
Abu Asaad, Ahmed Abdul Latif (2011) <u>Modifying Human Behavior</u> , 1st -1 .Edition, Dar Al-Masirah for Publishing and Distribution, Amman, Jordan Butros, Hafez Butros (2010) <u>Modifying and Building Child Behavior</u> , 1st -2 .Edition, Dar Al-Masirah for Publishing and Distribution. Amman, Jordan	Main references and -2 sources
Al-Jubouri, Ali Mahmoud Kazem (2016) <u>Behavior Modification</u> , 1st ed., Al- .Manhajia Publishing and Distribution House, Amman, Jordan	a) Recommended books and journals scientific(references (, etc. reports ‘
research centers, universities, European Positive psychology.com, Encyclopedia	b) Electronic references, ... websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Social psychology	Course Name -1
CUB74SP2	Course Code-2
Second/2026	Semester/Year-3
2026/2/1	Date this description was prepared -4
mandatory	Available forms of attendance -5
hours/2 units (45)	Number of study hours (total) / Number -6 of units (total)
Dr. Fatima Ismail Mahmoud M.M. City M.M. Roaa Malek	Name of the person in charge of the -7 course
Course Objectives-8	
Studying the concept of social psychology in its broadest sense and what the -1 .relationship is between the individual and society	

- .To learn about research methods in social psychology -2
- .Understanding the relationship of social psychology to other sciences -3
- .Understanding the concepts of socialization, group, leadership, and self-concept -4

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral and written exams	theoretical	The importance of studying school health	Theoretical empowerment of the subject	4	the first
Discussions	theoretical	General objectives of the school health study	Theoretical empowerment of the subject	4	the second
Posts	theoretical	Preventive and therapeutic program	Theoretical empowerment of the subject	4	the third
oral exams	theoretical	development programs	Theoretical empowerment of the subject	4	Fourth
First month exam					Fifth
Written exams	theoretical	The evolution of school health through the ages	Theoretical empowerment of the subject	4	Sixth
Daily exams	theoretical	pollution	Theoretical empowerment of the subject	4	Seventh
Oral and written exams	theoretical	Pollution categories	Theoretical empowerment of the subject	4	Eighth
Discussions	theoretical	Proper nutrition	Theoretical empowerment of the subject	4	Ninth
oral exams	theoretical	Obesity diseases	Theoretical empowerment of the subject	4	tenth
Written exams	theoretical	Immunity	Theoretical empowerment of the subject	4	eleventh
oral exams	theoretical	Types of immunity	Theoretical empowerment of the subject	4	twelfth
Written exams	theoretical	first aid	Theoretical empowerment of the subject	4	thirteenth
Discussions	theoretical	First aid procedure sequence	Theoretical empowerment of the subject	4	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -25 and interventions Classroom discussions -26	
Learning and teaching resources -12	
Nader Taleb Shawamreh - Social Psychology - -1 Dar Al Shorouk for Publishing and Distribution .Amman - Jordan - 1st Edition - 2014 -	Main references and sources

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

Psychology of Education and Classroom Adaptation	Course Name -1
CLTSE4	Course Code-2
Second semester, 2025-2026	Semester/Year-3
2026/2/2	Date this description was prepared -4
In-person + online (blended learning)	Available forms of attendance -5
hours / Number of units: 4 60	Number of study hours (total) / Number of -6 units (total)
Dr. Mu'ayyad Saad Shuaib Al-Qaisi	Name of the person in charge of the course -7
Course Objectives-8	
.1 Studying the concept of the psychology of education and classroom adaptation	
.2 Clarifying the concept of the classroom as a psychological and cognitive environment	
.3 Explaining the meaning of classroom management and the art of learning	
.4 The importance of the online classroom	
Teaching and learning strategy -9	
-1 The theoretical presentation of the subject of educational psychology, in addition to (clarifying models such as (Bruner - Gagné - Piaget	
-2 The theoretical and applied aspect within the classroom by the students	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Interactive lecture	The concept of education and learning	Theoretical empowerment of the subject	4	the first
Short assignment	Lecture + Discussion	The classroom as a psychological and cognitive environment	Theoretical empowerment of the subject	4	the second
Daily test	Practical discussion	Classroom management and the art of teaching	Theoretical empowerment of the subject	4	the third
Class participation	a lecture	Standards of a good teacher	Theoretical empowerment of the subject	4	Fourth
First month exam					Fifth
duty	a lecture	The concept of the classroom as a cognitive and intellectual field	Theoretical empowerment of the subject	4	Sixth
Simple practical assessment	Lecture + Discussion	Bruner model	Theoretical empowerment of the subject	4	Seventh
Daily test	Role-playing	Janet model	Theoretical empowerment of the subject	4	Eighth
Performance notes	a lecture	Karl model	Theoretical empowerment of the subject	4	Ninth
Student participation	Lecture + Discussion	Ozber model	Theoretical empowerment of the subject	4	tenth
homework	a lecture	Piaget model	Theoretical empowerment of the subject	4	eleventh
Short test	a lecture	blended learning	Theoretical empowerment of the subject	4	twelfth
sharing	Lecture + Discussion	The importance of the online classroom	Theoretical empowerment of the subject	4	thirteenth
a lecture	Lecture + Discussion	Education and thinking	Theoretical empowerment of the subject	4	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily tests and participation + classroom discussions + -27 .assignments + short reports + simple practical performance evaluation	
Learning and teaching resources -12	
A textbook prescribed for the subject of Psychology of Education and Classroom Adaptation, and it is approved by the .department	Required -14 textbooks

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Calculators	Course Name -1
COMSE4	Course Code-2
Chapter Two/ 2025-2026	Semester/Year-3
2026/4/1	Date this description was prepared -4
In-person + online (blended learning) + practical (laboratory)	Available forms of attendance -5
hours / (Number of units: 3) 45	Number of study hours (total) / Number of -6 units (total)
M.M. Rasha Mahdi Abdel Qader	Name of the course coordinator-7
:Course Objectives: By the end of the academic year, the student will be able to -8	
• .The student understands the meaning of text editing on your computerWord Learn the basics of Microsoft • .Designing documents that facilitate application using a calculator • .and applying them to the computerWord program Understanding the realism tools of the • Building simple documents and templates and representing them from virtual reality • .(computer) to real reality	
Teaching and learning strategy -9	
– Theoretical lectures – Practical laboratories for the purpose of students applying their knowledge and interacting .with computers – Presentations and classroom discussions – Homework and short reports – Online support via educational platforms	

Course structure -10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Questions and discussion	Theoretical lecture	How to run Microsoft Word 2010 Familiarize * yourself with the program's main interface	Calculator / Data Viewer	3	the first
homework	Lecture + Presentation	Recognizing how * to write text with Arabic language symbols Delete text	Calculator / Data Viewer	3	the second
Short test	a lecture	Identifying copy * and paste from another website	Calculator / Data Viewer	3	the third
classroom exercises	a lecture	Searching for and replacing text	Calculator / Data Viewer	3	Fourth
First month exam				3	Fifth
Performance evaluation	practical application	Automatic correction and automatic formatting	Calculator / Data Viewer	3	Sixth
practical control	Lecture + Practical	Output units	Calculator / Data Viewer	3	Seventh
duty	a lecture	Formatting - simple letter formatting - and changing the font	Calculator / Data Viewer	3	Eighth
Oral questions	presentation	Text formatting – Paragraph formatting Style formatting – – Document organization	Calculator / Data Viewer	3	Ninth
Direct application	practical laboratory	Use a spell checker * Using a grammar * checker	Calculator / Data Viewer	3	tenth
practical control	practical laboratory	Use automatic * word delivery	Calculator / Data Viewer	3	eleventh
Practical assignment	practical laboratory	Margins, date * entries, and page numbers	Calculator / Data Viewer	3	twelfth
Performance evaluation	Lecture + Practical	Tables * Navigating between tables and formatting tables	Calculator / Data Viewer	3	thirteenth

Short research	a lecture	Understanding the concept of artificial intelligence and its terminology	Calculator / Data Viewer	3	fourteenth
Second month exam				3	fifteenth

Evaluation methods-11	
monthly exams Short daily quizzes Practical tests Classroom posts and discussions Duties and Reports	
Learning and teaching resources -12	
Iraqi Higher Education and Scientific Research Curriculum	Required textbooks -15
Microsoft Word 2010 book, author: M. Muhammad Abu Al-Ala	Main references and sources -2
Wikipedia	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

General Arabic	Course Name -1
ARBSE	Course Code-2
Chapter Two/2026	Semester/Year-3
2026/2/1	Date this description was prepared -4
Attendance is mandatory	Available attendance formats-5
hours/2 units 30	Number of study hours (total) / Number -6 of units (total)
Name: M.M. Ahmed Younis Abdullah	Name of the course coordinator (if there -7 (is more than one name, mention it
Course Objectives -8	
.Learn the general rules of the Arabic language -1 .Learn the prefixes of nouns, verbs, and particles -2 .Learn what knowledge is in the Arabic language -3 .Learn the dual form and what is attached to it -4 .Learn the masculine plural, the feminine plural, and what is attached to them -5 .Learn broken plurals and the five nouns -6 .pre-Islamic era Learn literary texts about the -7	
Teaching and learning strategies .1	

Teaching and learning methods -1 The lecture, accompanied by questioning -2 Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries -3 Giving homework that requires subjective explanations using causal methods Assessment methods -1 Daily tests with multiple and varied questions for the study materials -2 Submitting research papers -3 The written test to measure the students' ability to understand the material and memorize examples, evidence, and prominent figures in the field of Arabic grammar -4 Allocating specific grades for daily assignments -5 Practical training (observation) for the first stage					
Course structure .2					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions and student participation in the lecture	Interrogation	An introduction to general Arabic	To enable the student to know the difference between a noun, a verb, and a particle	2	the first
Daily written exam	brainstorming	Knowledge and conscience	Introduction to the knowledge in Arabic grammar	2	the second
Participating in the preparation	Interrogation	Demonstrative pronouns and relative pronouns	Introduction to the knowledge in Arabic grammar	2	the third
Oral questions and student participation in the lecture	Interrogation	The one defined by (al-), the one defined by addition	Introduction to the knowledge in Arabic grammar	2	Fourth
Participating in the preparation	Interrogation	The Mu'allafa of Imru' al-Qays	Pre-Islamic literature	2	Fifth
Participating in the	Interrogation	Review of previous	Review lesson	2	Sixth

preparation		information			
		Monthly (written) exam			Seventh
Participating in the preparation	Interrogation	Definition of the dual form, and conditions for its appendage	The dual and its appendix	2	Eighth
Daily written exam	Interrogation	Definition of the masculine and feminine plural forms, and the conditions for .their inclusion	The masculine and feminine plural forms, and those attached to .them	2	Ninth
Participating in the preparation	Interrogation	Definition of the masculine and feminine plural forms, and the conditions for .their inclusion	The masculine and feminine plural forms, and those attached to .them	2	tenth
Daily written exam	Interrogation	An introduction to broken plurals and their most common forms, an introduction to the five nouns, and the conditions that must be met. Classical Arabic: the phenomenon) of inflection, sound and rhythm, synonymy, homonymy, (antonymy	Broken plurals and the five nouns	2	eleventh
Participating in the preparation	Interrogation	An introduction to broken plurals and their most common forms, an introduction to the five nouns, and the conditions that must be met. Classical Arabic: the phenomenon) of inflection, sound and	Broken plurals and the five nouns	2	twelfth

		rhythm, synonymy, homonymy, (antonymy)			
Daily written exam	Interrogation	The Mu'allaha of Zuhayr ibn Abi Sulma	Pre-Islamic literature	2	thirteenth
Participating in the preparation	Interrogation	Review of previous information	Review lesson	2	fourteenth
		Monthly (written) exam			fifteenth
Course evaluation 3.					
:First: The semester coursework grade (40): distributed as follows marks for monthly (written) exams (25) -5 marks for daily exams (5) -6 points for reports (5) -7 . Classroom and extracurricular activities (5) -8 .Second: Grade for the final semester exam:)60(					
Learning and teaching resources 4.					
Comprehensive Collection of Arabic 1. . Lessons – Mustafa Al-Ghalayini Comprehensive Grammar – Abbas 2. .Hassan			Required textbooks (methodology, if (applicable		
Jami' al-Durus al-Arabiyya – Mustafa al- 1. . Ghalayini Comprehensive Grammar – Abbas 2. .Hassan .Explanation by Ibn Aqil 3.			.Main references (sources)		
.Utilize any sources related to the topic			Recommended supporting books and .references (scientific journals, reports...)		
.The Comprehensive Library website -1 The website of Dr. Mohammed Rabie -2 .Saeed Al-Ghamdi . Al-Aluka website -3 .Our Arabic library website -4 .A website that compiles illustrated books -5			.Electronic references, websites		

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

Guiding theories	Course Name -1
CUB14TC311	Course Code-2
October 2025	Semester/Year-3
2025/9/21	Date this description was prepared -4
(online (blended learning– In-person	Available forms of attendance -5
Number of hours: 60 / Number of units: 4	Number of study hours (total) / Number -6 of units (total)
Dr. Jinan Saleh / Ms. Hiba Mueen Hameed / Ms. Ruqaya Sabri	Name of the person in charge of the -7 course
-:Course Objectives -8	
Introducing students to counseling theory and its importance in the field of -9 .counseling	
Clarifying the objectives and positive characteristics of guidance theory -10	
.Students became familiar with the concepts of guidance theory -11	
Programming Explained Neuro-Linguistic -12	
Teaching and learning strategy -9	
The blackboard and the pen -5	
Discussion and dialogue -6	
.A video explaining Rogers' theory, Skinner's theory , and other theories -7	

Course Structure-10					
Evaluati on Method	Teachin g method	Unit/Topic Name	Required learning outcomes	Hours	Week
Short classroom participat ion	Lecture r – Discuss ion	Introduction to the concept of guidance theory	The student should understand counseling theory and its importance in the field of .psychological counseling	4	the first
homework	a lecture	The role of theory in psychological counseling	Explanation for the student about the role of theory in psychological counseling	4	the second
Short questions	a lecture	Clarifying theoretical concepts and building	The student should become familiar with the concepts of guidance .theory	4	the third

		character			
Short test	Discussion – Examples	Behavioral theory and its principles such as punishment and reinforcement	Defining the principles upon which behavioral theory is based	4	Fourth
First month exam					Fifth
Short questions	Lecture - Discussion	Social learning theory: advantages and disadvantages	The student should explain social .learning theory	4	Sixth
Class participation	a lecture	How does observational learning ?happen	The student learned how to learn by .observation	4	Seventh
Short questions	discussion	Background and development of cognitive theory	The student should become familiar with the background of cognitive-.behavioral counseling theory	4	Eighth
homework	Lecture-Discussion	What is the role of theory, and what are its methods and ?patterns	The student should understand the .role of theory in cognitive guidance	4	Ninth
Short test	Lecture and discussion	Development s in theories, including hierarchical theory	The student should know what .humanistic theories are	4	tenth
homework	a lecture	What are the concepts of the guide-centered theory and its basic ?assumptions	The student should explain the .client-centered therapy theory	4	eleventh
Short questions	Lectures and discussion	What is reality ?therapy	The student should become familiar .with reality therapy	4	twelfth

Short test	Lecture and discussion	Definition of programming its main characteristics and topics	The student will learn about Neuro-Linguistic Programming (NLP)	4	thirteenth
homework	a lecture	The theoretical background and development of this theory and its basic concepts	Introducing the student to eclectic approaches in counseling and psychotherapy	4	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -28	
homework + Classroom discussions -29	
resources Learning and teaching -12	
	Required textbooks -16
Theories of Counseling and Psychotherapy... Ahmed Abu Arabiyat	Main references and sources -2
	(Recommended books and references) (... journals , reportsscientific
	... b) Electronic references, websites

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

Personality psychology	Course Name -1
EDGUGM	Course Code-2
the first	Semester/Year-3
2026/2/1	Date this description was prepared -4
My attendance is mandatory	Available forms of attendance -5
4	Number of study hours (total) / Number of -6 units (total)
Dr. Khalil Abdullah Hussein Al-Jurani	Name of the person in charge of the course -7
Course Objectives-8	
The course aims to study personality theories and how to deal with personality -1 according to these theories, and to study the most important disorders that affect .personality and the factors that influence it Ensuring students understand the most important aspects of weakness and strength in -2 personality in order to strengthen the weak aspects and use the strong aspects of .personality to treat personality disorders	
Teaching and learning strategy -9	
:To teach students and achieve the course objectives, several strategies are used, including Problem-solving strategy, where students are presented with psychological problems -1 related to personality disorder, and then they use the theoretical frameworks they .have studied to deal with the disorder The strategy of dialogue and discussion allows students to engage in dialogue, ask -2 .questions, and discuss topics with various theoretical opinions presented The strategy of examples and models, where examples and models of the most -3 important problems are presented to allow students to identify them and choose the .most effective ways to deal with them	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Questions and discussion	Presentation and discussion	What is the theory	Understanding the meaning of the theory	4	the first
Questions and discussion	Presentation and discussion	Key theories of personality	Key theories in personality	4	the second
Questions and discussion	Presentation and discussion	and biological factors	Factors influencing personality	4	the third
Questions and discussion	Presentation and discussion		Personality formation	4	Fourth
First month exam					Fifth
Daily test	Presentation and discussion	Six approaches to personality	Methods of studying personality	4	Sixth
Questions and discussion	Presentation and discussion	What are the influencing factors	Social factors that influence personality	4	Seventh
Questions and discussion	Presentation and discussion	What are the environmental factors	Environmental factors that influence personality	4	Eighth
Questions and discussion	Presentation and discussion	What are personality disorders	Personality disorders	4	Ninth
Questions and discussion	Presentation and discussion	Types of personality disorders	Examples of personality disorders	4	tenth
Scale application	Examples and application	Methods of measuring personality	Personality assessment	4	eleventh
Review examples	Examples and application	What are the methods for measuring personality	Methods of measuring personality	4	twelfth
Questions and discussion	Presentation and discussion	Methods of assessing personality	Personality assessment	4	thirteenth
oral exam	Questions and discussion	Comprehensive review	Review of topics and assessment of student understanding	4	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -30	
classroom discussions -31	
Learning and teaching resources -12	
Personality theories/Personality psychology	Required textbooks -17
Personality theories	Main references and sources -2
	(Recommended books and references) (... journals , reportsscientific
SciencDirect & PsychCentral	... b) Electronic references, websites

Course Description Template

Course Description

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Childhood and adolescent problems	Course Name -1
CUB14B223	Course Code-2
First semester 2025-2026	Semester/Year-3
2026/2/2	Date this description was prepared -4
In-person + online (blended learning)	Available forms of attendance -5
hours / Number of units)4(30	Number of study hours (total) / Number -6 of units (total)
Prof. Dr. Muayad Saad Shuaib / Prof. Muntaha Sabbar / Prof. Rawa Rashid Hamid / Prof. Abbas Hashem	Name of the course coordinator-7

Course Objectives-8 :The course aims to Studying the concept of problems of children and adolescents - Understanding the factors that cause these problems- A study of a group of emotional disorders such as fear, shyness, jealousy, and stubbornness- Studying habit disorders such as bedwetting, thumb sucking, and nail biting- Studying speech, sleep, and antisocial behavior disorders such as (lying, stealing, and - (aggression	
	Teaching and learning strategy -9 Interactive theoretical lecture Classroom discussion Simplified case studies- Assignments and short reports-

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	The importance of studying problems	Theoretical empowerment of the subject	4	the first
Short assignment	Interactive lecture	Factors affecting the problem	Theoretical empowerment of the subject	4	the second
Daily test	discussion	School, family, and community	Theoretical empowerment of the subject	4	the third
Class participation	a lecture	Separation incidents parental conflict - - parental illness	Theoretical empowerment of the subject	4	Fourth
First month exam					Fifth
duty	a lecture	Emotional disturbances: fear and shyness	Theoretical empowerment of the subject	4	Sixth
Simple practical assessment	Lecture + Discussion	Jealousy - Stubbornness	Theoretical empowerment of the subject	4	Seventh
Daily test	Role-playing	Habit disorders	Theoretical empowerment of the subject	4	Eighth
Performance Notes	a lecture	involuntary urination	Theoretical empowerment of the subject	4	Ninth
sharing	Lecture + Discussion	Finger sucking - Nail biting	Theoretical empowerment of the subject	4	tenth
duty	Lecture + Discussion	Speech disorders - stuttering	Theoretical empowerment of the subject	4	eleventh
Short test	Lecture + Discussion	– Sleep disorder insomnia – hypersomnia	Theoretical empowerment of the subject	4	twelfth
sharing	+Lecture discussion	social unrest	Theoretical empowerment of the subject	4	thirteenth
discussions	Lecture + Discussion	Lying, stealing, aggression	Theoretical empowerment of the subject	4	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes, class participation and discussions + assignments and -32 short reports + simple practical performance assessment	
Learning and teaching resources -12	
A textbook for the course "Problems of Children "and Adolescents	Required textbooks -18
The prescribed textbook and the established vocabulary in the curriculum sector, with the .assistance of theses and dissertations	Main references and sources -2
Accessing journals, articles, and dissertations in the - field via the internet	(Recommended books and references) (... journals , reportsscintific
Wikipedia Library Google School ResearchGate	... b) Electronic references, websites

Course Description

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Interview in counseling and psychotherapy	Course Name -1
CUB14IC21 4	Course Code-2
Chapter One / October 2025	Semester/Year-3
2025/9/21	Date this description was prepared -4
(Classroom + Meet) In-person + online blended learning	Available forms of attendance -5
hours / Number of units: 260	Number of study hours (total) / Number of -6 units (total)
Dr. Maha Safaa El-Din Yassin Prof. Dr. Sanaa Ali Hassoun	Name of the person in charge of the course -7
:Course Objectives -8	
:The course aims to	
The course aims to introduce students to the concept of counseling interviews and -1 .psychotherapy, and its importance in human life	

Understanding interview and psychotherapy	-2
Students should understand the importance of psychological therapy in helping them deal with their challenges and problems in all aspects of their personal, social, school and family lives	-3
Introducing students to the importance of counseling interviews and psychological therapy	-4
:Initial interview strategy -9	
.The psychological counselor practices his professional skills and therapeutic interview	-
.Start by talking and taking the initiative with the person seeking guidance	-
There are several types of interviews: the opening stage, the interview building stage, and the interview closing stage	-
Types of communication during an interview include verbal communication, non-verbal communication, facial expressions, eye language, gestures, body posture, footwork, vocal expressions, and body shape and appearance	-
.Defining the regulations related to the mentoring relationship	-
The interview consists of a preliminary interview, an information-gathering interview, and a diagnostic interview	-
Interviewing techniques include fact-finding, free-form interviewing, and structured interviewing	-
Diagnostic and therapeutic interviews consist of three phases: the interview phase, the opening phase, the building phase, and the closing phase	-
.Discussion strategy	-
.Problem-solving strategy	-
.E-learning	-
.Advantages and disadvantages of the guidance interview	-
Avoid getting bogged down in writing and recording, as this confuses the person being examined	-
Handshake positions, which are three: dominance position, obedience position, and harmony position	-
.Switching between ideas	-
Classroom discussion	-
Interview techniques include questioning, the role of the counselee in practicing the questioning technique, and the rules in practicing the questioning technique	-

.The art of reaction -

The art of silence and listening, the art of repeating phrases, the art of reflection, and the art of
.clarification

.Interaction and interpretation techniques, suggestion technique, feedback technique -

Responsibility techniques in the guidance interview, which consist of argumentative -
discussions, responsibility techniques patterns, training practice, evaluation techniques,
.and discussion exercises

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	The concept of guidance and its origins	The student should understand the concepts of counseling and psychological interviewing	4	the first
Daily task	Interactive lecture	The goals and importance of guidance	It explains the goals and importance of psychotherapy	4	the second
Daily test	Discussion with students	The difference between guidance, therapy, and counseling	He distinguishes between counseling and psychotherapy	4	the third
practical participation	a lecture	Fields of psychological counseling	He learns about the areas of guidance	4	Fourth
First month exam				4	Fifth
Exam questions	classroom discussion	Psychological counseling approaches	The importance of problem-solving strategies	4	Sixth
Daily task	a lecture	Qualities of a successful educational counselor	Lists the qualities of a successful mentor	4	Seventh
Daily task	Lecture + Discussion	Professional ethics	It explains the importance of the interview	4	Eighth
Daily test	Explanation of how the mentor explains problem-solving	General roles of the counselor within the school	It defines the general roles that the counselor plays in the interview	4	Ninth
Mentor performance note	a lecture	The concept of the guiding relationship and educational direction	Explanation of the relationship between counseling and psychotherapy	4	tenth
Guidance participation	Lecture + Discussion	Characteristics of the educational guidance relationship and psychological counseling	It defines the characteristics of the educational guidance relationship	4	eleventh
Guidance	Lecture +	Theories of	He lists some	4	twelfth

assignment	Discussion	guidance and counseling	theories of interviewing and psychotherapy		
Daily test	Lecture + Discussion	Psychoanalytic theory and behavioral theory	He compares theories in a routine, everyday .manner	4	thirteenth
Practical assessment	Lecture + Discussion	Practical and everyday applications	It applies the basic concepts of counseling , interviewing, and . psychotherapy	4	fourteenth
Second month exam				4	fifteenth

Evaluation methods-11 exams + daily quizzes and participation -33 classroom discussions -34 Short reports -35 Daily work performance evaluation -36	
Learning and teaching resources -12	
Interview in counseling and psychotherapy	Required textbooks -19
University Book House 2014 (United Arab Emirates -1 (University Prof. Dr. Maher Abu Hilal Dr. Fadwa Al-Mughairi In interview and psychological counseling of Chapters Book -2 2019	Main references and sources -2
Journals of counseling interviews and psychotherapy -	a) Recommended books and scientific journals , (references (, etc. reports
Google Scholar ResearchGate	b) Electronic references, websites

Course Description

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Intellectual excellence and its nurturing	Course Name
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CUB14CT212	Course code
AD First semester of the academic year (2025-2026)	Semester/Year
2025/9/1	Date this description was prepared
Mandatory attendance	Available forms of attendance
hours 30	Number of study hours (total) / Number of units (total)
Name: Prof. Dr. Hatem Jassim Aziz M.M. Heba Ahmed Hadi	Name of the course coordinator (if there is more than one, please mention it)
Enabling students to understand the concept of excellence -1 Enabling students to understand the different types of excellence -2 Enabling students to understand the characteristics of excellence -3 Enabling students to learn methods for identifying high-achieving students -4 Enabling students to understand theories of excellence -5 Enabling students to obtain the necessary information about high-achieving students -6 Enabling students to know How to guide and mentor high-achieving students in school -7 Enabling students to learn the general principles of high achievement -8 Enabling students to learn about the most important global experiences in identifying outstanding students -9 Enabling students to learn how to identify gifted students -10 Enabling students to identify the guidance needs of outstanding students -11 Enabling students to understand the models that explain talent and excellence -12	:Course objectives At the end of the academic year, the student should be able to
Teaching and learning strategies	
The method of presentation is accompanied by questioning and discussion -1 Students are required to visit the library and the international information network (the Internet) to gain additional knowledge of the study materials, and they are assigned to write research papers to encourage them to frequent libraries -2 Giving homework that requires explanations and self-answers to the questions given to them about the topic being studied -3	strategy
Course structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Participating in the preparation	accompanying delivery interrogation and discussion	The concept of excellence	Students' understanding of the concept of excellence	2	1
Participating in the preparation	accompanying delivery interrogation and discussion	Talent and Excellence Classifications	Students' knowledge of talent and excellence classifications	2	2
Participating in the preparation	accompanying delivery interrogation and discussion	Characteristics of gifted and talented individuals	Students' knowledge of the characteristics of gifted and talented individuals	2	3
Participating in the preparation	accompanying delivery interrogation and discussion	Foundations of Educational Guidance	Students' knowledge of the fundamentals of educational guidance	2	4
Participating in the preparation	accompanying delivery interrogation and discussion	Methods for identifying gifted and talented individuals	Students' knowledge helps identify talented and gifted individuals	2	5
Participating in the preparation	accompanying delivery interrogation and discussion	academic excellence	Students' understanding of the concept of academic excellence	2	6
First midterm test - Solve the test and discuss the mistakes with the students				2	7
Participating in the preparation	accompanying delivery interrogation and discussion	How to identify gifted individuals	Students' knowledge of identifying gifted individuals	2	8
Participating in the preparation	accompanying delivery interrogation and discussion	Characteristics of academically gifted students	Students' knowledge of the characteristics of academically gifted students	2	9
Participating in the preparation	accompanying delivery	Academic	Students' knowledge of	2	10

in the preparation	interrogation and discussion	excellence	academic excellence		
Participating in the preparation	accompanying delivery interrogation and discussion	Guidance needs of academically gifted students	Students' awareness of the guidance needs of academically gifted students	2	11
Participating in the preparation	accompanying delivery interrogation and discussion	Models that explain talent and excellence	Students' knowledge of the models that explain talent and excellence	2	12
Participating in the preparation	accompanying delivery interrogation and discussion	Stages of identifying talented individuals	Understanding the stages of identifying talented individuals	2	13
Participating in the preparation	accompanying delivery interrogation and discussion	Educational programs for the gifted and talented	Students' knowledge of educational programs for the gifted and talented	2	14
Second periodic test - Solve the test and discuss the mistakes with the students				2	15
Course evaluation					
:First: Term effort grade: distributed as follows .marks for monthly (written) exams (30) -4 .marks for daily exams (5) -5 . Marks for reports, classroom and extracurricular participation (5) -6 .Second: Grade for the final semester exam:)60(					
Learning and teaching resources					
The Book of Mental Superiority Prepared by: Prof. Dr. Hatem Jassim Aziz			Required textbooks (methodology, if applicable)		
<u>Sources</u> Adib Muhammad Al-Khalidi: The .1 Psychology of Individual Differences and Mental Superiority, Dar Wael for Printing .and Publishing, 2008 Faten Maneh Al-Ajami: Talent and Mental .2 Excellence ; Issues and Guidance, Dar Al- .Falah for Publishing and Distribution, 2009 Abdul Muttalib Amin Al-Quraiti : The .3 Gifted and Talented (Their Characteristics,			Main references (sources)		

Discovery and Care), Alam Al-Kutub, .Egypt, 2004 Mustafa Nouri Al-Qamish: An Introduction .4 to Talent and Mental Excellence, Dar Al- .Masarra for Printing and Publishing, 2017 Mustafa Nouri Al-Qamish: An Introduction .5 to Talent and Mental Excellence, Dar Al- .Masira for Printing and Publishing, 2017 Mas'ad or Al-Diyar: Explanatory Models of .6 Intellectual Superiority, Dar Al-Kitab Al- .Hadith, 2018	
	Recommended supporting books and references (scientific journals, reports...)
Comprehensive Library	Electronic references, websites

Course Description

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programs Guidance	Course Name -1
CUB 14 PC 3 25	Course Code-2
My semester courses 2026	Semester/Year-3
2026/2/1	Date this description was prepared -4
mandatory	Available forms of attendance -5
hours / Number of units: 460	Number of study hours (total) / Number of -6 units (total)
Prof. Dr. Jabbar Thair - Asst. Prof. Dr. Jinan Saleh - Dr. Iftikhar Mazhar	Name of the course coordinator-7
/ Course Objectives-8	
.Students should know the goals and principles upon which guidance programs are based -1	
.Introducing students to methods of planning the guidance program -2	
Enabling students to know who is responsible for and who benefits from the mentoring -3 .program	
.Students' knowledge of methods for evaluating the guidance program -4	

Teaching and learning strategy -9

Lecture, presentation, and discussion*

Asking questions, brainstorming, and problem-solving*

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Presentation and discussion	Definition of the guidance program and its objectives	Enabling students to understand the guidance program and its objectives	4	the first
Class participation	discussion	guidance school and counseling program	Enabling students to acquire knowledge Examples of guidance program design	4	the second
Oral questions	Ask questions	The foundations upon which the program is based	Understanding the details of the foundations upon which the guidance program is based	4	the third
Used papers answer No	Problem solving	Program planning methods	Enabling students to learn how to plan the program	4	Fourth
First month exam					Fifth
My homework on a piece of paper	discussion	Guidance Program Services	Understanding the services offered by the program	4	Sixth
brainstorming	delivery	Program funding and implementation	Understanding how to fund and implement the program	4	Seventh
Class participation	Problem solving	Program evaluation	Enabling students to evaluate the program	4	Eighth
Daily test	Lecture	Questions and evaluation criteria	Understanding the assessment criteria and assessment questions	4	Ninth
brainstorming	discussion	Evaluation methods	Being able to identify the most important evaluation methods for the program	4	tenth
viva voce	delivery	Program problems	Understanding the problems that hinder the program and the problems that the programs	4	eleventh

			cause		
Asking questions	discussion	The need for the program	Students' awareness of the need for the program	4	twelfth
brainstorming	Presentation and discussion	General model for a guidance and counseling program	Identifying proposed models for student guidance and counseling	4	thirteenth
oral exams	discussion	Those responsible for guidance and counseling (the guidance and counseling team)	Identifying those responsible for implementing the program and what their responsibilities are	4	fourteenth
Second month exam					fifteenth

Evaluation methods-11 .(oral and written) exams daily + exams -37 Classroom discussions -38 Evaluating guidance sessions -39	
Learning and teaching resources -12	
Riyad Nayel Al-Asmi , General Principles in * Planning and Evaluating Psychological Counseling Programs, Dar Al-Nour for Publishing and Distribution, Syria	Required textbooks -20
Nabil Muhammad Al-Fahl, Psychological -1 Counseling Programs - Theory and Application, Dar Al-Ulum for Publishing and Distribution, Cairo Hassan Ahmed Suhail, Guidance Programs - -2 Methods and Techniques, Ghaydaa Publishing and Distribution House, Amman	Main references and sources -2
Journal of Counseling Psychology, Journal of School Counseling, Educational Journals, Journal of Counseling and Development, American Psychological Association	(a) Recommended books and references (, etc. journals , reports scientific
Research centers, learning, training, and personal mentorship platforms	... b) Electronic references, websites

Course description template

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Guidance methods and approaches	Course Name -1
CUB14ME321	Course Code-2
Chapter Two / 2025-2026	Semester/Year-3
2026/2/1	Date this description was prepared -4
My presence	Available forms of attendance -5
hours/3 units 45	Number of study hours (total) / Number of -6 units (total)
Prof. Dr. Sanaa Ali / Asst. Prof. Muntaha Sabbar / Ms. Heba Moein	Name of the person in charge of the course -7
Course Objectives-8	
Introducing students to the guidance methods and techniques used by the counselor -1	
.Explaining each method, including its characteristics and objectives -2	
Introducing students to behavioral guidance -3	
Teaching and learning strategy -9	
blackboard and pen -1	
Discussion and dialogue -2	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Class participation	Lecture - Discussion	Definition of method, definition of strategy, and criteria for .applying methods	The student should understand the concept of method .and strategy	3	the first
homework	a lecture	The importance of guidance methods, including individual .and group guidance	Explaining to the student the methods of psychological counseling	3	the second
Short questions	a lecture	What is the concept of group counseling, what are its psychological foundations, what types of cases does it address, and what are its methods	Introducing the student to group counseling	3	the third
Short test	Lecture and discussion	Define direct and indirect counseling, what procedures a counselor follows, and what are its advantages and .disadvantages	Clarification of direct and indirect guidance for the student	3	Fourth
First month exam					Fifth
Short questions	Lecture and discussion	Definition of religious guidance, causes of psychological distress, its features and uses	Introducing the student to religious guidance	3	Sixth
homework	a lecture	What is behavioral counseling, and what are its foundations, characteristics, methods, and procedures followed by the counselor	The student should explain behavioral .guidance	3	Seventh
Short questions	discussion	Defining the concept and foundations of guidance during the educational process and its methods	Introducing students to guidance during the educational process	3	Eighth
Short test	Lecture and discussion	Defining guidance through reading, clarifying its goals, advantages, and disadvantages, and defining guidance through reality,	Clarification for the student of guidance through reading and guidance through reality	3	Ninth

		clarifying its .concepts			
homework	a lecture	Definition of play- based guidance, its uses, and the methods .it employs	The student should understand the meaning of play- .based guidance	3	tenth
Class participation	Lecture and discussion	Defining leisure time, clarifying the activities followed, .and optimizing them	Explanation of leisure time guidance	3	eleventh
Short questions	Lecture and discussion	Clarifying its concept, key features, methods, and advantages of concise .praise	Define for the student what brief guidance is	3	twelfth
Short post	Lecture and discussion	Clarifying the concept of incidental counseling and what constitutes . counseling critique	Explanation for the student regarding incidental guidance	3	thirteenth
homework	a lecture	Defining the concept, the methods and observations used, the elements of difference, and its determinants	Definition of elective student advising	3	fourteenth
Second month exam					fifteenth

Evaluation methods-11 exams + daily quizzes and participation -40 classroom discussions -41	
Learning and teaching resources -12	
Guidance methods and approaches	Required textbooks -21
Modern Methods in Psychological and Educational Counseling / Ahmed Abu Asaad Counseling Psychology and Psychotherapy / Ali Al-Sayed Salman Psychological Guidance and Counseling / Jaber Ahmed Barzan	Main references and sources -2
	(Recommended books and references) (... journals , reportsscintific

... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Clinical Psychology	Course Name -1
CUB14CP324	Course Code-2
Chapter Two/ 2025-2026	Semester/Year-3
2026/2/3	Date this description was prepared -4
In-person + online (blended learning)	Available forms of attendance -5
hours / (Number of units: 2) 30	Number of study hours (total) / Number of units -6 (total)
Prof. Dr. Bushra Anad Mubarak Al-Tamimi	Name of the course coordinator-7
:Course Objectives: By the end of the academic year, the student will be able to -8	
<u>Chapter One</u> Clinical psychology: its development, concept, and fields <u>Chapter Two</u> Behavioral abnormalities and their standards: (Medical standard, Psychological standard, Social (standard, Social standard <u>Chapter Three</u> Clinical diagnostic study Diagnosis using the personal interview, types of interviews, interview stages and preparation, -1 the foundations upon which the interview is based scales Diagnosis using psychological tests and scales; types of tests; types of -2 <u>Chapter Four</u> Psychological and mental symptoms and their classification First: Personality Disorders Neurotic personality disorders: anxiety, obsessive-compulsive phobias, hysteria, psychotic -1 depression Psychopathic personality disorders (antisocial personality) -2 Second: Psychosomatic disorders Third: Mental disorders .Functional disorder: Schizophrenia -1 Organic disorder and dementia -2 Fourth: Behavioral disorders: alcohol addiction, psychosexual disorders <u>Chapter Five: Prevention and treatment of mental illnesses</u> First: Prevention of mental illnesses Primary prevention - 1	

Secondary prevention -2	
Second: Treatment of mental illnesses	
A- Organic treatment: Psychotropic drugs, electroconvulsive therapy, psychosurgical treatment	
B. Psychotherapy: Simple psychotherapy, psychoanalytic therapy, hypnotherapy, cognitive behavioral therapy, social and rehabilitative therapy	
Teaching and learning strategy -9	
Interactive theoretical lecture –	
Classroom discussion –	
brainstorming –	
Simplified case studies –	
Role-playing –	
Short assignments and reports –	

Course structure -10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Evaluation Method	Lecture + Discussion	Its development, concept, and fields	The student should understand the concept of clinical .psychology	2	the first
Oral questions	Lecture + Discussion	Its criteria: (Medical criterion, psychological criterion, social criterion, social (criterion	To explain what it is Behavioral abnormalities	2	the second
Short assignment	Interactive lecture	Diagnosis using the personal interview, types of interviews, interview stages and preparation, the foundations upon which the interview is based	Explains the clinical diagnostic study	2	the third
Daily test	a lecture	Diagnosis using psychological tests and scales; types of tests; types of scales	Explains the clinical diagnostic study	2	Fourth
First month exam				2	Fifth
Evaluation Method	Lecture + Discussion	Personality disorders	To mention and classify the psychological and mental symptoms	2	Sixth
Daily test	a lecture	Neurotic -1 personality disorders: anxiety, obsessive-compulsive phobias, hysteria, psychotic depression Psychopathic -2 personality disorders (antisocial (personality	To mention and classify the psychological and mental symptoms	2	Seventh
Choose my day	a lecture	psychosomatic disorders	To explain psychosomatic disorders	2	Eighth
Simple practical assessment	Lecture + Discussion	Functional -1 disorder: .Schizophrenia Organic disorder -2 and dementia	To explain mental disorders	2	Ninth
sharing	Lecture + Discussion	Alcohol addiction, psychosexual disorders	To explain behavioral disorders	2	tenth

Performance Notes	Interactive lecture	Primary prevention	To understand how to prevent mental illness	2	eleventh
duty	Lecture + Discussion	Secondary prevention and treatment	To understand how to prevent mental illness	2	twelfth
sharing	Role-playing	Organic treatment: psychotropic drugs, electroconvulsive therapy, psychosurgical treatment	To know how to treat mental illnesses	2	thirteenth
Scientific evaluation	Lecture + Discussion	Psychotherapy: Simple psychotherapy, psychoanalytic therapy, hypnotherapy, cognitive behavioral therapy, social and rehabilitative therapy	To know how to treat mental illnesses	2	fourteenth
Second month exam				2	fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and class discussions + assignments and short reports + performance evaluation	
Learning and teaching resources -12	
Clinical Psychology	Required textbooks -22
Ibrahim, Abdel Sattar and Abdullah Askar (2008): Clinical Psychology, Anglo Library, Cairo, Egypt	Main references and sources -2
Journals of Clinical Psychology – Psychological counseling research in peer-reviewed Arabic journals Ministry of Higher Education report on student guidance	(a) Recommended books and references (, etc. scientific journals, reports
American Counseling Association website Google School ResearchGate	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

Psychological counseling techniques	Course Name -1
Cub 141s413	Course Code-2
Chapter Two / 2026	Semester/Year-3
2026/2/1	Date this description was prepared -4
Mandatory attendance	Available forms of attendance -5
hours/2 units30	Number of study hours (total) / Number of -6 units (total)
Prof. Dr. Muwaffaq Ayoub Mohsen	Name of the course coordinator-7
Course Objectives: The course on psychological counseling techniques aims to enable -8 students to understand all types of psychological counseling techniques in order to benefit .from them in practical application in the field of education (school field)	
The teaching and learning strategy is to move the student from the level of memorization -9 .to the level of understanding through discussion, dialogue and deduction	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
classroom discussion	Dialogue and discussion	Important introduction	cognitive	2	the first
classroom discussion	Dialogue and discussion	Characteristics of human behavior	cognitive	2	the second
classroom discussion	Dialogue and discussion	Psychological terms	cognitive	2	the third
classroom discussion	Dialogue and discussion	Advantages of searching	cognitive	2	Fourth
First month exam				2	Fifth
classroom discussion	Dialogue and discussion	Methods of treating disorders	cognitive	2	Sixth
classroom discussion	Dialogue and discussion	Psychological schools	cognitive	2	Seventh
classroom discussion	Dialogue and discussion	Principles of Behavior Modification	cognitive	2	Eighth
classroom discussion	Dialogue and discussion	Behavior modification techniques	cognitive	2	Ninth
classroom discussion	Dialogue and discussion	Techniques of concise explanation	cognitive	2	tenth
classroom discussion	Dialogue and discussion	Psychological counseling skills	cognitive	2	eleventh
classroom discussion	Dialogue and discussion	Interviewing techniques	cognitive	2	twelfth
classroom discussion	Dialogue and discussion	Special needs techniques	cognitive	2	thirteenth
classroom discussion	Dialogue and discussion	Moral Constitution	cognitive	2	fourteenth
Knowledge of the four experiences: dialogue and discussion for the second monthly exam				2	fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -42	
classroom discussions -43	
Learning and teaching resources -12	
Psychological counseling techniques	Required textbooks -23
Al-Khawaja, Abdel Fattah (2010): Psychological Counseling Methods, Dar Al-Shorouk Printing House, Cairo, Egypt	Main references and sources -2
Mohsen Muwaffaq Ayub (2020): Psychological Counseling Techniques, University of Diyala Press, Baquba, Diyala	(Recommended books and references (a (... reports , fieldsscientific
http://www.counseling.org	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description	
Group guidance	Course Name -1
CUB14FC411	Course Code-2
February 2026	Semester/Year-3
2026/2	Date this description was prepared -4
(online (blended learning– In-person	Available forms of attendance -5
Number of units: 3	Number of study hours (total) / Number of -6 units (total)
M.M. Ruqaya Sabri Hashim	Name of the course coordinator-7

-:Course Objectives -8

.To know what group counseling is and what goals it seeks to achieve -13

To understand the meaning of group counseling and its areas -14

.To understand the fields of group counseling and the extent of the need for it -15

To differentiate between family counseling theories and apply them in his life -16

To explain parenting models in education -5

Teaching and learning strategy -9

blackboard and pen -5

Discussion, dialogue, and brainstorming -6

Question format -7

Cooperative learning method -4

Problem solving .5

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Short classroom participation	active learning Lecture and discussion	Historical background of group counseling – readiness and preparedness for problem-solving – Introducing the individual to the goals and importance of group counseling – Stages of family life – Functions of the family	The student should understand the concept of group counseling.	3	the first
homework	a lecture	Definition of school group counseling – Areas of therapeutic adjustment – Factors affecting family life	Understanding the concept of group counseling methods	3	the second
condition	a lecture	group counseling – Goals of group counseling – Problems addressed by group counseling	Definition of family counseling – Goals of group counseling	3	the third
Short test	Discussion – Examples	Theories related to family counseling	Knowledge of counseling theories for groups	3	Fourth
First month exam					Fifth
Short questions	Lecture - Discussion	The most important - family problems – Signs of marital crisis – Causes of marital problems – Misconceptions within the family	Understanding the nature of collective maladjustment	3	Sixth
Class participation	a lecture	School dropout – common family problems – domestic violence – divorce – infertility and childlessness	Understanding the nature of school maladjustment	3	Seventh
Short questions	discussion	The role of parents in childcare -	Understanding the nature of	3	Eighth

		problems in children	parenting models		
homework	Lecture-Discussion	Principles of group counseling – The counselor's tasks within the school – The counselor's role in the counseling process	Explaining the group counseling process	3	Ninth
		Second month exam			tenth
homework	Lecture, discussion and case studies	Key techniques of group counseling – strategies suitable for individuals in school counseling	Explanation of group counseling methods and strategies	3	eleventh
Short questions	Lectures and discussion	A program in family counseling for the preventive and therapeutic aspects	Explanation of group counseling methods and strategies	3	twelfth
Short test	Lecture and discussion	Clarifying the ethics that the mentor and members of the mentoring group should possess	Professional ethics in group counseling	3	thirteenth
homework	a lecture	Explaining how to use confrontation techniques in the group, providing practical applications, and concluding the guidance process	Completing the guidance process and practical applications in guidance and using the confrontation technique	3	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -44	
homework + Classroom discussions -45	
Reports on the course material -3	
Learning and teaching resources -12	
	Required textbooks -24

Ahmed (2009) Group Counseling Techniques Dar Al Shorouk, Amman, Al Rushd Library Abdul Latif, Dr. Ahmed (2010) Group Counseling, Al-Shorouk and Jordan Psychological Guidance and Counseling, by Suhair Kamel	Main references and sources -2
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Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description
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sustainable development	Course Name -1
SUSTH6	Course Code-2
Chapter Two - 2026	Semester/Year-3
2026/2/1	Date this description was prepared -4
My presence	Available forms of attendance -5
hours/2 units 30	Number of study hours (total) / Number -6 of units (total)
millimeter Nian Yunus Darakhan	Name of the person in charge of the -7 course
Course Objectives-8 :This course aims to To introduce students to the concept of sustainable development and its .1 .importance at the local and global levels Clarifying the three dimensions of sustainable development (environmental, .2 (economic, social Developing students' awareness of contemporary environmental challenges such .3 .as climate change and resource depletion .Enhancing critical thinking skills in analyzing sustainability issues .4 Enabling students to propose sustainable solutions to environmental and societal .5 .problems Encouraging students to adopt responsible behaviors towards the environment and .6 .society	

Teaching and learning strategy -9

:Interactive

Encouraging students to participate in classroom discussions and express opinions on
.sustainable development issues

:Learning Problem-Based .2

Presenting real environmental and societal problems and motivating students to analyze
.them and propose sustainable solutions

:Study Case .3

Analyzing local and global models and experiences in the field of sustainable
.development to draw lessons learned

:Cooperative learning .4

Dividing students into groups to work on joint projects or reports to enhance teamwork
.skills

:Self-learning .5

Encouraging students to research and consult external sources to expand their knowledge
.in the field of sustainability

:Presentations .6

Students are tasked with preparing and delivering presentations on specific topics to
.develop their communication and presentation skills

:Using modern educational tools .7

Utilize visual presentations, educational videos, and digital technologies to support
.understanding of concepts

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral and written test	The discussion is accompanied by an interrogation style	Introduction to Sustainable Development Concept, Origin,) (Importance	Understanding the concept of sustainable development, explaining the origins of the concept, and its global importance	Two hours	the first
Oral and written test	The discussion is accompanied by an interrogation style	Principles and general goals of sustainable development	Listing the principles of sustainable development and explaining the relationship between development and the environment	Two hours	the second
Oral and written test	The discussion is accompanied by an interrogation style	Environmental dimensions of sustainable development	Explaining the components of the ecosystem and analyzing the impact of human activities on the environment	Two hours	the third
Oral and written test	The discussion is accompanied by an interrogation style	The economic dimensions of sustainable development	Clarifying the concept of sustainable development and assessing the role of economics in efficient resource management	Two hours	Fourth
First month exam					Fifth
Oral and written test	The discussion is accompanied by an interrogation style	Social dimensions of sustainable development	Explaining the concept of social justice and linking sustainable development to improving quality of life	Two hours	Sixth
Oral and written test	The discussion is accompanied	Sustainable Development Goals and their applications	Introducing students to the Sustainable Development Goals	Two hours	Seventh

	d by an interrogatio .n style		and explaining their practical .applications		
Oral and written test	The discussion is accompanie d by an interrogatio .n style	Climate change: causes and effects	Explaining the causes of climate change and analyzing its environmental, economic, and social impacts	Two hours	Eighth
Oral and written test	The discussion is accompanie d by an interrogatio .n style	Natural resource management (water, energy, soil)	Identifying types of natural resources and proposing sustainable methods for managing them	Two hours	Ninth
Oral and written test	Discussion and questioning	Environmental pollution (air, (water, soil	Distinguish between types of pollution and evaluate pollution .reduction methods	Two hours	tenth
Oral and written test	The discussion is accompanie d by an interrogatio .n style	Sustainable urban development	Explaining the concept of sustainable cities and analyzing contemporary urban challenges	Two hours	eleventh
Oral and written test	The discussion is accompanie d by an interrogatio .n style	Sustainable consumption and production	The student explains sustainable consumption patterns and applies sustainability principles in daily .life	Two hours	twelfth
Oral and written test	The discussion is accompanie d by an interrogatio .n style	Renewable energy and its role in sustainability	Understanding renewable energy sources and comparing them with traditional energy sources	Two hours	thirteenth
Oral and written test	The discussion is accompanie d by an interrogatio .n style	The role of technology and innovation in sustainable development	Applying sustainable development concepts in a practical project and identifying the	Two hours	fourteenth

			role of individuals in achieving sustainability		
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -46	
classroom discussions -47	
Learning and teaching resources -12	
Sustainable Development: Concepts and Applications	Required textbooks -25
achs , Jeffrey D. (2015). The Age of Sustainable Development. Columbia University Press	Main references and sources -2
Robertson, Margaret. (2016). Sustainability Principles and Practice. Routledge .	
Studies on the –Mental Science & Policy environment, climate change, and national and .international strategies	a) Recommended books and references (reports ... ‘scientific fields(
https://sdgs.un.org/goals	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Guidance in school (observation)	Course Name -1
PRTFO702	Course Code-2
First semester/Year 2025-2026	Semester/Year-3
2025/9/21	Date this description was -4 prepared
My presence	Available forms of attendance -5
hours / Number of units: 2 30	Number of study hours (total) / -6 Number of units (total)
Dr. Maha Safaa El-Din Yassin M.M. Heba Ahmed Hadi	Name of the course coordinator-7

	:Course Objectives -8
	:The course aims to
The course aims to introduce students to the concept of psychological counseling and	-5
.educational guidance and its importance in life	
Getting to know the psychological counselor	-6
Students should understand the importance of a psychological counselor in helping	-7
students deal with their challenges and problems in all aspects of their personal,	
.social, school and family lives	
.Identifying the characteristics of a psychological counselor	-8
The counselor should explain to the students the limits of the counseling relationship	-9
the place of the counselor meeting, the time of the counselor meeting, when the)	
.(counselor breaks the privacy	
.Introducing students to basic counseling theories in an introductory manner	-10
	:Teaching and learning strategy -9
.Knowing how to solve problems within the classroom	-
.Interactive theoretical lecture	-
.Classroom discussion	-
.Discussion strategy	-
How to create records that help the counselor write down the names of students and	-
how often they come to him to solve my problems and know how to communicate	
.with the parents	
.A research-based learning strategy	-
.Problem-solving strategy	-
.Switching between ideas	-
.Role-playing	-

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	The concept of guidance and its origins	The student should understand the concept of .guidance	2	the first
Daily task	Interactive lecture	The goals and importance of guidance	It explains the goals and importance of .guidance	2	the second
Viewing the school	Discussion with students	The difference between guidance, therapy, and counseling	He distinguishes between counseling and psychotherapy	2	the third
practical participation	a lecture	Fields of psychological counseling	He learns about the .areas of guidance	2	Fourth
First month exam				2	Fifth
Exam questions	classroom discussion	Psychological counseling approaches	Lists guidance methods	2	Sixth
Viewing the school	a lecture	Qualities of a successful educational counselor	Lists the qualities of a successful mentor	2	Seventh
Daily task	Lecture + Discussion	Taking the students out of the classroom and playing some games	How to enter the classroom and follow some instructions	2	Eighth
Viewing the school	Explanation of how the mentor explains problem-solving	General roles of the counselor within the school	It defines the general roles performed by the educational counselor	2	Ninth
Mentor performance note	a lecture	The concept of the guiding relationship and educational direction	Explanation of the relationship between guidance and educational direction	2	tenth
Viewing the school	Lecture + Discussion	Characteristics of the educational guidance relationship and psychological counseling	It defines the characteristics of the educational guidance .relationship	2	eleventh

Guidance assignment	Lecture + Discussion	Theories of guidance and counseling	List some theories of guidance	2	twelfth
Viewing the school	Lecture + Discussion	Psychoanalytic theory and behavioral theory	He compares theories in a routine, everyday .manner	2	thirteenth
Practical assessment	Lecture + Discussion	Practical and everyday applications	It applies the basic concepts of .guidance	2	fourteenth
Second month exam				2	fifteenth

Evaluation methods-11	
exams + daily quizzes and participation -48	
classroom discussions -49	
Short reports submitted to the instructor -50	
Daily work performance evaluation -51	
Learning and teaching resources -12	
Guidance in school (observation)	Required textbooks -26
(Student Counseling Center 2006)	Main references and sources -2
Educational guidance and counseling research- Report of the Ministry of Higher Education and - Scientific Research related to student guidance	(a) Recommended books and references (, etc. scientific journals , reports
Google Scholar ResearchGate	b) Electronic references, websites

:Course description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description

Family counseling	Course Name -1
CUB14FC411	Course Code-2
First semester 2025-2026	Semester/Year-3

2026/2/15	Date this description was prepared -4
In-person + online (blended learning)	Available forms of attendance -5
hours / Number of units)3(30	Number of study hours (total) / Number of -6 units (total)
Prof. Dr. Bushra Enad Mubarak / Prof. Rawa Rashid Hamid	Name of the person in charge of the course -7
Course Objectives-8 :The course aims to Introducing students to the concept of psychological counseling and its importance in - individual and community life Understanding the goals, functions, and areas of guidance- Distinguishing between psychological counseling and some related concepts - (psychotherapy, guidance, educational counseling) of a psychological counselor and professional ethics Understanding the characteristics- basic skills in the mentoring relationship To equip students with - Introducing students to basic counseling theories in a preliminary manner-	
Teaching and learning strategy -9 Interactive theoretical lecture Classroom discussion Brainstorming Simplified case studies- Role-playing- Assignments and short reports-	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	The concept of family counseling	The student should understand the concept of .guidance	3	the first
Short assignment	Interactive lecture	Personal and ethical requirements	It explains what family requirements are	3	the second
Daily test	discussion	Goals of family therapy	It explains the goals .of family therapy	3	the third
Class participation	a lecture	Family therapy models	Lists models of family therapy	3	Fourth
First month exam				3	Fifth
duty	a lecture	Philosophical ideas of behavioral therapy	It explains the philosophical ideas behind behavioral .therapy	3	Sixth
Simple practical assessment	Lecture + Discussion	The role of a family counselor in behavioral therapy	Lists the tasks of a family counselor	3	Seventh
Daily test	Role-playing	The philosophical ideas underlying reality therapy	It explains the philosophical ideas .of reality therapy	3	Eighth
Performance Notes	a lecture	The role of the family counselor in reality therapy	The tasks of the family counselor in reality therapy are .mentioned	3	Ninth
sharing	Lecture + Discussion	Personal theories	He explains personal theories	3	tenth
duty	Lecture + Discussion	The philosophical ideas upon which existentialism is based	He mentions the philosophical ideas upon which existentialism is .based	3	eleventh
Short test	Lecture + Discussion	Professional intervention in the existential direction	Professional intervention explains the	3	twelfth

			existential approach		
sharing	+Lecture discussion	Measures in family counseling	The scales are applied in family .counseling	3	thirteenth
Practical assessment t	Lecture + Discussion	Family resilience scale	The family's tolerance scale mentions	3	fourteenth
Second month exam				3	fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes, class participation and discussions + assignments and -1 short reports + simple practical performance assessment	
Learning and teaching resources -12	
Family counseling	Required textbooks -1
Al-Buraithin, Abdul Aziz Abdullah (1999): Family Guidance, Dar Al-Masirah, Amman, Jordan	Main references and sources -2
Journals of Educational Psychology Psychological counseling research in peer-reviewed Arabic journals Ministry of Higher Education report on student - guidance	(Recommended books and references) (... journals , reportsscintific
American Counseling Association website Google School ResearchGate	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .available learning opportunities. It must be linked to the program description	
Ethics of the Guiding Profession	Course Name -1
CUB14EG4 18	Course Code-2
Chapter One / October 2025	Semester/Year-3
2025/9/1	Date this description was prepared -4

(Classroom + Meet) In-person + online blended learning	Available forms of attendance -5
hours / Number of units: 2 30	Number of study hours (total) / Number -6 of units (total)
Dr. Maha Safaa El-Din Yassin	Name of the person in charge of the -7 course
:Course Objectives -8	
:The course aims to	
The course aims to introduce students to the concept of psychological counseling and -11 educational guidance and its importance in life	
Getting to know the psychological counselor -12	
Students should understand the importance of a psychological counselor in helping -13 students deal with their challenges and problems in all aspects of their personal, social, school and family lives	
Understanding the characteristics of a psychological counselor and the ethics of the -14 profession	
The counselor should explain to the students the limits of the counseling relationship -15 the place of the counselor meeting, the time of the counselor meeting, when the) (counselor breaks the privacy	
.Introducing students to basic counseling theories in an introductory manner -16	
:Teaching and learning strategy -9	
.Interactive theoretical lecture -	
.Classroom discussion -	
.Discussion strategy -	
.A research-based learning strategy -	
.Problem-solving strategy -	
.E-learning -	
.Switching between ideas -	
.Role-playing -	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Lecture + Discussion	The concept of guidance and its origins	The student should understand the concept .of guidance	2	the first
Daily task	Interactive lecture	The goals and importance of guidance	It explains the goals and importance of .guidance	2	the second
Daily test	Discussion with students	The difference between guidance, therapy, and counseling	He distinguishes between counseling and psychotherapy	2	the third
practical participation	a lecture	Fields of psychological counseling	He learns about the .areas of guidance	2	Fourth
First month exam				2	Fifth
Exam questions	classroom discussion	Psychological counseling approaches	Lists guidance methods	2	Sixth
Daily task	a lecture	Qualities of a successful educational counselor	Lists the qualities of a successful mentor	2	Seventh
Daily task	Lecture + Discussion	Professional ethics	It explains professional ethics	2	Eighth
Daily test	Explanation of how the mentor explains problem-solving	General roles of the counselor within the school	It defines the general roles performed by the educational counselor	2	Ninth
Mentor performance note	a lecture	The concept of the guiding relationship and educational direction	Explanation of the relationship between guidance and educational direction	2	tenth
Guidance participation	Lecture + Discussion	Characteristics of the educational guidance relationship and psychological counseling	It defines the characteristics of the educational guidance .relationship	2	eleventh
Guidance assignment	Lecture + Discussion	Theories of guidance and counseling	List some theories of guidance	2	twelfth
Daily test	Lecture +	Psychoanalytic	He compares theories	2	thirteenth

	Discussion	theory and behavioral theory	in a routine, everyday .manner		
Practical assessment	Lecture + Discussion	Practical and everyday applications	It applies the basic .concepts of guidance	2	fourteenth
Second month exam				2	fifteenth

Evaluation methods-11	
exams + daily quizzes and participation -2	
classroom discussions -3	
Short reports -4	
Daily work performance evaluation -5	
Learning and teaching resources -12	
Ethics of the Guiding Profession	Required textbooks -2
(Jordanian Association for Psychological Professions) 1999 (Student Counseling Center 2006)	Main references and sources -2
Research on the ethics of the counseling profession- Report of the Ministry of Higher Education and Scientific - Research related to student guidance	a) Recommended books and scientific journals , (references (, etc. reports
Google Scholar ResearchGate	b) Electronic references, websites

:Course description

This academic program description provides a concise overview of the program's key features and expected learning outcomes, demonstrating whether students have made the most of the .available opportunities. It is accompanied by a description of each course within the program

Crisis guidance	Course Name -1
CUB14CC416	Course Code-2
2025-2026/ First	Semester/Year-3
2025/9/1	Date this description was prepared -4
My presence	Available forms of attendance -5
units/2 hours 30	Number of study hours (total) / Number of -6 units (total)
Prof. Dr. Muhannad Muhammad Abdul Sattar	Name of the person in charge of the course -7

Course Objectives-8

Understanding the concept of crisis counseling and its role in addressing problems in the -
.field of public life and the field of education
Understanding the vocabulary of the crisis, its details, causes, types, and influencing factors-
To learn about crisis management strategies in life and school settings-
Understanding how to prepare an emergency plan and how to implement it in public life -
and the school environment

Teaching and learning strategy -9

Teaching students about the psychology of crisis counseling -
.Teaching students how to recognize, understand, and deal with it -
Teaching students how to prepare a field emergency plan -
Teaching students strategies for dealing with crises and methods for overcoming them-

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Written exam + classroom and practical activity	My presence	The relationship between - humans and the environment	Understanding - Perception - Application	2	the first
Written exam + classroom and practical activity	My presence	An introduction to the study - of the relationship between humans, the environment, and .crises	Understanding - Perception - Application	2	the second
Written exam + classroom and practical activity	My presence	Basic concepts (the - individual's personal (structure The trend – intolerance – - dehumanization – stereotype problem –	Understanding - Perception - Application	2	the third
Written exam + classroom and practical activity	My presence	Psychological stress - Crisis - Conflict - Aggression - Protest - Trauma - Violence - Deprivation	Understanding - Perception - Application	2	Fourth
First month exam					Fifth
Written exam + classroom and practical activity	My presence	An introduction to - understanding the crisis	Understanding - Perception - Application	2	Sixth
Written exam + classroom and practical activity	My presence	What is a crisis? - Crisis - terminology	Understanding - Perception - Application	2	Seventh
Written exam + classroom and practical activity	My presence	Characteristics of a crisis - Causes of a crisis	Understanding - Perception - Application	2	Eighth
Written exam + classroom and practical activity	My presence	Stages of Crisis Development Types –	Understanding - Perception - Application	2	Ninth
Written exam + classroom and practical activity	My presence	Crisis classification - the different dimensions of a crisis	Understanding - Perception - Application	2	tenth
Written exam + classroom and practical activity	My presence	Crisis and Relative - Deprivation - Definition of Relative Deprivation - Theories of Relative Deprivation - Models of Relative Deprivation	Understanding - Perception - Application	2	eleventh

Written exam + classroom and practical activity	My presence	Traumatic events and - traumatic memory - Definition of traumatic memory - Traumatic memory models - Stages of psychological trauma	Understanding - Perception - Application	2	twelfth
Written exam + classroom and practical activity	My presence	Crisis Management - Definition of Crisis) Management - Crisis Strategies - Methods of (Dealing with a Crisis	Understanding - Perception - Application	2	thirteenth
Written exam + classroom and practical activity	My presence	Emergency plan and crisis - management requirements stages of the emergency plan) requirements for the success - of the emergency plan - psychological and social effects resulting from the (disaster	Understanding - Perception - Application	2	fourteenth
Second month exam					fifteenth

Evaluation methods-11 exams + daily quizzes and participation -6 classroom discussions -7	
Learning and teaching resources -12	
of Crisis Counseling. Prof. Dr. Muhannad Muhammad Abdul Sattar	Required textbooks -3
of Crisis Counseling. Prof. Dr. Muhannad Muhammad Abdul Sattar Crisis Management Guidance - Dr. Mahmoud Al-Tamimi Crisis management and psychological care for Dr. Muhammad . victims of disasters and crises .Ibrahim Al-Safasfeh and his colleagues	Main references and sources -2
Psychological counseling and its role in supporting mental health during crises (Coronavirus as a Yahya Shousha (model	(Recommended books and references) (... journals , reportsscintific
Crisis guidance and psychological care for victims of disasters and crises	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the .Available. It must be linked to the program description Learning .opportunities

counseling through play Psychological	Course Name -1
CUB 14 PC 3 13	Course Code-2
My semester courses	Semester/Year-3
2025/9/1	Date this description was -4 prepared
mandatory	Available forms of attendance -5
hours / Number of units: 4 60	Number of study hours (total) / -6 Number of units (total)
M.D. Iftikhar Mazhar Ali	Name of the course coordinator-7
/ Course Objectives-8	
.Students' knowledge of the values and functions of play-based guidance -1	
.Introducing students to the goals and importance of play-based guidance -2	
.Enabling students to understand the factors that influence play -3	
.Students learn about the types and specifications of the guidance room through play -4	
Teaching and learning strategy -9	
Lecture, presentation, and discussion*	
Asking questions, brainstorming, and problem-solving*	

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral questions	Presentation and discussion	Definition of play-based guidance	Enabling students to understand the definition of play-based guidance	4	the first
Class participation	discussion	Benefits of play-based guidance	Understanding the values and benefits of play-based guidance	4	the second
Oral questions	Ask questions	Play-based guidance functions	Understanding the functions of play-based guidance	4	the third
Used papers answer No	Problem solving	Play therapy and its relationship to psychology	Understanding the relationship between counseling, play, and developmental and therapeutic psychology	4	Fourth
First month exam					Fifth
My homework on a piece of paper	Ask questions	Educational roles	Understanding a child's educational roles through play	4	Sixth
brainstorming	delivery	Classical and modern theories of play-based counseling	Understanding the theories that explain play-based guidance	4	Seventh
Class participation	Problem solving	The importance of play therapy in diagnosis and treatment	Understanding the role of play therapy in diagnosing and treating problems	4	Eighth
Daily test	Lecture	The role of the school counselor	Understanding the role of the school counselor and their principles during play	4	Ninth
brainstorming	discussion	Factors affecting gameplay	Factors affecting gameplay during gameplay	4	tenth
viva voce	delivery	Types of games	Knowing the types of games required	4	eleventh
Asking questions	discussion	Playroom Contents	Game room specifications	4	twelfth
brainstorming	Presentation and discussion	Game equipment requirements	Game specifications	4	thirteenth
oral exams	discussion	Game models	Game models required to promote play in children	4	fourteenth
Second month exam					fifteenth

Course Description

Evaluation methods-11	
This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description - Learning and teaching resources -12	
Salma Majeed Kamel, Psychology of Play-Based * .Counseling, University of Diyala, Iraq	Required textbooks -4
Miller, Susanna, The Psychology of Play, World of -1 Knowledge, translated by Dr. Hassan Issa, National .Council for Arts and Letters, Kuwait	Main references and sources -2
Najla Bashour and others, The Child and Play - -2 Theoretical Approaches and Educational Applications, translated by Kamal Rafiq, Education Library for the .Gulf States	
Al-Manal Journal, National Institutes of Health, Educational Journals, National Institute of Play, Algerian Scientific Journals Portal	(a) Recommended books and references (, etc. journals , reports scientific
research centers, Positive psychology.com, universities, European Encyclopedia	... b) Electronic references, websites
School health	Course Name -1
CUB14CH418	Course Code-2
First / 2025	Semester/Year-3
2025/9/1	was prepared Date this description -4
mandatory	Available forms of attendance -5
hours/2 units 30	Number of study hours (total) / Number -6 of units (total)
Dr. Mu'ayyad Saad Shuaib Al-Qaisi	Name of the course coordinator-7
Course Objectives-8	
Studying the concept of social psychology in its broadest sense and what the .5 .relationship is between the individual and society	
Understanding the importance of school health, the environmental aspect, immunity, .6 .pollution, and first aid	
Fourth-grade students were instructed to adhere to school health guidelines during .7 .the application process	

Teaching and learning strategy -9

.Theoretical presentation of the subject of school health in the fourth stage -3

Preparing reports specific to the subject -4

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral and written exams	theoretical	The importance of studying school health	Theoretical empowerment of the subject	4	the first
Discussions	theoretical	General objectives of the school health study	Theoretical empowerment of the subject	4	the second
Posts	theoretical	Preventive and therapeutic program	Theoretical empowerment of the subject	4	the third
oral exams	theoretical	development programs	Theoretical empowerment of the subject	4	Fourth
First month exam					Fifth
Written exams	theoretical	The evolution of school health through the ages	Theoretical empowerment of the subject	4	Sixth
Daily exams	theoretical	pollution	Theoretical empowerment of the subject	4	Seventh
Oral and written exams	theoretical	Pollution categories	Theoretical empowerment of the subject	4	Eighth
Discussions	theoretical	Proper nutrition	Theoretical empowerment of the subject	4	Ninth
oral exams	theoretical	Obesity diseases	Theoretical empowerment of the subject	4	tenth
Written exams	theoretical	Immunity	Theoretical empowerment of the subject	4	eleventh
oral exams	theoretical	Types of immunity	Theoretical empowerment of the subject	4	twelfth
Written exams	theoretical	first aid	Theoretical empowerment of the subject	4	thirteenth

Discussions	theoretical	First aid procedure sequence	Theoretical empowerment of the subject	4	fourteenth
Second month exam					fifteenth

Evaluation methods-11	
Monthly exams + daily quizzes and participation -10	
and interventions Classroom discussions -11	
Learning and teaching resources -12	
A textbook for the course "Problems of Children and Adolescents"	Required textbooks -5
The prescribed textbook and vocabulary in the sectoral curriculum body, with the help of letters and theses	Main references and sources -2
Accessing journals, articles, and dissertations in the field via the internet	(Recommended books and references) (... journals , reportsscientific
Wikipedia Library	... b) Electronic references, websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description	
Sharia principles	Course Name .37
ISTH6	Course code .38
Chapter 1/2025-2026	Semester/Year .39
2025/9/20	Date this description was prepared .40
Mandatory attendance	Available forms of attendance .41
hours/2 units 30	Number of study hours (total) / .42 Number of units (total)
Prof. Dr. Khawla Hamad Khalaf	Name of the course coordinator (if .43 (there is more than one, please mention it
objectives Course .44	
Islamic and Sharia General Heavenly laws on Students recognizes -1 . especially . Islamic Sharia features knowledge from Students Enable-2 . Islamic laws between the difference multiplicity Students realizes-3 that References Sources Most important Students Definitions- 4 Study Material in To her Return maybe	Course objectives

. Heavenly laws some deviation Students analyzes- 5 In and their relationship ‘Islam before Arabs reality Understand -6 . The other societies and The generous Islamic Sharia principles Students Applies -7 Quranic With vision employing it . Contemporary					
Teaching and learning strategies .45					
Teaching and learning methods Teaching and learning methods .The method of delivery and asking questions about the answer - 1 Requiring students to submit reports related to the course material -2 in order to gain a deeper understanding of the subject and to excel in .it .Libraries Giving the student homework consisting of summarizing a book -3 on Hadith sciences in a way that ensures his learning .For the various lessons of Hadith science and to learn about them Assessment methods Assessment methods .Daily tests in the subject matter -1 .Submitting practical reports on the subject - 2 Monthly written tests that measure the student’s understanding of the - 3 material and his recall of examples Distributing grades in a way that guarantees the student's rights in terms - 4 of attendance, participation, and activities .Non- classroom					
Course structure .46					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions and student participation in the lecture	Dialogue and discussion	Principles of Islamic Law, linguistically and technically	recognizes that On what basis student Heavenly laws religions in general and Islamic law in particular The student should -2 realize the importance of .studying Islamic law The student should -3 appreciate the efforts of the commentators in explaining the sources of Islamic law in the Qur'anic	2	the first

			.texts		
Asking questions and receiving answers from the student	brainstorming	People's need for Sharia	The student should -1 know the characteristics of Islamic law To know the types -2 of worldly and otherworldly rewards To know the -3 generality and permanence of Islamic law The student should -4 be able to distinguish between the different religious laws at each stage.	2	the second
Oral questions and student participation in the lecture	Cooperative learning	The relationship of the principles of Islamic law to divine law	The student should know the characteristics of Islamic law To know the types -2 of worldly and otherworldly rewards To know the -3 generality and permanence of Islamic law The student should -4 be able to distinguish between the divine laws at each stage	2	the third
Oral questions and student participation in the lecture + daily written exam	Discussion and questioning	Arabs before Islam	The student should -1 learn about the environment of the Arabs before Islam To understand the -2 state of the Arabs before Islam That the student -3 understands and comprehends the legal situation among the Arabs The student should -4 demonstrate the differences between the divine laws before Islam.	2	Fourth

Oral questions and student participation in the lecture	The lecture method is accompanied by a style	The relationship of Islamic law to divine law	The student should -1 learn about the relationship of Islamic law to .heavenly laws The student should -2 explain the sources of divine laws and .Islamic law To create a -3 comparative table between divine laws and Islamic law The student should -4 be able to distinguish between Islamic laws	2	Fifth
Oral questions and student participation in the lecture	Cooperative learning	The emergence of Islamic jurisprudence The era of the - Prophet (peace be (upon him The era of the Rightly Guided Caliphs	The student should -1 know the origins of Islamic jurisprudence . The student should -2 deduce the most important characteristics of the era of the Prophet .(PBUH) To know the era of -3 the Rightly Guided Caliphs up to the beginning of the second century AH	2	Sixth
First midterm test – Solve the test and discuss the mistakes with the students					Seventh
Questions are directed and answered by .the student	brainstorming	The era after the Rightly Guided Caliphs to the beginning of the second century AH from the) beginning of the second century AH to the middle of the fourth century (AH	To become familiar - with the history of Islamic jurisprudence Islamic from the early century The second migration to mid-fourth century Hijri The student should .2 understand the importance of Islamic .law The student should .3 criticize the distorted and outdated divine .laws	2	Eighth

Oral questions and student participation in the lecture	The lecture method is accompanied by a style	The Origins of Islamic Doctrine	To become familiar with the history of jurisprudence Islamic from the early century The second migration to mid-fourth century Hijri The student should .2 understand the importance Islamic law The student .3 criticizes divine laws deviant	2	Ninth
Oral questions and student participation in the lecture	Cooperative education	Hanafi school of thought – Shafi'i school of thought Hanbali school of thought – Maliki school of thought	The student should learn about the emergence Islamic jurisprudence from mid-fourth century Hijri calendar to the fall of Baghdad AH 656 The student should .2 understand .jurisprudence Islamic from the fall of Baghdad Up to our present time The student should .3 analyze He concludes with the most important features Islamic jurisprudence	2	tenth
Oral questions and student participation in the lecture	brainstorming	Sources and objectives of Islamic law	The student should -1 explain Objectives of Islamic Law . Islamic The student should .2 know the effect Legislative objectives in Civilization .Humanity	2	eleventh

			The student should .3 evaluate the effects The prohibition of divorce in .Christianity		
Oral questions and student participation in the lecture	Cooperative learning	Characteristics of Islamic Law	He knows that student Sharia features Islamic He understands that importance student Islamic Sharia	2	twelfth
Oral questions and student participation in the lecture	The lecture method is accompanied by a style	The universality and permanence of Islamic law; the comprehensiveness .of Islamic law	The general understanding of Islamic law is to distinguish between survival and .comprehensiveness	2	thirteenth
			Discussion of reports	2	fourteenth
Second periodic test - Solve the test and discuss the mistakes with the students					fifteenth
Course evaluation .47					
:First: Term effort grade: distributed as follows -7 marks for daily exams (oral and written) (10) -8 . points for participation and classroom and extracurricular activities (10) -9 . marks for written exams (20) .Second: Grade for the final semester exam:)60(					
Learning and teaching resources .48					
Introduction to Islamic Law: Hassan Al-Rubaie Introduction to Islamic Law: Abbas Kashif Aghtaa			Required textbooks (methodology, if (applicable		
Introduction to Islamic Law: Mustafa Al- -1 Zalmi			.Main references (sources)		
:Summary of the introduction to Sharia Sources of legislation according to the Imamiyyah Foundations of Islamic legislation Introduction to Islamic Studies			Recommended supporting books and .references (scientific journals, reports...)		
E-learning platforms, the websites of Iraqi .universities			.Electronic references, websites		

