



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

**Academic Program and Course
Description for the Department of
Psychological Counseling and
Educational Guidance**

2025-2026

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 Mameed, Ph. D.

Date: 15/4/2026

Signature:

Approved by the Dean:

Assist. Prof. Dr. Ayman AbduAoun

Academic Description for the First Year – Academic Year 2025–2026

Course Description

y features and the expected This course description provides a concise summary of the course's ke 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
2026-First semester / 2025	Semester/Year -3
2025/9/21	Date this description was -4 prepared
(person + online (blended learning-In	Available forms of attendance -5
ts: 2hours / Number of uni 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 .and areas of guidance •Understanding the goals, functions - 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 .tudents with basic skills in the mentoring relationshipTo equip s - .Introducing students to basic counseling theories in an introductory manner -	
Teaching and learning strategy -9 .Interactive theoretical lecture - .Classroom discussion - .Brainstorming - .udiesSimplified case s - .playing-Role - .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 upbringing and his	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 etweenb 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 pproachesa	Lists guidance approaches	2	Sixth
duty	a lecture	Qualities of a successful educational counselor	Lists the qualities of a successful mentor	2	Seventh
Simple l practica 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 teNo	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	teenththir
Practical assessment	Lecture + Discussion	Practical applications and case studies	Apply basic concepts	2	fourteenth

Second month exam	2	thfifteen
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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	
les and theories of educational guidancePrincip	Required textbooks -1
Principles :(Jaid , Abdullah bin Mayouf (2021-Al -and Theories of Educational Guidance, Dar Al .Masirah, Amman, Jordan	Main references and sources -2
.Journals of educational psychology reviewed -Psychological counseling research in peer - .Arabic journals Report of the Ministry of Higher Education related to - .student guidance	(a) Recommended books and references (, etc. tsscientific journals, repor
(ACA) ciationAmerican Counseling Asso 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 e learning outcomes for the student, demonstrating whether they have made the most of th .available learning opportunities. It must be linked to the program description

Human rights and democracy	Course Name -1
DEMFI1	Course Code-2
2025 – Chapter 1	Semester/Year-3
2025/9/1	Date this description was -4 prepared
My presence	tendanceAvailable forms of at -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 :r with the followingBy the end of the first semester, the student should be familia .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 .ntscoexistence and dignified living for all its compone 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
stitutions in order to spread security and safety The necessity of cooperating with state in .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
roups to achieve a common goal, which promotes Working in gr: Cooperative Learning
.cooperation and communication
Presenting a behavior or process for students to learn through : Modeling and Simulation
.observation
them, about Guided discussions: A dialogue between the teacher and the students, or among
.a specific topic to deepen understanding
.life problems to find innovative solutions for-solving: Giving students real-Problem
.Learning through the implementation of a practical project :(PBL) based learning-Project

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	n rights, Defining human rights, their types, categories, and characteristics	hours 6	the second
Discussion and debate	Explanation and clarification	rights in Human 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 story among the Greeks and Romans, along with its forms, types, characteristics, and mechanisms	hours 6	Eighth
Discussion	Explanation	An overview of the	The concept of	hours 6	Ninth

and debate	and clarification	concept of freedom, its types and forms	freedom, its types and forms		
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 Participation -Monthly exams + daily quizzes 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 Jabri-Abed Al	Main references and sources -2
Nicola Haddad. Democracy: Its Path and Destiny, 1954	(Recommended books and references) (... journals , reports)
There is no	... b) Electronic references, websites

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

Psychology General	Course Name
CUB14IR111	Course code -2
5Chapter One / October 202	Term / Year -3
2025/9/21	Date this description was prepared -4
person attendance is mandatory, while online -In .is blended (classroom + meeting) learning	Available forms of attendance -5
ts: 2Number of uni /60	Number of study hours (total) / Number -6 (of units (total
Din Yassin-Dr. Maha Safaa El M.M. Ruqaya Sabri Hashim	Name of the course coordinator -7
Course Objectives-8 .Understanding and interpreting behavior -1 .Predicting what behavior will be -2 .Controlling and managing behavior -3 .nts to the basic theories of general psychology in an introductory mannerIntroducing stude -4 Students should understand the importance of the psychological counselor in general -5 psychology in helping students deal with their challenges and problems in all aspects of their personal, social, school and family lives	
9-Teaching and Learning Strategy .a- Interactive and academic theoretical presentation of the subject's concepts b- Practical presentation focused on studying the psyche and its realms through the observation and experimentation of observable behavior—whether in humans, animals, or plants—as well as emotions and sensations .c- Classroom discussion .d- Assignments and short reports	

Course structure -10					
Evaluation Method	hing Teac method	Unit/Topic Name	Required learning outcomes	Hours	Week

Oral questions	theoretical	concept of general - its goals -psychology its - its branches to other relationship schools of -sciences psychology	Theoretical empowerment of the subject	4	the first
Short assignment	theoretical	is meant by What aspects - behavior Factors -Behavior Influencing Behavior	etical Theor empowerment of the subject	4	the second
Oral and written exams	theoretical	The - Motivation -function of motivation of motivation Types	Theoretical and practical mastery of the subject	4	the third
Class participation	theoretical	Definition -Emotions - and Characteristics Physiological changes theories of -in emotion .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 The five -sensation senses	Theoretical and practical of the subject mastery	4	Seventh
Oral and written exams	theoretical	Factors - Attention -affecting attention ntionTypes of atte	Theoretical and practical empowerment of the subject	4	Eighth
Performance Notes	theoretical	-Perception Psychological and Neurological Foundations of The -Perception Importance of Perception	Theoretical and practical empowerment of the subject	4	Ninth

Oral and written exams	theoretical	Factors - Personality Influencing Personality Personality Types -characteristics of personality	and practical Theoretical mastery of the subject	4	tenth
sharing	theoretical	-The nervous system -development brain -brain components brain -nerve cell functions	Theoretical and practical mastery of the subject	4	eleventh
duty	eticaltheor	-Intelligence Measuring Intelligence The Meaning of - -Intelligence Constructing Psychological Tests	Theoretical and practical empowerment of the subject	4	twelfth
Oral and written exams	theoretical	Traumatic –Memory –Definition –Memory Theories Explaining It	Theoretical and practical mastery of the subject	4	thirteenth
		–rning Transfer of lea conditions –its areas 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	
daily quizzes and participation + exams -1	
classroom discussions -2	
Short reports -3	
rmance evaluationDaily work perfo -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 Mughairi-wa AlDr. Fad	Required textbooks -1

-to Psychology by Dr. Emad Abdul Rahim Al Introduction Zaghoul 2014 «Hindawi-Dr. Ali Faleh Al	Main references and sources -2
Journals of General Psychology	a) Recommended books and scientific journals, (references (, etc. reports
Google Scholar ResearchGate	ectronic references, websitesb) El

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 t of the available learning opportunities. It must be linked to the program the mos .description
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Developmental psychology	Course Name -1
DEVFI1	Course Code-2
2026-First semester 2025	Semester/Year-3
2026/2/15	Date this description was prepared -4
(person + online (blended learning-In	e forms of attendanceAvailabl -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	coordinator Name of the course-7
tivesCourse Objec-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- hology in educational, counseling, and Employing the principles of developmental psyc- .social fields	

Teaching and learning strategy -9

Interactive theoretical lecture

Classroom discussion

Brainstorming

Assignments and short reports-

Course Structure-10					
Evaluation Method	Teaching method	pic NameUnit/To	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 rowthg	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 patipartici on	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	playing-Role	Growth aspects	It explains aspects of growth and what its most important .manifestations are	2	hthEig
Performan ce 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	ists the sources of It l 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 ?n languagehuma	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 .important stages most	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

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

Course description

Course Description

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
2026-First semester / for the year 2025	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	Coordinator of the course -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
- the factors influencing it, its ‘Developing awareness of the concept of education -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
- ionA poster illustrating the fields of educat -2

Course Structure-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Short classroom participation	–r Lecture 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	tors affecting Fac education	The student should identify the genetic and social factors	2	the third
Short test	Discussion –n 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 l basis of historical 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	d 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 roaches when app 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	discussion of And a 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 ohn logical steps that J Dewey laid out to achieve expertise in .solving-problem	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. Jashami-Muthanna Alwan Al	xtbooksRequired te -2
	Main references and sources -2
	(a) Recommended books and references (, etc. scientific journals , reports
	... ces, websitesb) Electronic referen

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 .s. It must be linked to the program descriptionavailable learning opportunitie

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 .ailable learning opportunities. It must be linked to the program descriptionav

Educational and vocational guidance	Course Name -1
CUB14EVG119	Course Code-2
2026-2025	Semester/Year-3
2026-2-1	Date this description was prepared -4
My presence	attendance Available forms of -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 ves that the educational system seeks to The goals of educational guidance are the objecti 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 of the student Achieving the holistic development .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 .academic difficulties appropriate study methods, and overcome 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 solving, and-making skills based on sound thinking, problem-Developing decision .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 roaches used by counselors or Educational guidance strategies are the methods and app 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 tly between the counselor and the student. It helps in It takes place direc understanding the student's specific problems (academic, psychological, social) and is .suitable for cases that require privacy Group counseling .2	

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

Preventive guidance .3

ss about It aims to prevent problems before they occur. Examples include raising awarene
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
.such as individual interviews and intervention plans undesirable behaviors. It uses methods

Developmental guidance .5

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

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
.eir professional futurespecialization; plan for th

Using modern technologies .8

learning programs, digital tests, and learning platforms facilitate the -For example: e
.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 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	An overview of the origins 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

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

Course Description

s and the expected key feature 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

Principles of Education	Course Name -1
EDUFI2	Course Code-2
Second semester/2026	mester/YearSe-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

Dr. Abdulrazzaq Jadou' .Prof 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 .To equip the student with reading, writing and arithmetic skills- .(ng skills (observation, comparison, simple analysisDeveloping basic thinki- .Introducing him to the basic concepts in science, language, and social studies- .Developing a love of learning and exploration - based objectives-Skill .2 .llsDeveloping oral and written communication ski- .Training the student in individual and group work- .Developing motor and artistic skills- .Using simple educational techniques- based objectives-Affective and value .3 .Instilling religious and moral values- .onging to the homelandPromoting a spirit of cooperation and bel- .Respecting others and accepting differences .confidence and a sense of responsibility-Developing self Social objectives .4 .Preparing the child for positive interaction within the family, school and community .sound environmental behaviors Promoting healthy and- .solving skills in a manner appropriate to his age-Developing everyday problem - If you wish, I can formulate it in a formal format suitable for research or academic .preparation	
Teaching and learning strategy -9 students) to work 6-ve learning: Dividing students into small groups (2Cooperati- together on a specific task .esteem, and increases academic achievement-It enhances social interaction, raises self that arouses the solving strategy: It focuses on presenting a real problem-Problem- 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 - .mand solutions as possible without prior criticisms	

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

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

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

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

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	sHour	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 education, its basic goals, and its justifications	hours 6	the second
on 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

teaching resources Learning and -12	
Principles of Education and Upbringing by Din-Ahmed Abdo Khair El Published by the Arab Press Agency 2021	Required textbooks -4
Principles of Education and Upbringing by Din-Ahmed Abdo Khair El the Arab Press Published by Agency 2021	Main references and sources -2
Principles of Education and Upbringing by Ahmed Din-Abdo Khair El Published by the Arab Press Agency 2021	(Recommended books and references) (... journals , reportsscientific
al Foundations of Education by Saeed The Soci 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
2026-Second semester / for the year 2025	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	coordinator Name of the course-7
-:Course Objectives -8	
t of physiological psychology and its importanceIntroducing students to the concep -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	aching Te 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 the goals of 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	xplanation for the student E with a nervous system	3	Fourth
First month exam					Fifth
Short questions	-Lecture Discussion	nervous Central system and peripheral nervous system	The student should explain the nervous system and its .parts	3	Sixth
ass CI participation	discussion	It identifies the major endocrine glands, their location, and their .importance	The student should become familiar with the autonomic nervous .system	3	Sevent h
Short questions	a lecture	Conditions, types, descriptions, and methods of measuring sensation	Physiological basis of sensation	3	Eighth
homework	-Lecture Discussion	Characteristics and fecting factors af 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	should The student understand the physiology .of motivation	3	elevent h
Short questions	Lectures and discussion	Definition of memory and its types	The student should learn about the physiological	3	twelfth

			basis of memory and .motione		
Short test	Lecture and discussion	Psychoanalytic theory	The student should become familiar with .theories explaining shocks	3	thirtee nth
homework	a lecture	Anatomical structure of the eye	The student should ecome familiar with the b physiology of visual .perception	3	fourtee nth
Second month exam					fifteent h

Evaluation methods-11	
Monthly exams + daily quizzes and participation -8	
classroom discussions -9	
aching resourcesLearning and te -12	
Physiological Psychology textbook 2019. Prof. Dr. Asst. Prof. -Muhannad Muhammad Abdul Sattar Dr. Latifa Majid Mahmoud. This book is expected .to be a textbook for the subject	Required textbooks -5
ological Psychology Book 1982, Sayed Physi -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 , reportsscientific
	... b) Electronic references, websites

Course Description

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

English language	Course Name -1
ENGF12	Course Code-2

2026-Second 2025	Semester/Year-3
2026/2/1	Date this description was prepared -4
mandatory	of attendance Available forms -5
hours/2 units 30	Number of study hours (total) / Number of -6 (units (total
millimeter . Fatima Gamal Saadallah	coordinator Name of the course-7
Course Objectives-8 1. Developing basic communication skills (listening, speaking, reading, writing) 2. Acquiring common vocabulary and phrases for everyday use 3. Understanding simple texts relevant to academic and public life 4. Enhancing the ability to express ideas clearly and simply 5. Building confidence in using English in different situations	
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 . the students' level Easy and gradual exercises according to the . 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	s of speechPart	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	ning Trai 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 sscientist	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 of vocabulary (types (phobias	2	tenth
Posts and exams	Training and Activities	Simple Future Time	Knowing the simple future tense	2	eleventh
Posts and exams	Training and tivitiesAc	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 methodsEva-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 for the final Second: (60) marks •	
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) (... eportsjournals , rscientific
American Journal of Psychology British Journal of Psychology	... b) Electronic references, websites

Course description template

Course Description

Summary of the course's key features and the expected This course description provides a concise s 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	
logyCounseling Psycho	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	coordinator Name of the course-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 justifying 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 –medicine –psychology –economics – (law –sociology	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	Cumulative –Interview Record	Information gathering methods	4	twelfth
Daily posts and quizzes	Theoretical lectures	Daily –Autobiography esDiari	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
thodsEvaluation me-11 .Classroom discussions and participation -10 .Conduct monthly tests -11 .Conducting the final exams -12					
Learning and teaching resources -12					
			Required textbooks -7		
-Saleh Hassan Al –Counseling Psychology -1 . Dahri Ahmed Abdel Latif –y Counseling Psycholog -2 .Abu Asaad Theories of Counseling and –Patterson , S. -3 Psychotherapy			Main references and sources -2		
			(Recommended books and references) (... journals , reportsscintific		
			... b) Electronic references, websites		

Course Description

ides a concise summary of the course's key features and the expected This course description prov 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	
c EducationIslami	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 .6 (units (total

Name: M.D. Hanin Wissam Jiyad Dr. Marwa Mohammed Abdullah		urse coordinator (if there is Name of the co .7 (more than one, please mention it			
objectives Course .8					
:At the end of the academic year, the student should be able to . And its causes Science this names ‘onReligi Principles With knowledge Definition Learn - Evidence ‘ His description God presence‘ Theology ‘Muslims public when Faith Pillars Learn - .Almighty God presence ‘atheism ‘The senses deception ‘And the invention Care guide ‘Occurrence guide Learn - (existence) Psychology The adjective Divine qualities Oneness With the same doing Accidents roll Mukha Staying ‘ (foot) Negative qualities Learn - (Hearing, sight, speech) snakes ‘ Science ‘ Will ‘ (ability) Meanings attributes ‘ (of God) e doctrine of monotheism on life, what is impossible with regard to Learn about the impact of th - .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 .planation and explanation of the course materialEx -2 . The lecture Method -3 . learning method-Self -4					
Assessment methods .Daily tests with multiple and varied questions for the study materials -1 .Submitting reports on the course material -2 .o measure students' ability to understand the materialA written test t -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
in Participating the preparation	Interrogati on	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	Interrogati on	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	Interrogati on	Theology -	Learn theology -	2	the third
Participating in the preparation	Interrogati on	God's - existence and attributes Evidence for - the existence of God	Learn about the - existence of God and His attributes, and the evidence for the existence of	2	Fourth

		.Almighty	.God Almighty		
Participating in the preparation	Interrogation	Evidence of occurrence A guide to care and invention	- Learn the Evidence of Occurrence, the Evidence of Care and Invention	2	ifthF
			First month exam (written test)	2	Sixth
Participating in the preparation	Interrogation	deceiving the senses .atheism	- Learn to deceive senses your - To atheism	2	Seventh
		Divine attributes	- Learn the divine attributes	2	Eighth
Daily written exam	rogatiInteron	Psychological attribute (existence)	- Learning the psychological attribute (existence)	2	Ninth
Participating in reparationthe p	Interrogation	Negative qualities arch,) permanence, defiance of accidents, doing, -self (singularity	- Learning negative qualities foot, survival,) disregard for -accidents, self reliance, (solitude	2	tenth
Participating in the preparation	Interrogation	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	Interrogation	The impact of the doctrine of monotheism on life	- bout the Learn a impact of the doctrine of monotheism on life	2	twelfth
Participating in the preparation	Interrogation	What is impossible for him	- Learn what is impossible for him	2	thirteenth
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					

:Term effort grade: distributed as follows :First .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	
earning and teaching resourcesL .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	nces Recommended supporting books and refere (...scientific journals, reports)
www.nourallah.com/directoryl,hru 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 .unities. It must be linked to the program descriptionavailable learning opport

Educational statistics	Course Name -1
ED-ST-SE-2	Course Code-2
2026-Second/ 2025	Semester/Year-3
2025/10/1	Date this description was prepared -4
mandatory	Available forms of attendance -5
3/60	mber of study hours (total) / Number Nu -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	
role of statistics in the Introducing students to some statistical terms and 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	
.terpreting resultsprocessing statistical data and in	
.Students acquire the ability to think logically and to draw meaningful conclusions .10	

- . A simplified explanation with clear examples from everyday life •
- . data analysis Repetition and continuous training on the laws and •
- 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 •

Structure Course-10					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Continuous assessment participation) –reports –n assignments – (interaction	Revised –lecture discussion	Definition of educational statistics	The concept of educational the –statistics is defined importance of statistics is descriptive –explained statistics and inferential .are compared statistics	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 the Distinguish between 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 –n 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 esultsTo analyze test r	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 alyze test resultsTo an	4	Fourth
First month exam				4	Fifth
Continuous assessment participation) –reports –n assignments – (interaction	Problem –solving discussion	Pearson correlation coefficient	the relationship It analyzes between two variables using Pearson's correlation .coefficient	4	Sixth

Continuous assessment participation) –reports –n assignments – (interaction	Problem –solving discussion	Spearman's correlation coefficient	p It analyzes the relationship between two variables using Spearman's correlation coefficient	4	Seventh
Formative assessment	Explanation and clarification	Hypothesis testing sample T -One test	Formulates the study examines hypotheses and determines the level of significance	4	Eighth
Formative assessment	on 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 exercises-hands on	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 daily quizzes and participation + exams -13 classroom discussions -14	
eaching resourcesLearning and t -12	
SPSS Applications Introduction to Statistics and	Required textbooks -8
Bayati and Zakaria Zaki -Abdul Jabbar Tawfiq Al Athanasius, Descriptive and Inferential Statistics ational Abdullah Fallah and Ayesh Moussa, Educ Statistics Zaghloul, Educational Statistics-Amman Al Abdul Rahman Adas, Principles of Statistics in Education and Psychology	Main references and sources -2
ns related Some research papers, theses, and dissertatio .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 http://repository.uobabylon.edu.iq/elearning/elearning2012.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