



Ministry of Higher Education and Scientific Research
Department of Supervision and Scientific Evaluation
University: Diyala University
College/Institute: College of Basic Education
Scientific Department: History

Program Description Guide Academic and Course Description

2025

2026

Ministry of Higher Education and Scientific Research
Department of Supervision and Scientific Evaluation

Quality Assurance and Academic Accreditation Division

University: Diyala University
College/Institute: College of Basic Education
Scientific Department: History Department
Date of File Completion: ٢٨ / ٤ / ٢٠٢٦

Signature:

Signature:

Head of Department: Prof. Dr. Eshraq Esaa Abed

Assistant for Scientific Affairs: Prof. Dr. Haider
Abdul-Baqi Abbas

Date: 1 / 10 / 2025

Date: 1 / 10 / 2025

Reviewed by:

Quality Assurance and University Performance Division

Head of Quality Assurance and University Performance Division: Prof Wedyan Habeeb
Hameed

Date: 1 / 10 / 2025

Signature:

Approval of the Dean:
Asst. Prof. Dr. Ayman Abd Aoun

-	3	The history of the modern Arab world	Hist 2311	Second
-	2	The history of Europe in the Renaissance	Hist 2312	Second
-	2	The modern history of the Third World	Hist 2313	Second
-	2	Rashidi era	Hist 2314	Second
-	2	Morocco Islamic history	Hist 2315	Second
-	2	Histraphical continents (New World)	Hist 2316	Second
-	2	The history of modern Iraq	Hist 2317	Second
-	2	Century history of Europe (19)	Hist 2318	Second
-	2	The history of the Umayyad dynasty	Hist 2319	Second
-	2	The contemporary history of the Third World	Hist 2320	Second
-	2	Arabic III	3112Univ	Third
1	1	Computer III	3113Univ	Third
-	3	Research Methods	Coll 3209	Third
-	2	TMS	Coll 3210	Third
-	2	Measurement and Evaluation	Coll 3211	Third
-	2	General methods of teaching	Coll 3212	Third
4	-	Viewing	Coll 3213	Third
-	2	Arab World Geographic	Hist 3321	Third
-	2	The history of Andalusia	Hist 3322	Third
-	2	The history of the Abbasid state (132 -334 AH)	Hist 3323	Third
-	2	The contemporary history of the Arab world	Hist 3324	Third
-	2	Philosophy of History	Hist 3325	Third
-	2	The contemporary history of Iran	Hist 3326	Third
-	2	Century history of Europe (20)	Hist 3327	Third

-	2	European history	Hist 3328	Third
-	2	Iraq Geographic	Hist 3329	Third
-	2	The history of the Abbasid state (334-656 AH)	Hist 3330	Third
-	2	The modern history of Iraq	Hist 3331	Third
-	2	The history of modern Turkey	Hist 3332	Third
-	2	Contemporary World History	Hist 3333	Third
-	2	Islamic history Petty (Islamic Orient)	Hist 3334	Third
1	1	Computer IIII	Univ4114	Fourth
-	2	Arabic IIII	4115Univ	Fourth
-	2	Curricula and textbooks	Coll 4214	Fourth
-	2	Educational administration and direction	Coll 4215	Fourth
-	12	Application	Coll 4216	Fourth
-	2	Geo-political	Hist 4335	Fourth
-	3	Islamic civilization and systems	Hist 4336	Fourth
-	2	Contemporary Arab problems	Hist 4337	Fourth
-	2	History of the United States of America	Hist 4338	Fourth
-	2	Iraq's history of social	Hist 4339	Fourth
-	3	Research Project Graduation	Hist 4340	Fourth

11. Planning for personal development

1. Reviewing previous steps and their outcomes. 2.

Staying informed about new developments in books, journals, and online resources within the field of specialization.

3. Regularly (annually) updating the approved teaching plans. 12.

Admission Criteria (Establishing the regulations related to enrollment in the college or

institute): Preparatory Certificate - Scientific Branch - Competitive GPA based on

preference. **Key sources of information about the program.**

13

-1 Books, periodicals, university theses, the international information network, the personal experience of the person teaching the course.

[illegible]

		First month exam		2	Sixth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Liberation wars on the Iraqi front Liberation wars on the Levant front	Enabling students to know and understand the causes of liberation wars	2	Seventh
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- The era of Hammurabi - Cultural features - Administrative characteristics - Its most prominent kings	Enabling students to know and understand the Old Babylonian Testament	2	Eighth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	R Kalh R Ashur Nineveh	Enabling students to learn about and understand the most important Assyrian cities	2	Ninth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- Old Assyrian Period - Middle Assyrian Period Neo-Assyrian Period	To enable students to know and understand the most important periods of Sumerian and Akkadian dependency.	2	tenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Nebuchadnezzar II's most important achievement: the fall of Babylon	Enabling students to know and understand what the Babylonian Renaissance was.	2	eleventh
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Achaemenid Persians	To enable students to know and understand the most important reasons that led to the foreign occupation in 539 BC.	2	twelfth
		Second month exam		2	thirteenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Macedonian era - The Persians - The Samanid Persians	Enabling students to know and understand the nature of ancient historical eras	2	fourteenth
-1 Daily tests	-1 The meeting or	Hittites	Enabling students to know	2	Fifth

In Comparative Education and International Education, Professor Dr. Abdul Hassan Al-Mousawi, 2004, Modern Book World	2. Main References (Sources)
Teacher Khalid Rahi Al-Fatlawi, Teacher Jinan Muhammad Abdul Khafaji, and Assistant Teacher Ibtisam Jaafar Jarwad Al-Khafraji, published the book "The History of Education" by Dar Al-Sadiq Cultural Foundation for Printing and Publishing in Babylon and Dar Al-Radwan for Publishing and Distribution in Imran, in its first edition.	The recommended books and references in scientific journal reports...
The first website for primary education in Algeria	Electronic references, internet sites...

Course description template

Course Instructor: Assistant Professor Akram Mohamed Ali

Course Description (History of the Near East)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating what... If he has made the most of the available learning opportunities, this must be linked to the program description.	
College of Basic Education	Educational institution
the date	10. Scientific Department / Center
History of the Near East (Ancient) 1305	11. Course Name/Code
mandatory	12. Available Attendance Forms
Second/First	13. Chapter/Year
30 hours	14. Total number of study hours. Date this
1/10/2024	description was prepared.
Course objectives.	
1. To enable students to learn about and understand the most prominent political events that the Near East region, including Egypt and the Levant, has experienced. 2. To familiarize students with the most important sources and references used in teaching the subject. 3. To enable students to analyze and compare historical events during the history of the Near East. 4. To instill in students virtuous habits, love of country and its glorious history of achievements and noble values, and to reject division and internal strife.	

Learning Outcomes, Teaching and Learning Methods, and
Assessment: A- Cognitive
Objectives: To enable students to acquire knowledge and understanding of the intellectual framework of Near Eastern history; to enable students to acquire knowledge and understanding of prominent events in Near Eastern history; to enable students to acquire knowledge and understanding of the most prominent figures who ruled the Near East; to enable students to acquire knowledge and understanding of the most important events in Near Eastern history; to enable students to acquire knowledge and understanding to analyze and interpret Near Eastern history; to enable students to acquire knowledge and understanding of the most important sources and references for studying Near Eastern history. B-
Subject-Specific Skills Objectives: B1- Compares political events in the Near Eastern era. B2- Analyzes historical events and explains their causes

B3 - Write a paper or research on any topic in the history of the Near East. B-4 - Gather information about the most famous kings of the Near East.
Teaching and Learning
Methods: Providing students with the fundamentals and topics related to the history of the Near East; clarifying and explaining the course material by the course instructor; requiring students to visit the library and consult sources for studying the history of the Near East; improving students' skills through visiting websites to gain additional knowledge about the history of the Near East; discussing some topics that require discussion; using lecture, interrogation, and assessment methods; daily
assigning grades for
homework and class participation; assigning students to complete research projects in the history of the Near East; monthly tests with objective and essay questions; Thinking Skills: C-1. To interpret
and analyze events in the history of the Near East; C-2. To evaluate some historical texts and information; C-3. To compare the history of the Near East. Teaching and
Learning Methods:
Lecture or Interrogation; Description;
Assessment
Methods: Written exam to measure the student's ability to think, analyze, and deduce; requesting comparisons between political figures who ruled in the history of the Near East; writing research papers on events and figures in the history of the Near East that require in-depth studies and research; Daily tests under guidance. Intellectual
and deductive questions D - General and transferable qualification skills (other skills related to employability and personal development).
D-1 Uses reliable ancient sources and modern references. D-2 figures in the history of the Near East to reach scientific and objective conclusions Forms student groups to study important events and regarding them. Museums and state institutions related to history and heritage are involved to increase and diversify students' knowledge. D-3 Benefit from heritage departments. D-4 Benefit from libraries that contain manuscripts and reliable historical sources to utilize them.

Weekly course					
Evaluation Method	Teaching method	Unit/Topic Name	Hours required learning outcomes	structure	
1 - Daily quizzes with specific questions 2 - Classroom participation in preparing the lecture	1 - The delivery or Lecture 2 – Interrogation	1 – Paleolithic Ages - 2 Neolithic Ages - Chalcolithic Ages	To enable students to know and understand the nature of the history of the Near East (prehistoric	2	First
1 - Daily quizzes with specific questions 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	1 – The beginning of the Dynastic Period - 2 – The Pyramid Period	times); to enable students to know and understand the ancient kingdom. And the era Al-Ahram	2	the second
Daily quizzes with specific questions. 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	Its kings , One of them	enables students to learn about and understand the third dynasty.	2	the third
Daily quizzes with specific questions. 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	Its kings , One of them	Enabling students to know and understand the fourth grade	2	Fourth
Daily quizzes with specific questions. 2 - Classroom participation in preparing the lecture	1 - The delivery or Lecture 2 – Interrogation	Its kings, one of its periods was decline	Enabling students to know and understand the fifth grade	2	Fifth
-	-	First Monthly Exam -	-	2	Sixth
1 - Daily quizzes with specific questions 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	return , Family - Twelfth Grade - Stability	To enable students to know and understand the Middle Kingdom	2	Seventh
Daily quizzes with specific questions. 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	Their name, their origin	Enabling students to know and understand the Hyksos	2	Eighth
Daily quizzes with specific questions. 2 - Classroom participation in preparing the lecture	1 - The delivery or Lecture 2 – Interrogation	One of them , Its rulers	Enabling students to know and understand the modern kingdom	2	Ninth
1 - Daily quizzes with specific questions 2 - Class participation in preparing the lecture 1 -	1 - The delivery or Lecture 2 – Interrogation	Building the Pyramids - 2. Management	Enabling students to learn about and understand the modern kingdom.	2	tenth
Daily quizzes	1 - The delivery or	1 – The Stone Ages	Student empowerment	Eleventh	2

With specific questions 2 - Class participation in preparing the lecture. 1 -	Lecture 2 – Interrogation	Old -2 Modern Metal	From knowledge and understanding of the Levant		
Daily quizzes with specific questions. 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	Their origin, their homeland	Enabling students to learn about and understand the Canaanites	2	twelfth
Daily quizzes with specific questions. 2 - Classroom participation in preparing the lecture	1 - The delivery or Lecture 2 – Interrogation	Their economic activities: 1- Agriculture, 2- Industry, 3- Trade	Enabling students to learn about and understand the Canaanites	Thirteenth 2	
1 - Daily quizzes with specific questions 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	Their origins, their cities, their religious beliefs	Enabling students to learn about and understand Phoenician civilization	Fourteenth 2	
Daily quizzes with specific questions. 2 - Classroom participation in preparing the lecture	1 - Delivering and lecturing 2 – Interrogation	The system of government, their achievements, and economic life.	Enabling students to learn about and understand Phoenician civilization	fifteenth 2	

Infrastructure	
Introduction to the History of Ancient , 1 - Taha Baqir Civilizations: Egypt and the Ancient World – Abd al-Fattah Muhammad Wahba; Egypt and the Near East – Najib Mikhail; The Egyptian	1r Textbooks
Pyramids – Ahmad Fakhri; 1- Al-Tabari – History of the Prophets and Kings; 2- Al-Mas'udi – Meadows of Gold and Mines of Gems; The Complete History – Ibn al-Ayr; Saleh Ahmad al-Ali: Lectures	2. Help Books
on Arab History; 1- Holding training courses in the field of heritage and culture; 2- Holding training courses in the verification of manuscripts and historical documents; 3- Websites specializing in ancient history and Islamic history. 4- Organizing scientific trips to historical and archaeological sites.	This includes, for example, (URL) and Special requirements, periodicals, software, and online work sites

Social services include, for example, guest lectures, vocational training, and field studies.
1- Specialized scientific lectures on ancient and Islamic history, hosted by distinguished professors from other Iraqi universities or from other university colleges, delivering high-quality lectures in those fields. 2- Inviting specialists in antiquities and manuscripts to meet with students and assigning students to conduct research and studies on the reality of Iraqi society by going into the field using scientific and accurate questionnaires that reveal the characteristics and features of Iraqi society.
14- Curriculum Development
Plan: Commitment to Sectorality

Course description template

Course Instructor: Dr. Samah Nouri Fadhil

Course Description: History of the Prophetic Era

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He had made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	Educational institution
the date	Scientific Department / Center
The History of the Message Era 1306 Hist	Course Name / Code
Second/	Available attendance forms:
First Mandatory	Semester/Year
30 hours	Total number of study hours, date this
2024/10/1	description was prepared, course
objectives	
To enable students to know and understand the most prominent political events in the history of the era of the message.	
To enable students to understand the reasons for the occurrence of invasions and calls in the history of the era of the	
message. To introduce students to the most important sources and references approved in	
teaching the subject. To enable students to analyze events and compare them before and after the spread of Islam.	
Instilling virtuous values and habits in students, fostering love for the homeland and its glorious history filled with noble values, and rejecting division and internal	

strife. Course Outcomes, Teaching and Learning Methods, and
Assessment: A- Cognitive Objectives: A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the Prophetic era. A-2 To enable students to acquire knowledge and understanding of the prominent events in the history of the Prophetic era. A-3 To enable students to acquire knowledge and understanding of the most prominent figures who ruled in the history of the Prophetic era. A-4 To enable students to acquire knowledge and understanding of the most important battles in the history of the Prophetic era. A-5 To enable students to acquire knowledge and understanding to analyze and interpret the events of the history of the Prophetic era. A-6 To enable students to acquire knowledge and understanding of the most important sources and references for
studying the history of the Prophetic era. B- Course-Specific Skills Objectives. B1. Compares political events before and after the spread of Islam. B2. Analyzes historical events and their causes. B3. Writes a paper or research on any topic related to the history of the Prophet's era. B4. Gathers information about the most famous caliphs who ruled during the Prophet's era.
Teaching and learning methods
To provide students with the fundamentals and topics related to the history of the Prophetic era. The course material is explained and clarified by the instructor. Students are encouraged to visit the library and consult resources for studying the history of the Prophetic era. Their skills will be enhanced through visits to websites to gain further knowledge about this period. Lectures, presentations, questioning, and discussions will be employed on topics that require such methods.
Assessment methods
Daily tests with specific questions. Grading for homework and class participation. Assigning students research projects on the history of the era of the Prophet's mission and assigning grades for them.

Monthly tests with objective and essay questions.
Affective and value-based goals C- C-1 To interpret and analyze the historical events of the Prophetic era. C-2 To differentiate between the nature of the conditions before and after the spread of Islam. C-3 To evaluate some historical texts and information. C-4 To compare the history of the conquests and the reasons for the victories in the history of the Prophetic era.
Teaching and learning methods
A method for solving problems: brainstorming. Simulation.
Assessment methods
The written exam assesses the student's ability to think, analyze, and draw conclusions. Students are required to make comparisons between political figures who ruled during the Islamic era. They are also tasked with writing research papers on events and figures in contemporary Iranian history that require in-depth study and research. Daily quizzes consist of intellectual and deductive questions.
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D-2 Forming groups of students to study important events and figures from the history of the era of the message in order to reach scientific and objective conclusions regarding them. 3. Utilizing historical departments, museums, and state institutions related to history and heritage to enhance and disseminate students' knowledge. 4. Utilizing archaeological centers and libraries that contain manuscripts and historical documents to broaden students' understanding and facilitate the writing of historical research papers.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Hours required learning outcomes		Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Arab environment of the Prophet (PBUH) and the message: The life of the Prophet from birth until his mission	To enable students to know and understand the Arab environment of the Prophet (PBUH), the message, and the life of the Prophet from birth until his mission.	2	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	The Islamic call in its original homeland: Principles and teachings of early Islam; The secrecy of the Islamic call	To enable students to know and understand the Islamic call in its original homeland, the principles and teachings of early Islam, and the secrecy of the Islamic call.	2	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The public nature of the Islamic call and the factors that led to its rejection by the polytheists Methods of resistance by polytheists to the Islamic call; dimensions of the conflict between Muslims and polytheists against the Islamic call, and the dimensions of the conflict	To enable students to know and understand the public nature of the Islamic call, the factors that led to the polytheists' resistance to it, the methods of resistance employed by the polytheists against the Islamic call, and the dimensions of the conflict	2	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The search for a new homeland for the Islamic call; an attempt to spread the Islamic call in Taif; presenting the Islamic call to the Arab tribes.	between Muslims and polytheists. To enable students to know about the spread of the Islamic call in Taif and its presentation to the Arab tribes.	2	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The spread of Islam began in the city The First Pledge of Aqaba, The Second Pledge of Aqaba, The Migration to Medina	To enable students to learn about how Islam spread in Medina, the First and Second Pledges of Aqaba, and the migration to Medina.	2	Fifth

		First month exam		2	Sixth, Seventh
Daily tests - 1 With specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	The Prophet's authority in Medina; the Prophet's regulations in Medina	To enable students to know and understand the Prophet's authority and his organization in Medina	2	
Daily quizzes with - 1 specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	Lecture or - 1 presentation - 2 Problem solving - 3	The city-state and jihad in order to initiate raids and expeditions	Enabling students to learn about the state of Medina, jihad in the path of God, and the beginning of raids and expeditions.	2	Eighth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	Lecture or - 1 presentation - 2 Problem solving - 3	The Battle of Badr and its results; the Battle of Uhud	Enabling students to learn about the Battle of Badr and its results, and the Battle of Uhud.	2	Ninth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	The Battle of the Trench, the Treaty of Hudaibiyyah	To enable students to learn about and understand the Battle of the Trench and the Treaty of Hudaibiyyah	2	tenth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	The move to fight Khaybar and its allies in the north, the Battle of Mu'tah	Enabling students to know and understand the approach to fighting Khaybar and its allies in the north and the Battle of Mu'tah	2	eleventh
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	The sovereignty of Islam in Mecca The Battle of Hunayn and the Siege of Ta'if	To enable students to know and understand the sovereignty of Islam in Mecca, the Battle of Hunayn, and the siege of Ta'if	Twelfth 2	
		Second month exam		Thirteenth 2	
Daily quizzes with - 1 specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	Lecture or - 1 presentation - 2 Problem solving - 3	Tabuk Campaign Cat (Year of Delegations) 9	Enabling students to learn about and understand the Tabuk Campaign and the Year of Delegations	Fourteenth 2	
Daily tests - 1	The presentation or - 1	Enabling students to understand the Farewell Sermon		2	Fifth

With specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	Lecture 2 - Questioning - 3 - Problem Solving		And he understood the farewell argument.		ten
Infrastructure:					
The Prophet's Biography and the Rightly Guided Caliphate (Hashim Yahya Al-Malih)			1. Required textbooks; 2. Main		
(The Prophet's Biography) Ibn Hisham			references (sources); 3. Recommended		
(The Prophet's Biography and the Rightly Guided Caliphate) Hashim Yahya Al-Malih			The fields books and references; 4. Scientific reports...		
net.alrashead.www://http/ http://arabic.trib.ir http://alwelayah.net			B. Electronic references, websites...		

Curriculum Development Plan: 1.
Conducting training courses in the field of literature and heritage.
2. Conducting training courses in the verification of manuscripts and historical documents related to the modern and contemporary history of Iraq. 3. Specialized history websites such as the Modern History Group or the Postgraduate Studies in History group, and social media platforms such as Facebook and Twitter.
4. Organizing academic trips to historical and archaeological sites. 5. Hosting specialized academic lectures on history by distinguished professors from other Iraqi universities or from other colleges within the university.
6. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields.
7. Assigning students to conduct research and studies on the reality of Iraqi society by going into the field using scientific and accurate questionnaires that demonstrate Characteristics and features of Iraqi society

Course description template

Course instructor: Dr. Iyad Turkan

Course Description: History of Europe in the Middle Ages

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He has made the most of the available learning opportunities. These must be linked to the program description.	
College of Basic Education	17. Educational Institution
the date	18. Department/Center 19. Course
History of Europe in the Middle Ages 1307	Name/Code 20. Available
Second/	Attendance Forms 21. Semester/
First Mandatory	Year
30 hours	22. Total number of study hours. Date of
2024/10/1	preparation of this description. 23. Course
objectives. 24	
To enable students to learn about the most prominent political events in Europe during the Middle Ages	
2. To enable students to understand the reasons for the spread of Christianity and its role in the collapse of the Roman	
Empire. 3. To introduce students to the	
most important sources and compare them with the Middle Ages. 4. To enable students	
to analyze events .	

Course outcomes, teaching and learning methods, and assessment	23
A- Cognitive Objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of European history. A-2 To enable students to acquire knowledge and understanding of the significant events in medieval European history. A-3 Enabling students to acquire knowledge and understanding of prominent European personalities who played a significant role in shaping political and economic events in the Middle Ages A-4 Enabling students to acquire knowledge, understanding, analysis, and interpretation of events that occurred in Europe A-5 Enabling students to acquire knowledge and understanding of the most important sources of European history in the Middle Ages	
B - The skills-based objectives of the course. B1 - Analyzing historical events and explaining their causes C-2 Compares events in Europe during the Middle Ages C-3 Some famous European figures of the Middle Ages are evaluated C-4 Gathers information about the most important European events in the Middle Ages	
Teaching and learning methods	
-1 The meeting or lecture -2 Interrogation -3 Discussion and requesting students to visit the library and the internet.	
Assessment methods	
-1 Daily tests with homework questions related to the subject matter -2 Submitting research papers with a well-structured scientific plan in European history and assigning grades to them -3 Conducting monthly tests with objective and essay questions	
Affective and Value-Based C- Objectives C-1: To interpret and analyze historical events in medieval Europe C-2 compares the history of Europe in the Middle Ages C-3 Evaluates some historical texts and information. C-4 Differentiates between the policies of European countries.	
Teaching and learning methods	
-4 Problem solving -5 Brainstorming -6 Simulation	
Assessment methods	
-4 Written exam -5 Request to make comparisons between political figures who ruled in Europe -6 Writing research papers on European events and figures	
D - General and transferable skills (other skills related to employability and personal development). D-1 Enabling the student to write a research paper about a European figure D-2 Enabling the student to summarize a reference or source on European history in one-tenth of its size D-3 Developing the student's ability to analyze information D-4 Enabling the student to use European maps	
5. Introducing students to European history in the Middle Ages	

Course structure					24
Evaluation Method	Unit/Topic Name /	Teaching Method	Required learning outcomes	Hours	Week
Daily tests	-6 The meeting -7 Discussion	-1 General conditions in Europe during the Roman Empire	To enable students to understand the general conditions in Europe before the collapse of the Roman Empire; to enable students to	2	First
Writing a paper on the topic	Problem solving	The collapse of the Roman Empire	understand the reasons for the collapse of the Roman Empire; to enable students to understand	2	the second
Class participation	Discussion and questioning	The collapse of the Roman Empire	the reasons and factors behind the spread of Christianity in Europe.	2	the third
Daily tests	Presentation and discussion	Factors contributing to the spread of Christianity in Europe		2	Fourth
Writing a paper on the topic	Problem solving	Opposition to the Roman Emperor's reasons for the spread of Christianity	To enable students to understand the Roman Empire's stance on the spread of Christianity	2	Fifth
Daily tests	Discussion and questioning	Papacy - Monasticism	To enable students to understand the relationship between the religious institution and the imperial political institution in Rome	2	Sixth
Writing a paper on the topic	Discussion and questioning	Huns – Germanic peoples – Ostrogoths – Visigoths – Vandals – Franks	Introducing students to the kingdoms, tribes, and principalities of Europe	2	Seventh
Class participation	France and the Hundred Years' War: Solving the Problems		To enable students to learn about the major European countries in the 14th and 15th centuries	2	Eighth
Class participation	discussion	The reasons for the emergence of England and the factors that influenced its emergence	Enabling students to understand how England came into being	2	Ninth
Writing a paper on the topic	Problem solving	The Great Covenant – Its Causes and Consequences	To enable students to learn about developments in England up to the Great Era	2	tenth
Daily test	The meeting	Causes and effects	Enabling students to understand Germany's relationship with the Roman Empire	Eleventh 2	
Writing a paper on the topic	The meeting	A statement of the main reasons for the Crusades in the Middle Ages	Enabling students to understand the causes of the Crusades	2	twelfth
Daily test	discussion	Its stages and its impact on global peace.	Enabling students to understand the stages and outcomes of the Crusades	Thirteenth 2	

Writing a paper on the topic	Discussion and presentation	The Muslim stance on the Crusades	Enabling students to understand the reasons behind the establishment of the United Islamic Front.	Fourteenth 2
Daily test	discussion	Causes and effects	Enabling students to learn about Islamic liberation wars	fifteenth 2
25. Infrastructure 1.				
1. Basic texts 2. Required books -3 other			Required Textbooks	
-4 Ayad Turkan Ibrahim - History of Europe in the Middle Ages -5 Abdul Aziz Suleiman Nawar and Abdul Majeed Na'na'i, History of Europe -6 Other books			2. Main References (Sources)	
Sayed Al-Baz Al-Arini -: The History of Europe in the Middle Ages			The electronic and reference materials that support the reports (scientific journals...).	
B. Electronic references, websites, Wikipedia			-3 2. The European Encyclopedia	
Curriculum Development Plan				
26				
Utilizing the services of electronic libraries and the international information network				-1
Conducting development courses for students and instructors				-2
Undertaking scientific trips				-3

Third semester / Second stage

Course description template

Course Instructor: Eng. Emad Ali Sarhan

Course Description (Arabic Language)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it has
Make the most of the available learning opportunities. These opportunities must be linked to the program description.

University of Diyala / College of Basic Education	• Educational institution
Cultural Materials / History Department	• Scientific Department / Center
Arabic Language/ 2107Univ	• Course Name/Code
mandatory	• Available forms of attendance
Third/Second	• Term/Year
30 hours	• Total number of study hours
2024/10/1	• Date this description was prepared
Course objectives: By the end of the academic year, the student will be able to	
1. Learn the rules of Arabic grammar (the subject, the predicate, the agent, the agent's substitute, the subject of Kana and its sisters, the predicate of Inna and its sisters).	
Farewell Sermon of the Noble Prophet) 2. Learning Literature: Literary Life in the Early Islamic Era (Features and Characteristics), (The	

Muhammad (peace be upon him), the Burda poem by Ka'b ibn Zuhri, his life, critical commentary, 10 verses, (Literary Life in the Umayyad Era) First example: Jarir (reciting 10 verses of satirical poetry). Second example: Al-Farazdaq (reciting 10 verses). 3- Learn	
to write dictation. Dictation in: • The alphabetical, phonetic, and abjad order of Arabic letters. • Solar and lunar letters. Writing the ta' marbuta and ta' mabsuta.	
Course outcomes, teaching and learning methods, and assessment	
A- Cognitive objectives A- Knowledge and understanding A-1 To enable students to acquire knowledge and understanding in grammar (subject, predicate, agent, passive agent, subject of "k'yna and its sisters", predicate of "inna and its sisters"). A-2 To enable students to acquire knowledge and understanding in literature (literary life in the early Islamic era (characteristics and features), Ka'b ibn Zuhayr's Burda poem: (his life, critical commentary on 10 verses), the Farewell Sermon of the Prophet Muhammad, first example: Jarir (10 verses), second example: Al-Farazdaq (10 verses), literary life in the Umayyad era, invective poetry). 3a- To enable students to acquire knowledge and understanding in spelling (alphabetical, phonetic, and abjad order of Arabic letters, solar and lunar letters, writing the ta' marbuta and the ta' mabsuta).	
B - The skills-based objectives of the course. B1 - Skills in literature. B-2 Skills related to grammar topics. B-3 Skills related to spelling writing.	
Teaching and learning methods	
1- Clarification and explanation of the course material -2 Model display method -3 Lecture method -4 Self-learning method	
Assessment	
methods: 1. Daily tests with specific questions 2a. Assigning grades for homework and class participation. 3a. Assigning students to complete research papers and reports on the course material. 4. Monthly tests with objective and essay questions.	
Affective and value-based goals C- C-1 To understand the importance of studying the subject and its life applications. C-2 He recognizes the importance of the influence of the doctrine of monotheism on life.	
Teaching and learning methods	
1- Explanation and clarification -2 Model display method -3 Self-learning method	
Assessment methods	
1- Theoretical tests. -2 Reports and studies.	
d) General and transferable skills (other skills related to employability and personal development). D-1 Skills in using references and terminology. D-2 Skills in collecting and analyzing data on the subject. D-3 Skills in interpreting theorems. D-4 Comparison-making skills. D5 Skills in developing specific concepts about the subject.	

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification	Grammar	the news , The subject	2	1
Formative assessment	Explanation and clarification	Grammar	The subject of the passive verb , actor	2	2
Formative assessment	Explanation and clarification	Grammar	The name of "kana" and its sisters	2	3
Formative assessment	Explanation and clarification	Grammar	The name of Inna and its sisters	2	4
Formative assessment	Lecture	Literature	Literary life in the era of Sadr Islam) Features and Characteristics The Farewell Sermon of the Noble Prophet Muhammad	2	5
Formative assessment	Lecture	Literature	The Burda poem by Ka'b ibn Zuhayr: His life, critical commentary, 10 verses	2	6
The first month's exam consists of various tests and exercises related to the topic.				2	7
Formative assessment	Lecture	Literature	Literary life in the era Umayyad poetry of satire	2	8
Formative assessment	Lecture	Literature	First model: Jarir) Haf 10 Verses	2	9
Formative assessment	Lecture	Literature	(Second model: Al-Farazdaq) 10 verses	2	10
Formative assessment	Lecture	Spelling	(Alphabetical and phonetic order) The alphabetical order of Arabic letters.	2	11
Formative assessment	Lecture	Spelling	Solar and lunar letters	2	12
Formative assessment	Lecture	Spelling	Writing the letter ta' marbuta And the open taa	2	13
Formative assessment	Show model	Spelling	review	2	14
Second month exam: objective tests				2	15

Infrastructure:	
There is	1. Required textbooks; 2. Main
no explanation of Qatr al-Nada and Bal al-Sada, by Ibn Hisham. Comprehensive Grammar, Abbas Hassan.	references (sources)
The writings of the ancient grammarians. Mustafa al-Ghalini, Comprehensive Collection of Arabic Lessons. Journal of the Iraqi Scientific Academy.	Recommended books and references: scientific journal reports...

The website of the Lisan al-Arab blog. The Comprehensive Library is the website of the Scientific Council. Al-Faseeh Network.	b) Electronic references, websites
Curriculum Development Plan:	
Commitment to Sectorality	

Course description template

College of Basic Education	Educational institution
the date	Academic Department /
General English	Center Course Name /
mandatory	Code Available Attendance Forms
Third/Second	Semester/Year
2 x 15 = 30 hours	Total number of study hours
1/10/2024	Date this description was prepared;
Course objectives	
Enabling students to identify the most important tenses used;	
enabling students to understand how to formulate questions in English;	
familiarizing students with the most important sources and references used in teaching	
the subject; course outcomes; and teaching, learning, and assessment methods. 27	
A- Cognitive Objectives	
A-1 To enable students to acquire knowledge and understanding of the basics of the English language	
A-2 Enabling students to acquire knowledge and understanding of the rules of the English language	
A-4 Enabling students to acquire essential knowledge of countable and uncountable nouns	
A-5 Enabling students to acquire knowledge and understanding by deducing rules from passages.	
B- Course-specific skills objectives. B1- Enabling the student to correctly spell English letters. B2- Enabling the student to solve the assigned exercises.	
Teaching and Learning	
, Methods: At the beginning of the semester, students are informed of the course syllabus and information sources (relevant books, such as theses). The syllabus is then distributed across the weeks of the semester, and the assessment methods to be used are explained. 1. Lectures are prepared according to the sequence outlined in the syllabus, utilizing the aforementioned information sources. 2. Students are informed of the topic of the upcoming lecture to allow them to prepare. 3. Students are asked to submit papers related to one or more of the topics under study. 4. Students are provided with the fundamentals and topics related to the course.	
Assessment methods	

1. Conduct two midterm exams: the first after the fifth week of the semester and the second after the eleventh week. The assessment will account for 40% of the overall grade, and each exam will consider cognitive levels (recall) and student attendance and daily participation. 2. Conduct a final exam at the end of the semester, accounting for 60% of the overall grade. This exam will be administered according to the Ministry's schedule, and the questions will be designed to be comprehensive, covering the course content, cognitive levels (recall), affective objectives, and values
C-1 The student's ability to solve the exercises. C-2 Identifying the linguistic differences present within the curriculum.
C-3 Compares the linguistic tenses found within the prescribed teaching and learning methods
discussion
The exercises explaining the material, along with the
questioning and
methods, are implicitly included in the course assessment processes that take place during and at the end of assessment
the semester. D - General and transferable skills (other skills related to employability and personal development).
D-1 Uses contemporary sources and references.
D-2 Forming student groups to conduct student-to-student conversations

Course Instructor: Ms. Nadia Ahmed

Course Description (English Language)

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

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	With solutions to the exercises and explanations of the material	present simple tense	Times	2	First
Formative assessment	With solutions to the exercises and explanations of the material	Present continuous tense	Times	2	the second
Formative assessment	explanations of the material and exercises, and their solutions.	Questions using specific words or tools, along with Question	Question tools	2	the third
Formative assessment	with answer (affirmative and negative), auxiliary verb, explanation of the material, exercises	The question and answer are indeed helpful.		2	Fourth
Formative assessment	With solutions to the exercises and explanations of the material	Examples with Explanation of the material	Uses of the present simple and continuous tenses	2	Fifth

Formative		Questions from the prescribed	First Monthly Exam - Times	2	Sixth, Seventh
assessment	With solutions to the exercises and explanations of the material	material on the simple past tense		2	
Formative assessment	With solutions to the exercises and explanations of the material	past continuous tense	Times	2	Eighth
Formative assessment	With solutions to the exercises and explanations of the material	Examples with Explanation of the material	Uses of the simple and continuous past tense verbs with	2	Ninth
Formative assessment	With solutions to the exercises and explanations of the material	Examples with Explanation of the material	countable and uncountable nouns	2	tenth
Formative assessment		Questions from the prescribed material	Second month exam	2	eleventh
Formative assessment	Discussion and questioning	Review of the material	Review of the material	2	twelfth

Course Description Template.

Course Instructor: M. Jasib Hassan

Course description (Computer)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is

He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational institution
the date	Academic Department/Center
computer	Course Development Plan Course Name/
according to the requirements that emerge in curriculum development at the basic education level. From this course is developed	
-2 The curriculum is developed according to the requirements that appear in curriculum development in the global system	
Third/Second Semester/Year Total Study Hours Infrastructure 1a Required Textbooks	
2 x 15 = 30 hours	Date of Preparation of this Description Course Objectives
1/10/2023	There is no
(Student intermediate-Pre textbook)	2a Main References (Sources)
Pre-intermediate Workbook: Teaching the student to be familiar with the basic rules of dealing with and managing the computer to help him complete projects,	
printing tasks, preparing statistics and graphs, creating presentations, designing engineering plans, and more.	
Utilize periodicals and resources relevant to the course.	The recommended books and references for students to learn how
to work with word processing software (Microsoft Word) for reports, scientific journals, etc.	
Introducing students to the most important sources and references used in teaching the subject	
Utilize periodicals and resources relevant to the course.	b) Electronic references, websites
Course Outcomes, Teaching and Learning Methods, and Assessment:	
A- Cognitive Objectives A-1 The student's comprehension of the material A-2 The ability to analyze and practically apply what has been learned using a computer A3 - The assessment should be done by presenting the material to the students in the laboratory and then having them apply it.	

B - The course's specific skills objectives. B1 - Direct questions and answers about the previous material. B2 - Analyzing the student's ability to comprehend through homework completed at home and stored on discs to be shown to the student directly to determine the extent of what they learned from the previous lecture. B3 - Showing educational films related to the material in order to reinforce the ability to learn .
Teaching and learning
methods and images, in order to strengthen the theoretical method and explanation by presenting the material on PowerPoint in the form of student attention charts and helping him not to feel bored. The practical method is to apply what has been presented on the computer and conduct daily and monthly exams. are as follows: The assessment methods that will be followed 1. Prepare lectures according to the sequence outlined in the syllabus by utilizing relevant information sources (such as books). 2. Inform students about the topic of the upcoming lecture to allow them to prepare. 3. Request students to submit papers related to one or more of the topics under study. 4. Provide students with the fundamentals and topics related to Microsoft Word.
Assessment methods
Two midterm exams will be held, the first after the fifth week of the semester and the second after the eleventh week. (Application, Exploration) The semester and the mental levels are taken into account in each exam (recall). The first exam is graded out of (15 marks) (5 marks for practical, 10+ marks for theoretical). The second exam is worth 15 marks (5 marks for practical, 10+ marks for theoretical). The daily attendance and participation grade (10 marks) is the assessment grade, which accounts for 40% of the total achievement. The end-of-semester exam accounts for 60% of the achievement, in accordance with the Ministry's timings, and consideration is given to the comprehensiveness of the questions, application, and exposure to course content and cognitive levels (memorization, affective and value-based objectives) C- C-1 Guiding the student on how to use the computer in a manner appropriate to his cultural level C-2 Instructing the student on how to work with Microsoft Word (word processing software)
Teaching and learning methods
Theoretical aspect: Presenting the material on a computer (show data) and explaining the commands in Microsoft Word. Practical aspect: Students are taken to the computer lab and trained on how to work with Microsoft Word. The student is required to conduct research and write reports about Microsoft Word and to discuss the reports.
Assessment
implicitly included in the course assessment processes that take place during and at the end of the semester.
D - General and transferable skills (other skills related to employability and personal development). D-1 Encouraging the student to write simple research papers related to previous lectures to create a balance between methodological information and source information D-2 Encourage the student to work on practical projects on the computer related to the Microsoft Word program and to conduct discussion sessions among the students about the methodology of the subject. D-3 Encourage the student to evaluate the answers of his fellow students to develop self-improvement.

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Daily tests	Theory + Practical	Word	Chapter 1: Running Microsoft Word 2010 - File Tab, Program Interfaces and Tools	2	First
Daily tests	Theory + Practical	Word -	Home tab, Clipboard, Font & Paragraph group	2	the second
Daily tests	Theory + Practical	Word	A set of page layout styles, editing and tabbing tools	2	the third
Daily tests	Theory + Practical	Word -	Paragraph group, Sort and Tab group, Document Views group,	2	Fourth
Daily tests	Theory + Practical	Word -	Show group, Minimize group, Window, Help Instructions	2	Fifth

Formative assessment		Questions from the prescribed material	First Month Exam,	2	Sixth
Daily tests	Practical + Theoretical	Word	Second Semester / Insert tab, Pages group, Tables group, Table Tools	2	Seventh
Daily tests	Practical + Theoretical	Word	tab, Table Design tab, Layout tab, Graphics group, Image	2	Eighth
Daily tests	Practical + Theoretical	Word	Tools, Links group, Header and Footer group, Text	2	Ninth
Daily tests	Practical + Theoretical	Word	group, and Symbols group	2	tenth
Daily tests	Practical + Theoretical	Word	Chapter 3/Additional tasks for Microsoft Word: References tab, Table of Contents, and Footnotes group	2	eleventh
ȳ Daily tests	Practical + Theoretical	Word	Review and proofread tab, language and comments group, source	2	twelfth
Daily tests	Practical + Theoretical	Word	table tracking group, correspondence tab and creation group, merge correspondence	2	thirteenth
Formative assessment	-----	Questions from the prescribed material	Second month exam	2	Fourteenth,
Daily tests	Practical + Theoretical	Word	Review of the material	2	fifteenth

Infrastructure	
Computer Fundamentals and Office Applications Part 2 (2010) Microsoft Ministry of Higher Education and Scientific Research A.M. Ziad Muhammad Aboud, A. Ghassan Hamid Abdul Majeed, Dr. Mustafa Diaa Al-Hassani	1. Required textbooks
Beginning Microsoft Word 2010, by T.y Anderson, Guy Hart-Davis	Main Sources (References) 2
Utilize periodicals and resources relevant to the course.	Recommended books and references (reports, scientific journals, etc.)
1- https://www.youtube.com/watch?v=q_keKC92f6Y 2- https://hakebti.com/product/%D8%AA%D8%B9%D9%84%D9%85-%D8%A3%D8%B3%D8%A7%D8%B3%D9%8A%D8%A7%D8%AA-%D8%A7%D9%84%D9%88%D8%B1%D8%AF-%D9%85%D9%86-%D8%A7%D9%84%D8%A3%D9%84%D9%81-%D8%A5%D9%84%D9%89-%D8%A7%D9%84%D9%8A%D8%A7%D8%A1	Internet sites, electronic references A B

Curriculum Development Plan
The curriculum should include many practical applications. The curriculum is based on modern international sources that keep pace with advancements in computer science, in addition to the core curriculum approved by the Ministry of Higher Education and Scientific Research.

Course description template

Instructor: M.M. Enam Mohammed Mansour.

Course Description (Mental Health Counseling)

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

University of Diyala / College of Basic Education	Educational institution
Educational Materials/History Department	University Department/
Guidance and Mental Health / 2206 Coll	Center Course
mandatory	Name/Code Available
Third/Second	Attendance
30 hours	Forms Semester/Year Total Credit
2024/10/1	Hours Date of Preparation
of this Description Course Objectives: By the end of the semester, the student will be able to:	
• Learning outcomes, teaching and learning methods, and assessment	

A- Knowledge and understanding	
A-1 Knowledge and Understanding A-2 Enabling students to acquire knowledge and understanding of mental health, its characteristics, and its importance A-3 Enabling students to acquire knowledge and understanding of the foundations of mental health A-4 Enabling students to acquire knowledge and understanding of the elements of mental health A-5 Enabling students to acquire knowledge and understanding of mental illnesses A-6 Enabling students to acquire knowledge and understanding in the field of evaluating mental health material A-7 Enabling students to acquire knowledge and understanding to develop mental health material A-8 Enabling students to acquire knowledge and understanding of the textbook	
b) Subject-specific skills	
B1- Compares the old and modern concepts of mental health. B2- Explains the foundations of mental health. B3- Analyzes mental health into its components. B4- Gathers information about mental health. B5- Explains the causes of mental illnesses.	
B-6 demonstrates the development of mental health material. B-7 writes a research paper on mental health material.	
Teaching and learning methods	
1. To provide students with the basics and topics related to mental health. 2. To clarify and explain the course material. 3. Encouraging students to visit the library and consult mental health resources. 4. Enhancing students' skills through visiting websites to gain additional knowledge about mental health. 5. Utilizing lectures, presentations, questioning, and discussions on topics that require a discussion-based approach.	
Assessment	
methods: 1. Daily tests with specific questions 2a. Assigning grades for homework and class participation. 3a. Assigning students to complete research and reports on mental health. 4. Monthly tests with objective and essay questions.	
C- Skills	
C-1 To interpret and analyze the elements of the Mental Health curriculum and its development. C-2 To differentiate between the printed textbook and the electronic textbook. C-3 To evaluate some elements of the Mental Health curriculum. C-4 To compare some of the topics covered in the	
Mental Health	
curriculum. Assessment Methods: Analytical exam to measure the student's ability to think, analyze, and deduce. a) Requesting comparisons between mental illnesses; b) Writing research papers on some mental illnesses; c) Daily tests with intellectual and deductive questions. d) General	
and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary educational sources, references, terminology, and concepts. D-2 Forms student groups to study elements of the Mental Health subject - Second Monthly Exam	
Infrastructure	
There are no	1. Required textbooks
Mental Health: Hanan Abbad Al-Hamiad Al-Anani, Dar Al-Faraj, Amman, Jordan, 2003. Mental Health and Psychological Counseling by Alaa El-Din Kafafil Publishing House International: Riyadh for 2003	2a Main References (Sources)

Some research papers, letters, and theses that pertain to the vocabulary of the subject are recommended.			Recommended books and references (reports, scientific journals, etc.)		
The website of Babalman University offers e-learning lectures. 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...		
The curriculum development plan aims					
to enrich the curriculum with practical aspects related to the teaching profession.					
• Course structure					
Evaluation Method	Teaching method	Unit/Course or Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning.	Mental health	Understanding the concept of mental health, its characteristics and importance;	2	1
Formative assessment		Signs of mental health	identifying the manifestations of mental health.	2	3+2
Formative assessment		Mental health approaches	Understanding mental health approaches	2	4
Formative assessment	Interrogation and	The importance of mental health	Understanding the importance of mental health	2	5
Formative assessment	discussion	Mental health development	Understanding the evolution of interest in mental health	2	6
Formative assessment	Interrogation and	Standards of conduct	Understands behavioral standards	2	7
Formative assessment	discussion	psychological adaptation	Understanding the concept of adaptation	2	8
Formative assessment	The questioning, the	psychological compatibility	Understanding the concept of compatibility	2	9
Formative assessment	discussion, the	Mental and psychological illnesses	Identifying psychological and mental illnesses	2	11+10
Formative assessment	questioning, the discussion, the	Mental health assessment	Understanding the concept of mental health assessment, its objectives, standards, methods, and steps	2	13+12
Formative assessment	questioning, the discussion, and the questioning.	Developing mental health	Understanding Mental Health Development	2	14
Extracting pleasure, joy, and delight from sources that satisfy his needs, such as food, rest, sex, and work.					
2. Utilizing the individual's mental capabilities to enable him to plan in a creative way.					
Establishing a harmonious balance between personal and collective standards.					3.
4- It seeks to adapt the individual within the work group so that he can perform his functions in the desired and optimal manner.					
Enabling the individual to engage in mature human relationships without being immersed in experiences of an immature nature.					5.
Enabling individuals to cope with situations of failure, frustration, and deprivation without anxiety or stress. The importance of mental health for the individual.					6.

Course Description

This course description provides a concise summary of the course characteristics and the learning outcomes expected of the student.

Demonstrating whether he made the most of the available learning opportunities. This must be linked to the description.

The program.

Course Name					
Ba'ath Party crimes					
Course code					
Semester/Year					
Fourth/Second					
Date this description was prepared					
2025/2/1					
Ash, available attendance					
mandatory					
Number of study hours (L, LI) / Number of units (L, LI)					
30 hours					
Name of course coordinator (if there is more than one, please state).					
Email: iq.edu.uodiyala@te17basichist			Name: A. D. Ahmed Mohammed Jassim		
Course objectives					
1. To enable students to learn about the most prominent events and crimes that occurred during the era of the banned Ba'ath Party. 2. To enable students to understand those crimes. -3 Enabling students to analyze events and work on empowering the Iraqi character so that such crimes are not repeated			Course objectives: If the student is able to do so at the end of the semester		
Strategic teaching and learning					
Discussion and presentation with a questioning style. - Lecture and					strategies
Course					
Evaluation Method	Learning method	structure: Unit or topic name	Required learning outcomes	Hours	Week
Daily quizzes with questions Specific	Discussion and presentation using the	The concept of crimes and their categories	Enabling students to understand the reasons behind committing crimes	2	1
Writing a paper on the topic	questioning method. Discussion and presentation using the questioning method.	Types of international crimes	Enabling students to learn about the types of international crimes	2	2

Daily quizzes with questions Specific	Discussion and presentation using the	Psychological crimes	Enabling students to understand those crimes	2	3
Classroom participation in preparing the lecture	questioning method. Discussion and presentation	Effects of psychological crimes	Enabling students to know and understand the effects of psychological crimes	2	4
Writing a paper on the topic	using the questioning method. Discussion and	social crimes	Enabling students to know and understand the characteristics of social crimes	2	5
Daily quizzes with questions Specific	presentation using the questioning method.	militarization of society	Enabling students to know and understand the effects resulting from the militarization of society	2	6
test - Solving the Discussion and presentation using the questioning method. First periodic				2	7
regime's stance, its methods of expression, and its impact on society. Discussion and presentation enable students to understand the effects of those crimes, using the methods of questioning. Discussion and presentation with the methods of questioning.	Discussion and presentation enable students to understand daily exam questions about the Ba'athist			2	8
Classroom participation in preparing the lecture	with the methods of questioning and presentation with the methods of	Enabling students to know and understand the effects of those crimes, using the methods of questioning. Discussion and presentation with the methods of questioning. Discussion and presentation with the		2	9
Daily quizzes with questions Specific	questioning. Second periodic test - solving the test	War and radioactive pollution	Enabling students to know and understand the health effects of this pollution	2	10
Writing a paper on the topic	and discussing the mistakes with the students.	scorched earth policy	Enabling students to know and understand the regime's methods of destroying cities	2	11
Classroom participation in preparing the lecture		draining the marshes	Enabling students to know and understand the dangers this poses to the environment	2	12
Daily quizzes with questions Specific		Mass grave crimes	Enabling students to know and understand the system's methods in this regard.	2	13
Classroom participation in preparing the lecture		clearing orchards and trees	to know and understand Enabling students the effects of this	2	14
				2	15
Course evaluation					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc. 40 marks are for term and daily exams, and 60 marks are for final exams. (Learning and Teaching Resources)					
The Ministry of Higher Education and Scientific Research's book on the crimes of the Ba'ath regime in Iraq			Required textbooks (methodology, if applicable)		
Hussein Alawi Al-Ziyadi, crimes of the Ba'ath regime			Main references (sources) and		
Scientific journals, reports, the Martyrs Foundation archive, and			recommended supporting books and references (scientific journals, reports...)		
specialized websites such as Wikipedia and the Martyrs and Political Prisoners Foundation website.			Electronic references, websites		

Course description template

Instructor: Assistant Professor Sabah Nouri

Course Description (Modern History of Arab Countries) Course

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it has	
Make the most of the available learning opportunities. These opportunities must be linked to the program description.	
College of Basic Education	Educational institution
the date	Scientific Department / Center
Modern Arab History 2311 Hist	Course Name/Code
mandatory	Available Attendance Forms
Third/Second	Semester/Year
30 hours	Total number of study hours
2024/10/1	Date this description was prepared;
Course objectives	
To enable students to learn about and understand the most prominent political events that the Arab world went through during the Ottoman era.	
To enable students to understand the conditions of the Arab world under Ottoman rule and their stance on European expansion in the 16th and 17th centuries	
Introducing students to the most important sources and references used in teaching the subject	
To enable students to analyze and compare events at the beginning of Ottoman control and the end of the Ottoman era in the Arab world.	
Instilling virtuous values and habits in students, love for the homeland and its glorious history with noble values, and rejecting division and internal strife.	

Course outcomes, teaching and learning methods, and assessment
A- Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the modern Arab world. A-2 Enabling students to acquire knowledge and understanding of the prominent events in the modern history of the Arab world A-3 Enabling students to gain knowledge and understanding of the most prominent reformist figures in the Ottoman era in Iraq and Egypt A-4 Enabling students to acquire knowledge and understanding of the important associations and forums in the Ottoman state A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of modern Arab history. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of the modern Arab world
B - The skills-based objectives of the course. B1 - Compare the political events at the beginning and end of the Ottoman era B2 – Analyzes historical events and their causes. B3 – Writes a paper or research on any topic in the history of the modern Arab world. B-4 gathers information about the most famous sultans of the Ottoman Empire.
Teaching and learning methods
provide students with the basics and topics related to the modern history of the Arab world. Explanation and explanation of the course material by the course instructor. Students are required to visit the library and consult sources for studying the history of the modern Arab world. Improving students' skills by visiting websites to gain additional knowledge about the modern history of the Arab world. Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.
Assessment
methods: Daily tests with specific questions. Assigning grades for homework and class participation. Students are assigned to complete research projects on the history of the modern Arab world and to assign grades for them. Monthly tests with objective and essay questions.

Affective and value-based goals C- C-1 To interpret and analyze the events of modern Arab history C-2 differentiates between the nature of politics during the reigns of Sultan Selim I and Suleiman the Magnificent. C-3 evaluates some historical texts and information. C-4 compares the feudal emirates and local chieftaincies in the seventeenth and eighteenth centuries.
Teaching and learning methods
A method for solving problems. Brainstorming. Simulation.
Assessment methods
The written exam is designed to measure the student's ability to think, analyze, and deduce. He requested comparisons between the sultans of the Ottoman Empire. Writing research papers about events and figures in the history of the modern Arab world requires in-depth studies and research. Daily exams with questions that require critical thinking and deduction.
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D-2 Forming groups of students to study important events and figures from the history of the modern Arab world in order to reach scientific and objective conclusions regarding them. D-3. To benefit from the departments of museums and state institutions related to history and heritage in order to increase and disseminate students' knowledge. D-4. To benefit from the archives and libraries that contain manuscripts and historical documents in order to benefit from them in order to speed up access and writing historical research.

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The conditions of the Arab world before Ottoman rule and the reasons for Ottoman rule over the Arab world	Enabling students to understand the conditions of the Arab world before and after Ottoman rule.	3	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	First – An introduction to Sultan Selim I and the reasons for Sultan Selim I's eastward orientation	To enable students to know and understand the policies of Sultan Selim I and the shift towards the East	3	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- Introducing Sultan Suleiman enables students to understand the legal aspects and reasons behind his rulings, and to comprehend the situation in the Arab world, the control exerted over the Arab world during Sultan Suleiman's reign, and its legal consequences.		3	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Causes and Consequences of the Emergence of Emirates: Enabling students to understand feudalism and local leadership.	Causes of the emergence of feudal emirates and local leadership in the 17th and 18th centuries.	3	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Mu'aynis, the Zahir al-'Umar, and the Husaynis	To enable students to know and understand the reasons for the emergence of the Al Ma'in, Al Dhahir, Al Amr, and Al Husayni Emirates	3	Fifth

		First month exam		3	Sixth,
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Ottoman stance on European expansion in the Arab world	To enable students to know and understand the Ottoman position on European expansion in the 17th and 18th centuries	3	Seventh
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Causes and consequences of the French campaign in Egypt	3. To enable students to know and understand the nature of the French campaign in Egypt		Eighth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- The French occupation of Algeria and the Italian occupation of Libya	3. To enable students to know and understand the reasons for the French occupation of Algeria and the Italian occupation of Libya.		Ninth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Muhammad Ali Pasha's economic, agricultural, military, and social reforms	3. To enable students to know and understand aspects of Muhammad Ali Pasha's reforms in Egypt		tenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Midhat Pasha's reforms on the political, economic, and social aspects	To enable students to know and understand the nature of Midhat Pasha's reforms in Iraq	3	eleventh
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	understand the nature of the Ottoman foreign	8. To enable students to know and policy.		twelfth
		Second month exam		3	Thirteenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Ottoman coup: its causes and consequences	3. To enable students to know and understand the reasons for the Ottoman coup of 1908		Fourteenth
-1 Daily tests	-1 The meeting or	3. Enabling students to learn about associations and forums in the latest			Fifth

With specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	Lecture 2 - Questioning - 3 - Problem Solving	Ottoman era	Understanding the origins of associations and forums		ten
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Infrastructure	
Modern Arab History (Ibrahim Khalil Ahmed)	1. Required textbooks
The Arab countries and the Ottoman state - (Sati' al-Husri)	2. Main References (Sources) The books
The Arab Awakening (George Antonius)	and references that support the reports (scientific journals...).
B. Electronic references, websites.... http://arabic.irib.ir http://alwelayah.net	
Curriculum Development Plan: 1.	
Conducting training courses in the field of literature and heritage. 2. Holding training courses in the investigation of manuscripts and historical documents related to the modern and contemporary history of Iraq. 3. Specialized historical websites such as the Modern History Group or the Higher Studies in History Group, and social networking sites such as Facebook and Twitter. 4. Organizing scientific trips to historical and archaeological sites. 5. Specialized scientific lectures on history hosted by distinguished professors from other Iraqi universities or from other colleges within the university. 6. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields. 7. Assigning students to conduct research and studies on the reality of Iraqi society by going to the field using scientific and accurate questionnaires. The characteristics and features of Iraqi society are revealed	

30

Course description template

Course Instructor: Prof. Dr. Iyad Turkan Ibrahim Course description: History of Europe during the Renaissance

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational Institution
the date	Practical Department / Center
History of Europe in the Renaissance 2312 Hist	Course Name/Code
mandatory	Available forms of attendance
Third semester/Second year	Semester/Year
2 x 15 = 30	Total number of study hours. Date of
2024/10/1	preparation of this description: The
and objectives of the course. student should be familiar with the following concepts	
2- Enabling students to learn about the most prominent events and transformations of the Renaissance era.	
This includes enabling students to understand the causes of the Renaissance in Europe and its most prominent figures, and	
clarifying the most prominent aspects of the Renaissance, its results, and its impact on the beginning of the development and progress of the European continent.	

3- The student should also be familiar with the most important political developments in Europe during the
Renaissance. Introducing students to the most important sources that address the Renaissance in Europe.
Enabling students to analyze events in this era and compare them to the Middle Ages

Course outcomes, teaching and learning methods, and assessment
A- Cognitive Objectives A-1 To enable students to acquire sufficient knowledge and understanding of the intellectual framework of European history during the Renaissance. A-2 To enable students to acquire knowledge and understanding of the prominent events in European history during the Renaissance. A-3 To enable students to acquire knowledge and understanding of the most prominent European figures who played a significant role in the political and economic events during the Renaissance. A-4 Enabling students to acquire knowledge, understanding, analysis, and interpretation of subsequent events A-5 To enable students to acquire knowledge and understanding of the most important sources of European history during that period.
B- Course-specific skills objectives: Students should develop skills in the following concepts. B1 - Analyzing historical events and explaining their causes C-2 Compares events in Europe before and after the Renaissance C-3 Evaluates some famous European figures who played a role in the Renaissance. C-4 Gathers information about the most important events during the Renaissance.
Teaching and learning methods
, The rhymes , At the beginning of the semester, students are briefed on the course syllabus and sources of information (related books), such as: University lectures (and the distribution of topics across the weeks of the semester, and the assessment methods that will be followed). 1. Prepare lectures according to the sequence outlined in the course syllabus by utilizing the aforementioned information sources. 2. Inform students of the topic of the upcoming lecture to allow them to prepare. 3. Students are asked to submit papers relating to one or more of the topics under study.
Assessment methods
1. Two midterm exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. The first exam will assess the student's application and exploration skills, accounting for 40% of the total grade. The student's attendance and daily participation will also be considered. 2. A final exam will be held at the end of the semester, accounting for 60% of the total grade. This exam will be administered according to the Ministry's schedule and will include questions that assess the student's application and exploration skills. Course content and cognitive levels (memorization), affective and value-
based objectives: that the student be able to C- C-1 To interpret and analyze the events of European history during the Renaissance. C-2 compares the history of Europe before and after the Renaissance. C-3 Evaluates some important historical figures and events C-4 differentiates between the particularities of each country with regard to the manifestations of the Renaissance era. Section C-5 explains the results of the Renaissance and its impact on the course of events in the world, including
methods of teaching and learning.
discussion
The meeting
Interrogation
Assessment
implicitly included in the course assessment processes that take place during and at the end of the semester methods are

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

D-1 Enabling the student to write a research paper about a European figure

D-2 Enabling the student to summarize a reference or source on European history in one-tenth of its size

D-3 Developing the student's ability to analyze information

D-4 Enabling the student to use European maps

Course structure					
Evaluation Method	Required learning outcomes: Unit/topic name, teaching method			Hours	Week
Formative assessment	discussion Interrogation and	Europe before the Renaissance	Europe before the Renaissance	2	1
Formative assessment	discussion The questioning,	The Rise of the Renaissance in Italy		2	2
Formative assessment	the discussion, the	The spread of the Renaissance to other European countries	The spread of the Renaissance to other European countries	2	3
Formative assessment	questioning, the discussion, the	The Reformation and its emergence in Germany;	The Reformation and its emergence in Germany;	2	4
Formative assessment	questioning, the discussion, and the questioning.	the Age of Exploration; the first	the Age of Exploration; the first	2	5
Formative assessment	-----	month's exam; the Thirty	month's exam; the Thirty	2	6
Formative assessment	Discussion	Years' War: its causes and	Years' War: its causes and	2	7
Formative assessment	and questioning	consequences; the decline of the Spanish and Portuguese empires.	consequences; the decline of the Spanish and Portuguese empires.	2	8
Formative assessment		France under Louis XIV; Britain under	France under Louis XIV, England under	2	9
Formative assessment		the Stuarts; Second month	the Stuarts, Second Monthly	2	10
Formative assessment	-----	exam; Russia under Peter	Exam, Russia under Peter	2	11
Formative assessment	discussion Interrogation and	the Great; France under Louis V	the Great, France under Louis V	2	12
Formative assessment	discussion Interrogation,			2	13
Formative assessment	discussion, and questioning	England under the Hanoverians		2	14
Formative assessment	-----	Final exam	Final exam	2	15

32. Infrastructure	
There are no	1. Required textbooks 2. Main
-1 Zainab Ismat Rashid, History of Modern Europe, Dar Al-Fikr Al-Arabi, Cairo. -2 Abd al-Fattah Hassan Abu Ali, History of Modern and Contemporary Europe, Dar al-Marikh, Riyadh, . 1993. -3 Muhammad Muzaffar al-Dahmari, History of Europe during the Renaissance, Ministry of Education. Higher Education and Scientific Research, Baghdad, 1979 -4 Muhammad Muhammad Saleh, History of Europe from the Renaissance to the French Revolution, University of Baghdad, College of Arts.	references (sources)

Utilize periodicals and resources relevant to the course.	The recommended books and references (reports, scientific journals, etc.)
Utilizing the international information network as a known source	B. Electronic references, websites.

Curriculum Development Plan	33
1. The curriculum is developed according to the requirements that emerge in curriculum development at the basic education levels. 2. The curriculum is developed in accordance with the requirements that emerge in curriculum development within the global system.	

Course description template

Course Instructor: Mr. Saad Mohammed Ali

Course Description (Modern and Contemporary Asian History)

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

College of Basic Education	Educational institution
the date	Academic Department /
History of Asia	Center Course Name /
	Code Available Attendance Forms
Mandatory third/second	Semester/Year
2 x 15 = 30 hours	(Total number of study hours)
1/10/2024	Date this description was prepared;
Course objectives	
To enable students to learn about and understand the most prominent political events that have occurred in China, America, India, and other European countries; to	
enable students to understand the reasons behind the Chinese popular revolutions;	
and to familiarize students with the most important Arabic and foreign sources and references used in teaching the subject.	
To enable students to understand and learn about Chinese society and its social classes, as well as other	
European societies; to enable students to understand and learn about the treaties and wars fought by China.	

Course outcomes, teaching and learning methods, and assessment
A- Cognitive Objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of China and other European countries. A-2 Enabling students to gain knowledge and understanding of significant events in the history of China and other European countries such as India, America, and others. A-4 To enable students to acquire knowledge and understanding of revolutions and uprisings. A-5 To enable students to acquire knowledge and understanding to analyze and interpret events. A-6 To enable students to acquire knowledge and understanding of the most important sources and references for studying Chinese history.
B. Course-specific skills objectives. B1. To analyze historical events and their causes. B2. To write a paper or research project on any topic from the history of China and other European countries. B-3 gathers information on the most prominent Chinese and European thinkers and political figures.
Teaching and learning methods
Messages , At the beginning of the semester, students are briefed on the course syllabus and information sources (relevant books, such as university textbooks), the distribution of the syllabus across the weeks of the semester, and the assessment methods that will be used.

1. Prepare lectures according to the sequence outlined in the syllabus, utilizing the aforementioned information sources. 2. Inform students of the topic of the upcoming lecture to allow them time to prepare. 3. Request students to submit papers related to one or more of the topics under study. 4. Provide students with the fundamentals and topics related to the history of China and other European countries.
Assessment methods
1. Two midterm exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. These exams will assess students' application and exploration skills, accounting for 40% of their final grade. Each exam will consider cognitive levels and overall recall, taking into account student attendance and daily participation. 2. A final exam will be held at the end of the semester, accounting for 60% of the final grade. This exam will adhere to the Ministry's schedule and will include questions that comprehensively cover the application and exploration skills. The curriculum and cognitive levels (memorization, affective and value-based objectives) - C-1 To interpret and analyze historical events in China and other European countries. C-2 To evaluate some historical texts and information. C-3 compares the history of China, America, and other European countries
Discussion-based teaching and learning methods
Interviews
and questioning
assessment methods that are implicitly included in the course assessment processes that are
take place during and at the end of the semester. D - General and transferable skills (other skills related to employability and personal development) D-1 Uses contemporary sources and references. 2. Forming student groups to study important events and figures from the history of China and other European countries. 3. Utilizing archaeological sites, museums, and state institutions related to history and archaeology to expand and disseminate students' knowledge. 4. Utilizing documentation centers and libraries containing manuscripts and historical documents to broaden students' understanding and aid in writing historical research.

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	discussion and interrogation	History of Asia / China	General conditions in China	2	First
Formative assessment	discussion and interrogation	History of Asia / India	The transformations that have occurred in the general conditions in China, America and India	2	the second
Formative assessment	discussion and interrogation	History of Asia / Relations between European countries	With European countries Relationships	2	the third
Formative assessment	discussion and interrogation	History of Asia / Chinese Revolutions	Revolutions that took place in China	2	Fourth
Formative assessment	discussion and interrogation	History of Asia / Events that accompanied the developments of European countries and China	Chinese and European developments	2	Fifth

Formative assessment		Questions from the prescribed material	First month exam	2	Sixth
Formative assessment	discussion and interrogation	History of Asia / Causes and Continuation of Revolutions in China	Causes of revolutions in China	2	Seventh
Formative assessment	discussion and interrogation	History of Asia / Confucianism	China's economy	2	Eighth
Formative assessment	discussion and interrogation	History of Asia / Manchu Conquest of China 1644	Manchu dynasty 1664-1911	2	Ninth
Formative assessment	discussion and interrogation	History of Asia / Trade Relations and the Chinese Market	European competition with China	2	tenth
Formative assessment		Questions from the prescribed material	Second month exam	2	eleventh
Formative assessment	discussion and interrogation	Review of the material	Review of the material	2	twelfth

Infrastructure	
There is no	1. Required textbooks
A History of China from Prehistory to the 20th Century: The Great Historians' Records, around 100 BC, Turkestani Library	2a Main References (Sources)
Utilize periodicals and resources relevant to the course.	The recommended books and references (reports, scientific journals, etc.)
Utilize periodicals and resources relevant to the course.	b) Electronic references, websites
The curriculum development plan	
involves developing the curriculum according to the requirements that emerge in curriculum development at the basic education levels. -2 The curriculum is developed according to the requirements that appear in curriculum development in the global system	

Course description template

Course Instructor: M. Saif Tawfiq Course Description: History of the Ottoman State

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He has made the most of the available learning opportunities. These must be linked to the program description.	
College of Basic Education	Educational institution
the date	Scientific Department / Center
History of the Ottoman Empire	Course Name/Code
mandatory	Available Attendance Forms

Third/Second	Semester/Year
2 x 15 = 30 hours	Total number of study hours, date this
1/10/2024	description was prepared,
course objectives	
To enable students to learn about and understand the most prominent political events that the Ottoman Empire	
experienced; to enable students to understand the reasons for the uprisings and revolutions against the Ottoman	
state; to familiarize students with the most important sources and references used in teaching the subject.	

Course outcomes, teaching and learning methods, and assessment
A- Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the Ottoman state. A-2 Enabling students to acquire knowledge and understanding of the significant events in the history of the Ottoman Empire A-4 Enabling students to acquire knowledge and understanding of revolutions and uprisings. A-5 Enabling students to acquire knowledge and understanding to analyze and interpret events. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of the Ottoman state
B - Course-specific skills objectives. B1 - Analyzes historical events and their causes. B2 - Writes a paper or research on any topic related to the history of the Ottoman Empire. B-3 gathers information about the most prominent thinkers and political figures in the Ottoman Empire.
Teaching and learning methods
Messages , Adwar , At the beginning of the semester, students are briefed on the course syllabus and information sources (related books), such as: University (and the distribution of topics across the weeks of the semester, and the assessment methods that will be followed.) 1. Prepare lectures according to the sequence presented in the course syllabus by utilizing the aforementioned information sources. 2. Inform students of the topic of the next lecture for preparation purposes. 3. Students are required to submit papers on one or more of the topics under study. 4. Students are to be provided with the fundamentals and topics related to the history of the Ottoman Empire.
Assessment methods
1. Two midterm exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. The assessment will comprise 40% of the semester grade, and each exam will consider cognitive levels (recall and overall achievement), taking into account student attendance and daily participation. 2. A final exam will be held at the end of the semester, comprising 60% of the final grade, and will be administered according to the Ministry's schedule. The questions will comprehensively cover the content of the application and exploration modules. The curriculum and cognitive levels (memorization,
affective and value-based objectives) - C C-1 To interpret and analyze the historical events of the Ottoman Empire C-2 Evaluates some historical texts and information. C-3 Compares the history of the Ottoman and Safavid states in terms of
teaching and learning methods.

discussion
Interviews
and questioning
assessment methods that are implicitly included in the course assessment processes that are
take place during and at the end of the semester. D - General and transferable skills (other skills related to employability and personal development) D-1 Uses contemporary sources and references. D-2 Forming groups of students to study important events and figures from the history of the Ottoman Empire D-3. To benefit from the Departments of Antiquities, Museums and State Institutions related to history and antiquities in order to increase and disseminate students' knowledge. D-4. To benefit from the documentation centers and libraries that contain manuscripts and historical documents to benefit from them during the time of reading and writing historical research.

Course structure	35				
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	discussion Interrogation and	General conditions in the Ottoman Empire -	General conditions in the Ottoman Empire;	2	First
Formative assessment	discussion and interrogation	Transformations that occurred in the general conditions of the Ottoman Empire	transformations that occurred in the general conditions in the Ottoman Empire	2	the second
Formative assessment	Discussion and questioning	With the Relationships Ottoman	With the Ottoman Empire 2 Relationships		the third
Formative assessment		State - Revolutions that occurred in the history of the revolutions that took place in the State Ottoman		2	Fourth
Formative assessment	Discussion and questioning	Developments in the Ottoman State - Events that accompanied the developments in the Ottoman State		2	Fifth

Formative assessment	discussion	Questions from the prescribed	First Month Exam 2 Causes	2	Sixth, Seventh
assessment	Interrogation and	material: Causes of revolutions in the Ottoman Empire and their continuation	of Revolutions in the Ottoman Empire Causes of	2	
Formative assessment	discussion	Causes of revolutions in the Ottoman Empire and their continuation	Revolutions in the Ottoman Empire Political		Eighth
Formative assessment	the	Political developments in the Ottoman Empire, the	Developments in the Ottoman Empire 2 The	2	Ninth
Formative assessment	questioning,	Ottoman Empire and its relations with neighboring countries and their causes:	Ottoman Empire and its Relations with Neighboring Countries		tenth
Formative assessment	the discussion, and the questioning	Questions from the prescribed material	Second month exam	2	eleventh
Formative assessment	Discussion and questioning	Review of the material	Review of the material	2	twelfth

Infrastructure	
There is no	1. Required textbooks
History of the Sublime Ottoman State / Muhammad Farid Bey	2a Main References (Sources)
Utilize periodicals and resources relevant to the course.	The recommended books and references (reports, scientific journals, etc.)
Utilize periodicals and resources relevant to the course.	b) Electronic references, websites

The curriculum development plan
involves developing the curriculum according to the requirements that emerge in curriculum development at the basic education levels. -2 The curriculum is developed according to the requirements that appear in curriculum development in the global system

Course description template

Course Instructor: Dr. Aboud Turki Course description (Geography of Iraq)

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

College of Basic Education	Educational Institution,
the date	Department/Center, Course
Geography of Iraq 3329 Hist	Name/Code, Available
mandatory	Attendance Forms
Third semester / Second stage	Semester/Year
30	Total number of study hours, date of
1/10/2024	preparation of this description,
With the following concepts: that the student be familiar withcourse objectives:	
1. The concept of Iraqi geography and its importance for the student	
-2 The concept of the foundations adopted in classifying the geography of Iraq	
3. Types of curricula used in studying the geography of Iraq. 4. The	
importance of lesson preparation and how to convey information to the student	

5. Knowledge of the correct scientific methods used in studying the geography of Iraq. 6. The concept	
of regional studies and its importance for the student.	
Course outcomes, teaching and learning methods, and assessment	
A- Cognitive Objectives - 1. The student will understand the importance of the geography of Iraq as a comprehensive regional study. - 2. The student will describe the climate of Iraq and the factors affecting the climate. 3. To understand soil, its components, physical and chemical properties, and methods of soil maintenance. 4. To explain the importance of agriculture as an economic resource for Iraq. 5. To explain the importance of trade for Iraq. B. Course-Specific Skills Objectives:	
Students will develop skills related to the following concepts. -1 Identifying the location, area, and historical significance of Iraq using modern educational methods (data projector) -2 Statement of the importance of mineral resources	
Teaching and learning methods	
Assessment methods	
1. Two midterm exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. The assessment (comprehension, application, and analysis) will be flexible and will consider the student's cognitive levels. The assessment will constitute 40% of the total grade, taking into account the student's attendance and daily participation. 2. A final exam will be held at the end of the semester, comprising 60% of the total grade, and will be administered according to the Ministry's schedule. The questions will be comprehensive, covering the following areas: comprehension, application, analysis, synthesis, and assessment. The curriculum and mental levels (memorization)	
Affective goals: For the student to be able to C- Q1- Define the geography of Iraq. Q2- Explain the natural geographical characteristics of Iraq, its geological structure, and landforms. Q3- Explain water resources, their types, and irrigation and drainage projects.	
Teaching and learning methods	
The direct teaching method is usually used, where skills are taught directly and explicitly, enhanced by modern means such as presentations. The methods of assessment come implicitly with the assessment	
processes in the	
take place during and at the end of the semester. course, which	
d - General and transferable skills (other skills related to employability and personal development) 1. Employing acquired skills in teaching knowledge related to environmental geography and pollution. 2. Selecting examples from the course syllabus and presenting them using modern educational tools (data projector). -3 Evaluating the extent to which the student has benefited from these methods and skills	

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Weekly hours	
Final Calendar	discussion and interrogation	Location and area, importance and status of Iraq before history	Location and area, importance and status of Iraq before history	2	1
Final Calendar	discussion Interrogation and	Natural geographical characteristics of Iraq	Natural geographical characteristics of Iraq	2	2
Final Calendar	discussion and interrogation	Geological structure, landforms (mountains, plateaus, plains)	Geological structure, landforms (mountains, plateaus, plains)	2	3
Final Calendar	discussion and interrogation	Climate (climate elements, temperature, wind, precipitation) are the factors influencing climate.	Climate (climate elements, temperature, wind, precipitation) are the factors influencing climate.	2	4
Final Calendar	discussion Interrogation,	Soil in Iraq, its importance, and its composition.	Soil in Iraq, its importance, and its composition.	2	5
Final Calendar	discussion, and questioning	Monthly test	Monthly test	2	6
Final Calendar	Discussion and questioning	Soil types, their causes, varieties, and methods of maintenance	Soil types, their causes, varieties, and methods of maintenance	2	7
Final Calendar	Discussion	Water resources, their types, irrigation and drainage projects	Water resources, their types, irrigation and drainage projects	2	8
Final Calendar	and questioning Interrogation and	Agriculture in Iraq, their importance, and the factors affecting them.	Agriculture in Iraq: its importance and the factors affecting it.	2	9
Final Calendar	discussion Interrogation and	mineral wealth	mineral wealth	2	10
Final Calendar	discussion Interrogation and	Oil, its production, distribution, nationalization of oil, natural gas, sulfur	Oil, its production, distribution, nationalization of oil, natural gas, sulfur	2	11
Final Calendar	discussion Interrogation and	Industry in Iraq: its importance, its components, and its types	Industry in Iraq: its importance, its components, and its types	2	12
Final Calendar	and discussion	Transportation and trade in Iraq: its importance, types	Transportation and trade in Iraq: its importance and types of trade.	2	13
Final Calendar	Interrogation and	of trade, population, importance of human resources, population censuses	Population, the importance of human resources, population censuses	2	14
Final Calendar	discussion and interrogation	Final exam	Final exam	2	15

Infrastructure	
Existence	1. Required textbooks - 2.
Regional Geography of Iraq / Dr. Saleh Hamid Al-Janabi / Dr. Saad Ali Khatrab / Geography of Iraq, its Natural Framework, its Economic Activity / Dr. Abbas Fadel Al-Saadi 2009	Approved sources and references
Utilize periodicals and resources relevant to the course.	-3 Books and references that are used (scientific journals and reports, etc.)
Utilizing the international information network as additional resources	-4 Electronic references/websites
Curriculum Development Plan	
1. The curriculum is developed according to the requirements that emerge in curriculum development at the basic education levels. 2. The curriculum is developed according to the requirements that emerge in curriculum development within the global system.	

Course description template

Course Instructor: Assistant Professor Wajdan Jassim / Assistant Professor Inam Mohammed. Course Description (Educational Psychology): This course description provides a concise overview of the course characteristics and expected learning outcomes for the student, demonstrating whether...
He has made the most of the available learning opportunities. These must be linked to the program description.

University of Diyala – College of Basic Education	Educational Institution,
Educational Materials / History Department	Academic Department/Center,
Educational Psychology/ 2205 Coll	Course Name/Code,
mandatory	Available Attendance Forms
Fourth/Second	Semester/Year (Total
45	number of study hours)
2024/10/1	Date this description was prepared;
Course objectives	
Understanding the phenomena of learning and teaching, the factors affecting them, and interpreting the outcomes of events that occur within the relationship between learning and teaching, and between the teacher and the learner.	
Increase the teacher's ability to see what is happening remotely in terms of educational changes among students and to plan to meet his expectations in educational events of changes.	
Organizing, formulating, using, and applying knowledge in educational situations.	

Course outcomes, teaching and learning methods, and assessment

On the condition that enable the student to: A-1 A- Cognitive Objectives: To
Understand the concept of educational psychology
A-2 Explains the importance of educational
psychology. A-3 Defines the goals of educational psychology.
A-4 Distinguishes between the theoretical and practical goals of educational psychology
A-5 explains the characteristics of the teaching profession
A-6 shows the relationship between educational psychology and other sciences
A-7 identifies the desired personality traits of a teacher. A-8 lists the
functions of educational psychology.
A-9 Explains the importance of the axes of the effectiveness of the
educational process. A-10 Identifies the factors affecting the effectiveness of the educational
process. A-11 Defines motivation.
A-12 demonstrates the relationship between motivation and
learning. A-13 identifies the educational functions of motivation.
A-14 Define the concept of memory.
A-15 Explain the mechanism of memory.
A-16 Define the sequential processing strategy. A-17 Define the
parallel processing strategy.
A-18 demonstrates the importance of studying
memory. A-19 compares sequential and parallel processing strategies.
A-20 lists the types of memory.
A-21 explains the relationship between memory and learning.
A-22 Explains the most important contemporary theories that have explained
memory. A-23 Defines cognitive theory.
A-24 Explains the mechanism of memory according to cognitive theory. A-25
Defines behavioral theory. A-26 Explains the
mechanism of memory according to behavioral theory.
A-27 defines Gestalt theory
A-28 illustrates the mechanism of memory according to Gestalt theory.
A-29 discusses the mechanism of memory

Page

81

A-30 Explains the most important factors affecting the memory process.	
A-31 Identifies the most important ways to improve the memory process. A-32 Defines the concept of forgetting. A-33 Defines interference theory. A-34 Explains the mechanism of forgetting through interference theory.	
A-35 Identifies the most important factors affecting forgetting.	
A-36 defines the transfer of training effects.	
A-37 explains the importance of studying the transfer of training effects.	
A-38 shows the dimensions of training transfer.	
A-39 lists the types of training transfer.	
A-40 Compares the positive and negative transfer of the training effect. A-41 Identifies modern theories of the transfer of the training effect.	
A-42 compares theories of training transfer. A-43 defines feedback.	
A-44 shows the dimensions of feedback	
A-45 identifies types of feedback	
A-46 defines learning. A-47 explains the conditions for good learning.	
A-48 explains the effect of learning on language acquisition.	
A-49 explains the effect of learning on motor skill acquisition.	
A-50 shows the most important learning theories and laws. A-51 explains the relationship between discovery and learning. B - The skills objectives specific to the course.	
B1 - Determines the mechanism for transferring theoretical knowledge to the practical (applied) aspect within the classroom. B2 - Implements motivational stimulation strategies within the classroom. B3 - Applies appropriate methods to reduce the effect of forgetting. B4 - Designs educational situations that facilitate the transfer of the effect of training (learning).	
B-5 Applies learning theories in educational situations. B-6 Proposes appropriate solutions to educational problems based on the principles of educational psychology.	
Teaching and learning methods:	
Modified lecture – Discussion – Questioning – Brainstorming – Motivational questions	
Assessment methods	
quizzes).	Continuous assessment of student work (reports), assigned tasks, participation, and interaction with peers and the course instructor; surprise tests (weekly
Formative assessment through written tests (two tests are held during the semester)	
- Final assessment through the final exam. C- Affective and value-based objectives	
C-1 Recognizes the impact of science and scientists on the development of educational psychology.	
C-2 Shows active interest in studying educational psychology	
C-3 Developing positive attitudes towards the learning process. C-4 Modifying negative attitudes towards the learning process.	
Teaching and learning methods:	
brainstorming, discussion, branching questions. Assessment methods:	
reports, summaries,	
and worksheets.	
Observation and follow-up.	
Group discussion during the lecture.	

d) General and transferable skills (other skills related to employability and personal development). D-1 The skill of being able to solve various problems scientifically and apply what has been learned to studying real-world problems. D-2 Applying the principles of educational psychology to studying real-world problems. D-3 Developing cooperative learning skills. D-4 The skill of graphing different learning curves.					
Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Continuous assessment (participation) Reports – Duties Interaction	Revised lecture – discussion	Definition of educational psychology The importance of educational psychology Goals of Educational Psychology The relationship of educational psychology to other sciences	The concept of educational psychology is known It demonstrates the importance of educational psychology It defines the goals of educational psychology Distinguish between the theoretical and practical goals of educational psychology It defines the mechanism for transferring theoretical knowledge to the practical (applied) aspect within the classroom.	3	1
Continuous assessment (daily quiz - participation) Reports – Duties –Interaction,	Discussion – Storm mental	Desirable teacher personality traits (psychological traits – physical traits – mental traits – social traits) The function of educational psychology	It defines the desired teacher's personality traits Lists the functions of educational psychology	3	2
continuous assessment (participation) Reports – Duties Continuous	Discussion – Revised lecture	Interpreting the educational process (the educational process and educational psychology) (axes of the effectiveness of the educational process) Factors affecting the effectiveness of the educational process	It explains the importance of the axes of educational process effectiveness and identifies the factors affecting the effectiveness of the educational process.	3	3
assessment interaction (surprise test) Participation Reports – Duties –Interaction,	Discussion – Revised lecture	Definition of motivation The educational functions of motivation (the excitatory function – the anticipatory function – the motivating function – the punitive or corrective function)	Motivation is known It shows the relationship between motivation and learning. It identifies the educational functions of motivation.	3	4
continuous assessment (participation) Reports –	Discussion – Storm mental	Strategies for stimulating students' motivation to learn	He applies motivational stimulation strategies within the classroom.	3	5

Duties Interaction –					
Continuous assessment (participation) Reports — Duties Interaction –	Discussion – Storm mental	Definition of memory The importance of studying memory	The concept of memory is known It explains how memory works, highlights the importance of studying memory, and compares sequential and parallel processing strategies.	3	6
The calendar, the written exam	First month exam			3	7
Continuous assessment (participation) Reports — Duties Interaction –	Brainstorming – Motivational Questions	Contemporary perspectives on the interpretation of memory and its models (the cognitive-behavioral perspective) Central point of view –	Lists types of memory It explains the relationship between memory and learning. It presents the most important contemporary theories that have explained memory, and it explains the mechanism of memory according to cognitive theory. It explains the mechanism of memory according to behavioral theory.	3	8
Continuous assessment (surprise quiz - participation) Reports — Duties Interaction –	Brainstorming – Motivational Questions	Mechanisms of how memory works; factors affecting the memory process; ways to improve the memory process. Brainstorming – Motivational Questions	It discusses the mechanism of memory, explains the most important factors affecting the memory process, and identifies the most important ways to improve the memory process.	3	9
Continuous assessment (surprise quiz - participation) Reports — Duties Interaction –	Brainstorming – Motivational Questions	Causes of forgetfulness A theory explaining forgetting (previous interference) (retroactive suppression) and post-interference (progressive suppression)	The concept of forgetting is defined; the mechanism of forgetting is explained through interference theory; and the most important factors affecting forgetting are identified.	3	10
Continuous assessment (participation) Reports — Duties Interaction –	Brainstorming – Motivational Questions	The importance of studying the transfer of knowledge following training Definition of transfer following training	Understanding the transfer of knowledge after training highlights the importance of studying this transfer.	3	11
Continuous assessment (participation) Reports —	Problem solving Discussion –	Dimensions of transfer following training; theories of transfer following training	It shows the dimensions of the transfer following training It compares theories of training transfer.	3	12

Duties Interaction,			It designs educational situations that facilitate the transfer of training (learning) effects.		
continuous assessment (surprise quiz - participation) Reports – Duties Interaction,	Problem solving discussion	Definition of feedback; dimensions of feedback Types of feedback	The concept of feedback is defined; the dimensions of feedback are explained; and the types of feedback are identified.	3	13
continuous assessment (surprise quiz - participation) Reports – Duties Interaction,	Storm Mental – Hypertext questions	Definition of learning; conditions for good learning Learning and acquiring (language - motor skills)	Learning is known It outlines the conditions for good learning It explains the impact of language learning on acquisition and motor skill acquisition.	3	14
continuous assessment (surprise quiz - participation) Reports – Duties Interaction ,	Problem solving discussion	Learning theories and laws, discovery and learning, learning curves	It explains the most important learning theories and laws, clarifies the relationship between discovery and learning, and demonstrates the skill of graphing different learning curves.	3	15
evaluation, and assessment (written exam)	Second month exam			3	16

Infrastructure

There are no	1. Required textbooks
Fadel Mohsen Al-Zirjawi, Foundations of Educational Psychology; Emad Abdel Rahim Al-Zaghloul, Principles of Educational Psychology; Fouad Abu Hatab, Dictionary of Psychology and Education Saleh Muhammad Ali Abu Jadu, Educational Psychology, 2nd Edition Mahmoud Abdel Halim Mansi, Introduction to Educational Psychology; Izzat Jaradat, Introduction to Education	2a Main References (Sources)
Some research papers, letters, and theses that pertain to the vocabulary of the subject are recommended.	Recommended books and references etc.) (reports, scientific journals,
University of Babylon website through its e-learning lectures 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 Website of Iraqi Academic Journals : http://www.iasj.net/iasj	B. Electronic references, websites...

Curriculum Development Plan
Enriching the curriculum with practical aspects related to the teaching profession.

Course description template

Course Instructor: M. Course Description (Educational Statistics) Muhammad Adnan Muhammad

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is a valid course description.
Making the most of available learning opportunities. These opportunities must be linked to the program description.

University of Diyala – College of Basic Education	Educational institution
Educational Materials / History Department	Academic Department / Center
Educational Statistics/ 2008 Coll	Course Name / Code
mandatory	Available Attendance Forms
Fourth/Second	Semester / Year
45	Total number of study hours
2024/10/1	Date this description was prepared;
Course objectives	
Introduction to the principles of educational statistics	
Introducing students to some statistical terms and the role of statistics in the advancement of the humanities.	
To equip students with the skills to apply the laws of educational statistics.	
To equip students with the skills to identify the appropriate statistical method for processing statistical data and interpreting results.	
Providing students with raw data processing skills, both tabularly and graphically.	
Students acquire the ability to think logically and to draw meaningful conclusions.	
Course outcomes, teaching and learning methods, and assessment	
On the condition that Cognitive Objectives: To enable the student to: A- A-1 Understand the concept of educational statistics A-2 Explains the relationship between measurement and statistics. A-3 Defines the concept of the research population and sample. A-4 distinguishes between the research population and the research sample A-5 identifies methods for selecting research samples A-6 Compares probability samples and non-probability samples A-7 Explains the reasons for selecting samples. A-8 Distinguishes between quantitative and qualitative data. A-9 Presents data using bar graphs and pie charts. A-10 Compares descriptive statistics and inferential statistics. A-11 Defines measures of central tendency. A-12 Distinguishes between the arithmetic mean, median, and mode. A-13 Defines measures of dispersion. A-14 Distinguishes between measures of dispersion. A-15 Shows the types of measures of dispersion. A-16 Explains the importance of measures of dispersion. A-17 Defines measures of correlation. A-18 shows the types of correlation measures A-19 compares Pearson's correlation coefficient and Spearman's correlation coefficient A-20 demonstrates the importance of inferential statistics A-21 illustrates the relationship between hypotheses and the level of significance.	

A-22 defines the null hypothesis A-23 Define the alternative (research) hypothesis A-24 Distinguishes between the null hypothesis and the alternative hypothesis. A-25 Explains the relationship between the standard score and the original score. A-26 outlines the steps for hypothesis testing					
B - The skills-based objectives of the course. B1 - Determines the appropriate statistical methods for different types of research and performs the statistical analyses for them. B2. Apply measures of central tendency and measures of dispersion to analyze test results. B3. Determine the relationship between two variables using Pearson's correlation coefficient. B4 - Determines the relationship between two variables using Spearman's correlation coefficient The study problem (B-5) formulates hypotheses in accordance with (B-6) formulating problems as mathematical models that can be statistically analyzed. B-7 proposes appropriate solutions to problems based on statistical results					
Teaching and learning methods					
The revised lecture – discussion – questioning – brainstorming – motivational questions					
Assessment methods					
Subject teacher - Continuous assessment of student work (reports), assigned tasks, participation, and interaction with peers, including weekly surprise quizzes. Formative assessment through written tests (two tests are held during the semester) - Final assessment through the final exam. C- Affective and					
value-based objectives C-1 Recognizes the impact of science and scientists on the development of educational statistics. C-2 Shows active interest in studying educational statistics C-3 Performs assigned duties with scientific accuracy. C-4 Participates in solving statistical equations within the classroom. C-5 Uses creative thinking skills to reach solutions to problems					
Teaching and learning					
methods: brainstorming – discussion – open-ended questions					
Assessment methods					
Reports, summaries, and working papers. Observation and follow-up. Group discussion during the lecture.					
d) General and transferable skills (other skills related to employability and personal development). D-1 The skill of being able to solve various problems scientifically and to use what has been studied in studying real-world problems D-2 Skill in using statistical thinking. D-3 Applying the principles of descriptive and inferential statistics in studying real-world problems. D-4 Developing self-learning skills. D-5 Skill in using graphs					
Course structure					
Assessment	Teaching method	Unit/Topic Name	Hours required learning outcomes		Week
method: Continuous assessment (participation) Reports – Duties – Interaction (	Revised lecture – discussion	Statistics, Definition of statistics; Importance of statistics; Measurement and statistics	The concept of educational statistics is defined – the importance of statistics is explained – the relationship between measurement and statistics is clarified	3	1

Continuous assessment (daily quiz - participation - reports - assignments - interaction)	Discussion – brainstorming	Types of measurement: population, sample	It defines the types of measurement, understands the concept of the research population and sample, and distinguishes between the research population and the research sample. It defines the methods for selecting research samples.	3	2
Continuous assessment (participation – reports – assignments – interaction)	Discussion – Revised lecture	Types of samples; statistical symbols Quantitative data	It compares probability samples with non-probability samples. It explains the reasons for selecting the samples and clarifies the statistical symbols.	3	3
Continuous assessment (surprise quizzes - participation - reports - assignments - interaction)	Discussion – Revised lecture	Qualitative data bar charts	Distinguish between quantitative and qualitative data; represent data using bar graphs.	3	4
Continuous assessment (participation – reports – assignments – interaction)	Discussion – brainstorming	histogram, frequency polygon	The data is represented using a histogram and a frequency polygon.	3	5
Continuous assessment (participation – reports – assignments – interaction)	Discussion – brainstorming	frequency curve circle graph	The data is represented using a frequency curve and a pie chart.	3	6
The calendar, the written exam	First month exam			3	7
Continuous assessment (participation – reports – assignments – interaction)	Brainstorming – Motivational questions	Statistical measures arithmetic mean Predicted average	It compares descriptive statistics and inferential statistics. The concept of measures of central tendency is understood. Measures of central tendency and measures of dispersion are applied to analyze the test results.	3	8
Continuous assessment (surprise quiz - participation - reports)	Brainstorming – Motivational questions	Moderate	It distinguishes between the arithmetic mean, the median, and the mode.	3	9

Duties – Interaction (					
Continuous assessment Surprise exam - Participation - Reports – Duties – Interaction (	Brainstorming – Motivational questions	Measures of dispersion range	It defines measures of dispersion, explains the types of measures of dispersion, and extracts the range value for the data.	3	10
Continuous assessment (participation) Reports – Duties – Interaction (	Brainstorming – Motivational questions	Contrast Standard deviation	Extracts the variance and standard deviation values for the data.	3	11
Continuous assessment (participation) Reports – Duties – Interaction (	Problem solving – discussion	Pearson correlation coefficient, Spearman correlation coefficient	It analyzes the relationship between two variables using Pearson's correlation coefficient and Spearman's correlation coefficient.	3	12
Continuous assessment (surprise quiz - participation) Reports – Duties – Interaction (	Problem solving discussion	hypotheses Significance level	Formulates the study hypotheses and determines the level of significance.	3	13
Continuous assessment (surprise quiz - participation) Reports – Duties – Interaction (	Brainstorming – Divergent Questions	Standard grade Hypothesis testing	Determines the standard grade He tests hypotheses to reach appropriate conclusions and proposes solutions to problems based on statistical results.	3	14
The calendar, the written exam	Second month exam			3	15
Review of the material				3	16
Infrastructure					
There is			1. Required textbooks		
no Abdul Jabbar Tawfiq Al-Bayati and Zakaria Zaki Athanasius, Descriptive and Inferential Statistics. Abdullah Falah and Ayesh Musa, Educational Statistics Amman Al-Zaghloul, Educational Statistics Abdul Rahman Adas, Principles of Statistics in Education and Psychology			2a Main References (Sources)		

Some research papers, letters, and theses that pertain to the vocabulary of the subject are recommended.	Recommended books and references (reports, scientific journals, etc.)
University of Babylon website through its e-learning lectures service http://repository.uobabylon.edu.iq/elearning/elearning2012.a spx 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 Electronic references: Mohammed Mahdi Al-Qassas, Principles of Statistics and Social Measurement	b) Electronic references, websites

Course description template

Course Instructor: Dr. Saad Mohamed Ali

Course Description: Modern History of Iraq

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.	
College of Basic Education	Educational institution 25
the date	26. Academic Department/Center
Modern History of Iraq 2317 Hist	27. Course Name/Code 28.
mandatory	Available Attendance Forms
Fourth/Second	29. Chapter/Year
30 hours	30. Total number of study hours. Date this
1/10/2024	description was prepared. 31
Course objectives. 32	
-1 To enable students to learn about and understand the most prominent social, economic, and political events that Iraq went through from 1917-1258	
-2 Enabling students to understand the causes of the occupation and uprisings in Iraq	
-3 Introducing students to the most important sources and references used in teaching the subject	
4. Enabling students to analyze the events that Iraq went through from 1917-1258.	
-5 Instilling virtuous values and habits in students, love for the homeland and its glorious history of achievements and noble values, and rejecting division and internal strife.	

Course outputs, teaching and learning methods and
assessment A- Cognitive
objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of modern Iraq history.
A-2 Enabling students to acquire knowledge and understanding of the significant events in the history of modern Iraq
A-3 Enabling students to gain knowledge and understanding of the most prominent political figures who ruled Iran
A-4 Enabling students to acquire knowledge and understanding of the revolutions and uprisings in the history of modern Iraq
A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of modern Iraqi history.
A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of modern Iraq

B - Course-specific skills objectives. B1 - To compare political events in the era of modern Iraq B2 – Analyzes historical events and their causes. B3 – Writes a paper or research on any topic in the history of modern Iraq. B-4 gathers information about the most famous rulers of modern Iraq. Teaching
and learning methods.
To provide students with the fundamentals and topics related to the modern history of Iraq. The course material is explained and clarified by the course instructor. Students are encouraged to visit the library and consult resources for studying modern Iraqi history. They are also encouraged to enhance their skills by visiting websites to gain further knowledge about modern Iraqi history. Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.
Assessment methods
Daily tests with specific questions. Grading for homework and class participation. Assigning students research projects on modern Iraqi history and assigning grades for them. Monthly tests with objective and essay questions.
Affective and value-based goals C- C-1 To interpret and analyze the events of modern Iraqi history C-2 differentiates between the nature of Ottoman policy and the policy of the rest of the countries occupying Iraq in the modern era. C-3 Evaluates some historical texts and information. C-4 Compares the history of the occupation periods in the history of modern Iraq.
Teaching and learning methods
A method for solving problems: brainstorming. Simulation.
Assessment methods
The written exam assesses the student's ability to think, analyze, and draw conclusions. It requires comparisons between political figures who have ruled in modern Iraqi history. Writing research papers on events and figures in modern Iraqi history requires in-depth studies and research. Daily assessments will include intellectual and deductive questions. D - General and transferable
skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D-2 Forming groups of students to study important events and figures from the history of modern Iraq in order to reach scientific and objective conclusions regarding them. 3. Utilizing historical departments, museums, and state institutions related to history and heritage to enhance and disseminate students' knowledge. 4. Utilizing archaeological centers and libraries that contain manuscripts and historical documents to broaden students' understanding and facilitate the writing of historical research papers.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	An overview of Iraq's administrative, social, and political conditions	Enabling students to understand the general conditions during the Ilkhanid era	2	First
quizzes with questions. Specific 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. 4.	1- Meeting or lecture 2- Questioning 3- Problem solving	An overview of the administrative, social, and political conditions in Iraq during the Ja'iri era	Enabling students to know and understand the general conditions in Iraq during the Algerian era	2	the second
Daily quizzes with questions. Specific -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	Qara Yusuf and the general conditions of Iraq during this era.	Enabling students to know and understand the general situation in Iraq during the Black Sheep era	2	the third
quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily quizzes	1. Meeting or lecture 2. Questioning 3. Problem solving	The most important rulers of the White Sheep State	Enabling students to know and understand the general situation in Iraq, the era of the White Sheep	2	Fourth
with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	The situation in Iraq during the Safavid occupation	Safavid occupation - 1508 1534	2	Fifth

		First month exam		2	Sixth
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Suleiman the Magnificent and the occupation of Baghdad 1534	Enabling students to learn about the conditions in Iraq during the Ottoman era	2	Seventh
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	The rise of Mamluk rule in Iraq 1750-1831	Understanding the conditions in Iraq during the Mamluk era	2	Eighth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Iraq during the reigns of Hassan Pasha and Ahmed Pasha 1704-1747	Understanding the conditions in Iraq during the Mamluk era	2	Ninth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Iraq during the reign of Daoud Pasha and the end of Mamluk rule	Understanding the conditions in Iraq during the Mamluk era	2	tenth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	The situation in Iraq during the reign of Ali Reza Alz	Enabling students to understand the return of direct Ottoman control to Iraq - 1831 1908	2	eleventh
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	The situation in Iraq during the reign of Midhat Pasha	Enabling students to understand the return of direct Ottoman control to Iraq - 1831 1908	2	twelfth
		Second month exam		2	thirteenth
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Administrative structures in Iraq	Enabling students to understand the return of direct Ottoman control to Iraq - 1831 1908	2	fourteenth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	British policy towards Iraq - 1914 1918	To enable students to understand the conditions in Iraq during the nineteenth century and the consolidation of British influence	2	fifteenth

Infrastructure	
The History of Iraq during the Ottoman Era by Ali Shaker Ali	1. Required textbooks
The Modern History of Iraq from the End of Daoud Pasha's Rule to the End of Midhat Pasha's Rule, by Abdul Aziz Salman Nawar	2. Main References (Sources)
Iraq during the reign of Midhat Pasha 1869-1872, by Muhammad Asfour Salman	The books and references that support the reports (scientific journals...).
http://www.alrashead.net http://arabic.ilib.ir http://alwelayah.net	B. Electronic references, Internet sites

Curriculum Development Plan: 1.
Establishing training courses in the field of archaeology and heritage. 2. Holding training courses in the investigation of manuscripts and historical documents related to the modern history of Iraq. 3. Websites specializing in history, such as the Modern History Group or the Graduate Studies in History Group, and social networking sites such as Facebook and Twitter. 4. Organizing scientific trips to historical and archaeological sites. 5. Hosting specialized history lectures by distinguished professors from other Iraqi universities or other colleges within the university. 6. Inviting specialists in antiquities, manuscripts and documents to meet with students and give quality lectures in those fields. 7. Assigning students to conduct research and studies on the reality of Iraqi society by going into the field and using scientific and accurate questionnaires that reveal the characteristics and features of Iraqi society.

Course description template

Course Instructor: Dr. Ahmed Mohammed Jassim Course description: Europe in the 19th century

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	Educational institution
the date	Scientific Department / Center
Europe in the 19th Century 2318 Hist	Course Name/Code
mandatory	Available Attendance Forms
Fourth/Second	Semester/Year
30 hours	Total number of study hours, date this
1/10/2024	description was prepared,
course objectives	
-2 Enabling students to learn about the most prominent political events in Europe	
2. To enable students to understand the reasons for the frequent political upheavals in Europe. 3. To	
introduce students to the most important sources.	
Comparing it to the Middle Ages enables students to analyze events.	

5. Introducing students to contemporary European history

Course outcomes, teaching and learning methods, and assessment

A- Cognitive Objectives A-1

To enable students to acquire knowledge and understanding of the intellectual framework of European history. A-2 To enable students to acquire knowledge and understanding of the prominent events in European history in the nineteenth century. A-3 To enable students to acquire knowledge and understanding of the most prominent European figures who played a significant role in political and economic events. A-4 To enable students to acquire knowledge, understanding, analysis, and interpretation of the events that occurred in Europe. A-5 Enabling students to acquire knowledge and understanding of the most important sources of European history in the nineteenth century

B - The skills-based objectives of the course.

B1 - Analyzing historical events and explaining their causes

C-2 Compares events in Europe in the 18th and 19th centuries

C-3 Some famous European figures are evaluated

C-4 Gathers information about major European events

Teaching and learning methods

-1 The meeting or lecture

-2 Interrogation

-3 Discussion and requesting students to visit the library and the internet.

Assessment

methods - 1. Daily tests with homework questions related to the subject matter

-2 Submitting research papers with a well-structured scientific plan in European history and assigning grades to them

-3 Conducting monthly tests with objective and essay questions

Affective and value-based objectives (C)

C-1 To interpret and analyze the events of European history in the nineteenth century

C-2 compares the history of Europe in the 18th and 19th centuries

C-3 Evaluates some historical texts and information. C-4 Differentiates between the policies of European countries and methods

of teaching and learning.

discussion

The meeting

Interrogation

Assessment methods

Written exam

He requested comparisons between political figures who ruled in Europe.

Writing research papers on European events and figures

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

D-1 Enabling the student to write a research paper about a European figure

D-2 Enabling the student to summarize a reference or source on European history in one-tenth of its size

D-3 Developing the student's ability to analyze information

D-4 Enabling the student to use European maps

Course structure

Evaluation Method	Required learning outcomes: Unit/topic name, teaching method		Hours	Week
Daily tests	The meeting discussion	-1 Pre-revolutionary stages -2 Causes of the revolution -3 Course of events of the revolution	Enabling students to understand the causes and consequences of the French Revolution	2 First

		and its results			
Writing a paper on the topic	Interrogation	Stages and sides of the Napoleonic Wars	Enabling students to learn about the Napoleonic Wars	2	the second
Class participation	Discussion and questioning	Conference Resolutions	Congress of Vienna 1815	2	the third
Daily tests	Presentation and discussion	Political, economic and social life in France	Political developments in France 1815-1848	2	Fourth
Writing a paper on the topic	Interrogation	Political, economic, and social life in Britain; key political	Political developments in Britain 1815-1848	2	Fifth
Daily tests	Discussion and questioning	developments and the struggle between the two countries for influence in Europe	Prussia and German lands - 1815 +1848 Austrian Empire 1815-1848	2	Sixth
Writing a paper on the topic	Discussion and questioning	Causes and consequences of revolutions	The rise of nationalism in 1848 and its spread in Europe	2	Seventh
Class participation	Interrogation	Key features of domestic and foreign policy in His covenant	France under the control of Napoleon III - 1848 1870	2	Eighth
Class participation	discussion	Causes of the war, its consequences, and the international stance towards it.	The Eastern Question and the Crimean War	2	Ninth
Writing a paper on the topic	Interrogation	Steps to achieve unity	Italian Unification 1861	2	tenth
Daily test	The meeting	Steps to complete the unit	German Unification 1870	2	eleventh
Writing a paper on the topic	The meeting	Foreign and domestic policy and political parties	The Third French Republic	2	twelfth
Daily test	discussion	The Industrial Revolution and its impact on colonial rivalry between the two countries	Political and economic developments in Britain and Germany 1870-1914	2	thirteenth
Writing a paper on the topic	Discussion and presentation	The Industrial Revolution and its impact on colonial rivalry between the two countries	Political developments The economy of Italy and Russia 1870-1914	2	fourteenth
Daily test	discussion	International alliances and blocs, and increasing international competition between major powers	International relations in Europe 1870-1914	2	fifteenth

Infrastructure

1. Basic Texts 2. Required Textbooks 3. Other Muhammad	1. Required textbooks
Muzaffar al-Adhami, History of Modern Europe Abdul Aziz Suleiman and Abdul Majeed Na'na'i, *A History of Contemporary Europe*, Grant and Temperley, *A History of Europe in the 19th and 20th Centuries*	2. Main References (Sources)

-1 Khalil Ali Murad, Studies in Modern and Contemporary European History -2 H. Al-Fisher, A History of Modern Europe	The recommended books and references (reports, scientific journals, etc.)
Electronic references, websites... Wikipedia, the European Encyclopedia	

Curriculum Development Plan	
Utilizing the services of electronic libraries and the international information network	-1
Conducting professional development courses for students and	-2
faculty, and organizing scientific trips.	-3

Course description template

Course Instructor: Dr. Ali Nayef

Course Description: History of the Umayyad State

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

College of Basic Education	Educational institution
the date	Scientific Department / Center
History of the Umayyad State 2319 Hist	Course Name/Code
Fourth/	Available Attendance Forms
Second Mandatory	Semester/Year
30 hours	Total number of study hours, date this
1/10/2024	description was prepared,
course objectives	
-6 Enabling students to know and understand the transfer of the caliphate to the Umayyad .	
-7 Enabling students to understand and highlight the most important cultural and administrative characteristics of the Umayyad state	
-8 Introducing students to the most important sources and references used in teaching the subject	
-9 Enabling students to analyze and compare events in the ancient Stone Age.	
-10 Instilling virtuous values and habits in students, love for the homeland and its glorious history of noble achievements and values, and rejecting division and internal strife.	
Course outcomes, teaching and learning methods, and assessment	38

A- Cognitive Objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the Umayyad state A-2 Enabling students to acquire knowledge and understanding of the prominent events in the history of the Umayyad state A-3 Enabling students to acquire knowledge and understanding of the most prominent cultural characteristics of the Umayyad state A-4 Enabling students to acquire knowledge and understanding of the important political events in the Umayyad state A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of the transfer of the caliphate from the Umayyads to the Marwanids. A-6 To enable students to acquire knowledge and understanding of the most important sources and references for studying the history of the Umayyad state.	
B - The skills-based objectives of the course. B1 – Compares the Sufyanid and Marwanid dynasties. B2 – Analyzes historical events and their causes. B3 – Writes a paper or research paper on any topic related to the history of the Umayyad Caliphate. B4 – Gathers information about the most famous Umayyad caliphs.	
Methods of teaching and	
learning - 6. Providing students with the basics and topics related to the history of the Umayyad state. -7 Explanation and explanation of the course material by the course instructor. -8 Students are required to visit the library and consult sources for studying the history of the Umayyad state. -9 Improving students' skills through visiting websites to gain additional knowledge about the history of the Umayyad state -10 Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.	
Assessment methods	
-5 Daily tests with specific questions. -6 Marking homework and class participation. -7 Assigning students research projects on the history of the Umayyad state and assigning grades for them. -8 monthly tests with objective and essay questions.	-9
Affective and value-based objectives C- C-1: To interpret and analyze the events of the study of the history of the Umayyad state. C-2 differentiates between the nature of the policies of the Umayyad caliphs. C-3 evaluates some historical texts and information. C-4 highlights the administrative and cultural efforts of the Umayyad state.	
Teaching and learning methods	
-7 Problem-solving methods. -8 Brainstorming. -9 Simulation.	
Assessment methods	
5. A written exam to assess the student's ability to think, analyze, and deduce. 6. Students will be asked to draw comparisons between the rulers of the city-states and their most important achievements. 7. Students will be required to write research papers highlighting the military and administrative role of the Umayyad Caliphate. 8. Daily exams will consist of intellectual and deductive questions.	
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D-2 Forming groups of students to study the events and important figures in the history of the Umayyad state and to reach scientific and objective conclusions regarding them. 3. Utilizing historical departments, museums, and state institutions related to history and heritage to enhance and disseminate students' knowledge. 4. Utilizing research centers and libraries containing manuscripts and historical documents to broaden students' understanding and facilitate the writing of historical research papers.	

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	Muawiyah ibn Abi Sufyan was the founder of the Umayyad state.	To enable students to know and understand the transfer of the caliphate to the Umayyads.	2	First
quizzes with questions. Specific 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. 4. Daily	1- Meeting or lecture 2- Questioning 3- Problem solving	Muawiyah's policy towards the conquests and liberation operations in the East and the West	To enable students to know and understand Muawiyah's efforts in the Islamic conquests	2	the second
quizzes with questions. Specific -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	Ibn al-Zubayr's movement - The movement of Al-Husayn ibn Ali (peace be upon him) - The Kharijite movements	Enabling students to know and understand the most important opposition movements	2	the third
quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily quizzes	1. Meeting or lecture 2. Questioning 3. Problem solving	Abd al-Malik ibn Marwan, the unifier of the Umayyad state and his most important achievements	Enabling students to know and understand the Caliphate of Abd al-Malik ibn Marwan 65 86 hr	2	Fourth
with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Administrative and cultural aspects	Enabling students to know and understand the most important works of Abd al-Malik ibn Marwan	2	Fifth

		First month exam		2	Sixth
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	The administration during the reign of Muawiyah ibn Abi Sufyan (as a model)	To enable students to know and understand what administration was in the Umayyad state	2	Seventh
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	- Judiciary - Police	To enable students to know and understand the most important administrative structures during the reign of Hisham ibn Abd al-Malik	2	Eighth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Army, Navy	To enable students to know and understand the most important administrative structures in the Umayyad state	2	Ninth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Umayyad-Byzantine relations.	To enable students to know and understand the foreign relations of the Umayyad state	2	tenth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	- Railway - Style	To enable students to know and understand the most important economic aspects of the Umayyad state	2	eleventh
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	The emergence of the Abbasid state on the political stage was one of the most important reasons for the state's downfall.	Enabling students to know and understand - one of the most important reasons for the Umayyad	2	twelfth
		Second month exam		2	thirteenth
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	- Al-Hasan ibn Ali (peace be upon him) enabling students to know and understand Imam Ali ibn al-Husayn Zayn al-Abidin and the history of the Ahl al-Bayt (peace be upon them).		2	fourteenth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Imam Muhammad al-Baqir, peace be upon him	Enabling students to know and understand the history of the Ahlul-Bayt (peace be upon them).	2	fifteenth

Infrastructure	
Ibn Khaldun, The Muqaddimah Al-Mawardi, Al-Ahkam Al-Sultaniyya	1. Required textbooks

Political and Social History, Hassan Ibrahim Hassan Al-Tabari / Messengers and Kings	2. Main References (Sources)
The Umayyad Caliphate / Abdul Amir Dickson 2/ Abdul Moneim Majid The Political History of the Arab State: Part 1: The History of the Early Islamic Period and the Umayyad State / Muhammad Abd al-Hayy Sha'ban	The books and references that support the reports (scientific journals...),
B. Electronic references, websites.... net.alrashed.wwhttp/ http://arabic.irib.ir http://alwelayah.net	

Curriculum Development Plan: 1.	40
Conducting training courses in the field of literature and heritage. 2. Conducting training courses in the verification of manuscripts and historical documents related to the history of the Umayyad state. 3. Websites specializing in history, such as the Family History Group or the Higher Studies in History Group, and social networking sites such as Facebook and Twitter. 4. Organizing scientific trips to historical and archaeological sites. 5. Specialized scientific lectures on history, hosted by distinguished professors from other Iraqi universities or from the university's faculty. The other. 6. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields. 7. Assigning students to conduct research and studies on the reality of Iraqi society by going into the field using scientific and accurate questionnaires. The characteristics and features of Iraqi society are revealed	

Course description template

Course Instructor: Prof. Dr. Thuraya Mahmoud

Course Description: Historical Research Methodology

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is	
He has made the most of the available learning opportunities. These must be linked to the program description.	
University of Diyala / College of Basic Education	Educational institution
the date	Scientific Department / Center
Historical Research Methodology 1308 Hist	Course Name/Code
mandatory	Available Attendance Forms
Fourth/Second	Semester/Year
45 hours	Total number of study hours, date this
2024/10/1	description was prepared, course
objectives	
1. Enabling students to learn the most prominent definitions of history. 2.	
Enabling students to understand the reasons for the abundance of definitions of history.	
3. Introducing students to the most important sources.	
4. Enabling students to analyze events and compare them through a scientific reading. 5.	
Introducing students to the religious and secular benefits of	
history. Course outcomes, teaching and learning methods, and assessment.	
B - The skills-based objectives of the course.	
B1 - Analyzing historical events and explaining their causes	
C-2. Compare historical writings in the Arab countries before Islam and during the Islamic period.	
C-3 Some famous Arab figures are evaluated using the scientific method.	
C-4. Gathers information about the most important historical events of a specific period within a sound scientific methodology.	

Teaching and learning methods
-1 The meeting or lecture -2 Interrogation -3 Discussion and requesting students to visit the library and the internet.
Assessment
methods - 1. Daily tests with homework questions related to the subject matter -2 Submitting research papers that include a well-structured scientific plan in Arab history and assigning grades to them -3 Conducting monthly tests with objective and essay questions
Affective and Value-Based Objectives C- C-1: To interpret and analyze events in general Arab history C-2 compares the scientific method of writing history with random narration. C-3 Evaluates some historical texts and information. C-4 Knows the characteristics of a scientific historian and those who claim to be one.
Methods of teaching and learning.
Problem solving, brainstorming, simulation
Assessment methods
A written exam to measure the student's ability to think, analyze, and deduce. He requested that comparisons be made between some historical accounts and that they be sifted through. Writing research papers on Arab events and personalities -
General and transferable skills (other skills related to employability and personal development). D-1 Enabling the student to write a research paper about an Arab figure. D-2 Enabling the student to summarize a reference or source on pre-Islamic Arab history in one-tenth of its length. D-3 Developing the student's ability to analyze information 4- Enabling the student to use the scientific plan to study events

Course structure 41					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Daily tests	The meeting -8 discussion -9	-1 Definition of history: linguistically and technically -3 Subject of History/Man - Time- The place	the date	2	First
Writing a paper on the topic	Discussion and questioning	1. Desire 2. Patience 3. Knowledge 4. Culture 5. Scientific spirit	Qualities of a historian	2	the second
Class participation	discussion and interrogation	-1 The role of Islam in the emergence of the science of history among the Arabs -2 The development of historical writings among the Arabs -3 Writing according to the annual curriculum and topics -4 The emergence of multiple styles of writing history: - National histories - Classification - Genealogical arrangement - Biographies - World histories - Local	The Origins of the Science of History among the Arabs	2	the third
Daily tests	Presentation and discussion	histories - 1. Geography - 2. Literature 3. Language 4. Economics 5. Politics Books 6. Documents -7 Conclusion -8The Science of Money	Auxiliary Sciences	2	Fourth
Writing a paper on the topic	Problem solving	-1 Choosing the topic	Principles of historical research	2	Fifth
Daily tests	discussion and interrogation	-2 Research plan	Principles of historical research	2	Sixth
Writing a paper on the topic	discussion The first month's	-3 Information Gathering	Principles of historical research	2	Seventh
First month exam	exam and questioning	- First Month Exam	First month exam	2	Eighth
Class participation	discussion	-4 Criticism of sources	Principles of Historical Research	2	Ninth
Writing a paper on the topic	Problem solving	5. Rules for verifying the authenticity of historical		2	tenth
Daily test	Presentation and discussion	texts. 6. Attempting to subject historical events to scientific logic.	Principles of historical research	2	eleventh

Presentation and discussion on the topic	discussion; writing a paper	1. Choosing the topic 2. Research plan 3. Gathering information 4. Critiquing sources 5. Rules for verifying the authenticity of texts; attempting to subject historical events to scientific logic	A general review of all the steps of the principles of historical research	2	twelfth
Daily test	discussion and interrogation	-1 Linking the parts of the research -2 The researcher's honesty and integrity 3. For whom does the researcher write? 4. Interpretation of historical events 5. Linguistic presentation style -6 The subject unit in the book,	Writing history	2	thirteenth
Writing a paper on the topic	Discussion and presentation	researcher write? 4. Interpretation of historical events 5. Linguistic presentation style -6 The subject unit in the book,	Writing history	2	fourteenth
Second month exam	Second month exam	second monthly exam	Second month exam	2	fifteenth

Infrastructure	
1. Basic texts 2. Required books -3 other	1. Required textbooks
Abdul Wahid Dhunoun, The Methodology of Historical Research Muhammad Muhsin Husayn, The Methodology of Historical Research Other books	2. Main References (Sources)
-1 Ibn Saad: Al-Tabaqat al-Kubra, edited by: Muhammad Abdul Qadir Atta -2 Khalifa bin Khayyat, History of Khalifa bin Khayyat, edited by: Dr. Akram Dhia Al-Omari	The electronic and reference materials that support the reports (scientific journals...).
Wikipedia The Arabic World Encyclopedia	B. Electronic references, websites

Curriculum Development Plan
-1. Utilizing the services of electronic libraries and the international information network 2. Conducting professional development courses for students and faculty. 3. Organizing scientific trips.

Course description template

Course Description (Contemporary History of Arab Countries) Course Instructor: Dr. Ahmed Mohamed

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational institution
the date	Department/Center Course
Contemporary History of Arab Countries 3324 Hist	Name/Code
mandatory	Available attendance forms:
Fourth/Second	Semester/Year
2 x 15 = 30 hours	Total number of study hours, date this
1/10/2024	description was prepared,
course objectives	
To enable students to learn about and understand the most prominent political events that the Arab world has	
experienced; to enable students to understand the reasons for the uprisings and revolutions against colonial powers in the Arab world; to	
familiarize students with the most important sources and references used in teaching the subject.	
Enabling students to analyze events that have occurred in the history of the contemporary Arab world	

Course outputs, teaching and learning methods and assessment
A- Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of contemporary Arab history. A-2 Enabling students to acquire knowledge and understanding of the prominent events in the history of the contemporary Arab world A-3 Enabling students to gain knowledge and understanding of the most prominent political figures in the history of the Arab world A-4 Enabling students to acquire knowledge and understanding of the revolutions and uprisings in the contemporary history of the Arab world A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of contemporary Arab history. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of the contemporary Arab world
B - The skills-based objectives of the course. The student compares political events before and after World War I, analyzes historical events and their causes, and applies this knowledge by writing a paper or research on any topic within the history of the contemporary Arab world. It gathers information about the most prominent thinkers and political figures in the Arab world.
Teaching and learning methods , patrols , At the beginning of the semester, students are informed of the course syllabus and information sources (relevant books, dissertations). The Lectures are syllabus is then distributed across the weeks of the semester, and the assessment methods to be followed are outlined as follows: 1. prepared according to the sequence outlined in the syllabus, utilizing the aforementioned information sources. 2. Students are informed of the topic of the upcoming lecture to allow them time to prepare. 3. Students are asked to submit papers related to one or more of the topics under study. 4. Students are provided with the fundamentals and topics related to the history of the contemporary Arab world and its most significant events. 11. Students are required to visit the library and consult sources for studying contemporary Arab history. Assessment methods.
1. Two midterm exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. The assessment will comprise 40% of the semester grade, and each exam will consider cognitive levels (recall and overall achievement), taking into account student attendance and daily participation. 2. A final exam will be held at the end of the semester, comprising 60% of the final grade, and will be administered according to the Ministry's schedule. The questions will comprehensively cover the content of the application and exploration modules. The curriculum and mental levels (memorization)

Affective and Value-Based Objectives C-	
C-1: To interpret and analyze events in the history of the contemporary Arab world	
C-2 differentiates between the nature of British and French policy towards the countries of the Arab world.	
C-3 evaluates some historical texts and information.	
C-4 compares the history of colonial occupation before and after the First World War in the contemporary Arab world.	
Discussion-based teaching and	
learning methods	
The meeting	
Interrogation	
Assessment	
implicitly included in the course assessment processes that take place during and at the end of the semester methods are	
D - General and transferable skills (other skills related to employability and personal development).	
D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations.	
D-2 Forming groups of students to study important events and figures from contemporary Arab history in order to reach scientific and objective conclusions regarding them.	
D-3. To benefit from the departments of museums and state institutions related to history and heritage in order to increase and disseminate students' knowledge.	
D-4. To benefit from the archives and libraries that contain manuscripts and historical documents in order to benefit from them in order to speed up access and writing historical research.	

Course structure 42					
Evaluation Method	Teaching method	Unit/Topic Name	Weekly hours required learning outcomes		
Formative assessment	The debate and the interrogation	General conditions in the Arab world and the political fronts of the Arab struggle	The vibrant struggle within the Arab world and the political fronts of the Arab struggle	2	First
Formative assessment	The debate and the interrogation	The transformations that occurred in the general situation in the Arab world after the First World War	Liberation and the subsequent liberation movements in the Arab world after the First World War	2	the second
Formative assessment	The debate and the interrogation	The countries involved Decisions in World War I	With the countries involved Relationships in World War I	2	the third

Formative assessment	The peeler and interrogation	history of the Arab world - the contemporary	The revolutions that occurred in the Arab world Contemporary	2	Fourth
Formative assessment	The peeler and interrogation	The growth and development of the national movement in the Arab world	Its development in the Arab world	Fifth 2	

Formative assessment		Questions from the prescribed material	First month exam	2	Sixth,
Formative assessment	Discussion	The causes of the 1919 revolution in Egypt and its spread	Causes of the 1919 revolution in Egypt and its spread	2	Seventh
Formative assessment	and questioning	to Syria, the resistance against the French occupation	Resistance in Syria against the French occupation	2	Eighth
Formative assessment		Political developments in Egypt	Political developments in Egypt	2	Ninth

Lecture 3 - Writing a paper on the topic					
-1. Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- The entry of the United States of America into the war, the Battle of Pearl Harbor and the beginning of the war in the Pacific, the surrender of Japan and the end of the war.	The United States of America and World War II 1939-1948	2	fifteenth

Infrastructure	
Modern History of the United States of America , by Abdul Majeed Na'na'i	1. Required textbooks
History of the Modern World 1914-1945	2. Main References (Sources)
Modern American History , by Allen Nevis and Henry Steele Cumming.	) The recommended books and references in scientific, journal reports...
Modern History of the United States of America, Safaa Karim Shukr	
client?search/iq.google.www://https	B. Electronic references, websites...

Curriculum Development Plan: 1.
Conducting training courses in the field of literature and heritage.
2. Conducting training courses in the investigation of manuscripts and historical documents related to the history of the United States of America.
3. Websites specializing in history, such as the Modern History Group or the Higher Studies in History Group, and social networking sites such as Facebook and Twitter.
4. Specialized scientific lectures on history hosted by distinguished professors from other Iraqi universities or from other university colleges.
5. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields.

Course description template

Course Instructor: Prof. Dr. Qahtan Hamid Kadhim

Course description (Social History of Iraq 1914-1958)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is
He has made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	Educational institution
the date	Academic Department / Center
Contemporary Social History of Iraq - 1914 4335/1958 Hist	Course Name / Code
mandatory	Available Attendance Forms
Seventh/Fourth	Semester/Year
30 hours	Total number of study hours