



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

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

2025-2026

Academic Program Description Form

University Name: University of Diyala

College: College of Basic Education

Scientific Department: Psychological Counseling and Educational Guidance

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

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

Study System: Semester System (Courses)

Date of Preparing the Description: 1-9-2020

Date of Completing the Description: 1-9-2020

Signature

Head of Department:

Assist. Prof. Dr. Janan Saleh
Mohammed

Signature

Scientific Assistant Dean: Prof. Dr.
Haider Abdul Baqi

Reviewed by:

Quality Assurance and University Performance Division

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

Date: 15/4/2026

Signature:

Approved by the Dean:

Assist. Prof. Dr. Ayman AbduAoun

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

Course Description

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

(Guidance in school (observation	Course Name -1
PRTFO702	Course Code-2
2026-First semester/Year 2025	Semester/Year-3
2025/9/21	Date this description was -4 prepared
My presence	Available forms of attendance -5
hours / Number of units: 2 30	Number of study hours (total) / -6 (Number of units (total
Din Yassin-Maha Safaa El .Dr M.M. Heba Ahmed Hadi	Name of the course coordinator-7
:Course Objectives -8	
:The course aims to	
The course aims to introduce students to the concept of psychological counseling and -1 .educational guidance and its importance in life	
psychological counselor Getting to know the -2	
Students should understand the importance of a psychological counselor in helping -3 students deal with their challenges and problems in all aspects of their personal, .social, school and family lives	
.a psychological counselor Identifying the characteristics of -4	
The counselor should explain to the students the limits of the counseling relationship -5 the place of the counselor meeting, the time of the counselor meeting, when the) (counselor breaks the privacy	
.counseling theories in an introductory manner Introducing students to basic -6	

:Teaching and learning strategy -9

- .Knowing how to solve problems within the classroom -
- .Interactive theoretical lecture -
- .Classroom discussion -
- .Discussion strategy -
- counselor write down the names of students and How to create records that help the -
- how often they come to him to solve my problems and know how to communicate
- .with the parents
- .based learning strategy-A research -
- .solving strategy-Problem -
- .Switching between ideas -
- .playing-Role -

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

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

Evaluation methods-11	
daily quizzes and participation + exams -1	
classroom discussions -2	
Short reports submitted to the instructor -3	
Daily work performance evaluation -4	
Learning and teaching resources -12	
(Guidance in school (observation	Required textbooks -1
(Student Counseling Center 2006)	Main references and sources -2
Educational guidance and counseling research- Report of the Ministry of Higher Education and - Scientific Research related to student guidance	(a) Recommended books and references (, etc. scientific journals , reports
Google Scholar ResearchGate	b) Electronic references, websites

:Course description

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

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

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

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

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

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

Course Description

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

(Classroom + Meet) person + online-In blended learning	attendance Available forms of -5
hours / Number of units: 2 30	total) / Number) Number of study hours -6 (of units (total
Din Yassin-Dr. Maha Safaa El	of the charge Name of the person in -7 course
:Course Objectives -8 :The course aims to -7 The course aims to introduce students to the concept of psychological counseling and educational guidance and its importance in life -8 Getting to know the psychological counselor -9 Students should understand the importance of a psychological counselor in helping their personal, students deal with their challenges and problems in all aspects of social, school and family lives -10 Understanding the characteristics of a psychological counselor and the ethics of the profession -11 The counselor should explain to the students the limits of the counseling relationship (counselor breaks the privacy) -12 Introducing students to basic counseling theories in an introductory manner	
:Teaching and learning strategy -9 - Interactive theoretical lecture - discussion Classroom - Discussion strategy - based learning strategy-A research - solving strategy-Problem - learning-E - Switching between ideas - playing-Role	

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

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

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

:Course description

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

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

Course Objectives-8

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

Teaching and learning strategy -9

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

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

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

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

Course Description

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

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

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

Course Description

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

Teaching and learning strategy -9

.Theoretical presentation of the subject of school health in the fourth stage -1

Preparing reports specific to the subject -2

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

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

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

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description.	
Sharia principles	Course Name .1
ISTH6	Course code .2
2026-Chapter 1/2025	Semester/Year .3
2025/9/20	Date this description was prepared .4
Mandatory attendance	Available forms of attendance .5
hours/2 units 30	total) /) Number of study hours .6 (Number of units (total
Prof. Dr. Khawla Hamad Khalaf	Name of the course coordinator (if there is more than one, please mention it .7
objectives Course .8	
Islamic Sharia and General Heavenly laws on Students recognizes -1 . especially . Islamic Sharia features knowledge from Students Enable-2 . Islamic laws between the difference multiplicity Students realizes-3 that References Sources Most important Students Definitions- 4	Course objectives

Study Material in To her Return maybe . Heavenly laws some deviation Students analyzes- 5 In and their relationship ‘Islam before Arabs reality Understand -6 . The other societies and The generous Islamic Sharia principles Students Applies -7 Quranic With vision employing it . Contemporary					
Teaching and learning strategies .9					
Teaching and learning methods Teaching and learning methods .The method of delivery and asking questions about the answer - 1 Requiring students to submit reports related to the course material -2 order to gain a deeper understanding of the subject and to excel in in .it .Libraries Giving the student homework consisting of summarizing a book -3 on Hadith sciences in a way that ensures his learning .about them For the various lessons of Hadith science and to learn Assessment methods Assessment methods .Daily tests in the subject matter -1 .Submitting practical reports on the subject - 2 Monthly written tests that measure the student’s understanding of the - 3 .material and his recall of examples Distributing grades in a way that guarantees the student's rights in terms - 4 of attendance, participation, and activities .classroom -Non					
Course structure .10					
First semester					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions and student participation the in lecture	Dialogue and discussion	Principles of Islamic Law, linguistically and technically	recognizes that On what basis student Heavenly laws religions in general and Islamic law in particular The student should -2 realize the importance of .studying Islamic law The student should -3 appreciate the efforts of the commentators in explaining the sources of Islamic	2	the first

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

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

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

			.Humanity The student should .3 evaluate the effects The prohibition of divorce in .Christianity		
Oral questions and student participation in the lecture	Cooperative learning	Characteristics of Islamic Law	He knows that student Sharia features Islamic He understands that importance student Islamic Sharia	2	twelfth
Oral questions and student on participati in the lecture	The lecture method is accompanied by a style	The universality and permanence of Islamic law; the comprehensiveness .of Islamic law	The general understanding of Islamic law is to distinguish between survival and .comprehensiveness	2	thirteenth
			Discussion of reports	2	fourteenth
olve the test and discuss the mistakes with the -Second periodic test students					fifteenth
Course evaluation .11					
:First: Term effort grade: distributed as follows .(and written marks for daily exams (oral (10) -1 . points for participation and classroom and extracurricular activities (10) -2 . exams marks for written (20) -3 .(Second: Grade for the final semester exam: (60					
Learning and teaching resources .12					
Rubaie-Introduction to Islamic Law: Hassan Al Introduction to Islamic Law: Abbas Kashif Aghtaa			Required textbooks (methodology, if (applicable		
-Introduction to Islamic Law: Mustafa Al -1 Zalmi			.(Main references (sources		
:of the introduction to Sharia Summary Sources of legislation according to the Imamiyyah Foundations of Islamic legislation Introduction to Islamic Studies			Recommended supporting books and .(...references (scientific journals, reports		
learning platforms, the websites of Iraqi -E .universities			.Electronic references, websites		