



Ministry of Higher Education for Science
Scientific Supervision and Evaluation Unit,
Quality Assurance and Academic Accreditation Department

Academic Program and Course Description Guide

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: Arabic Department
Date of File Completion: 9 / 4 / 2026

Signature:

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Date: 9 / 4 / 2026

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Fourth Year - Academic Stage Course Schedule and Course Descriptions

First: Academic Stage Course Schedule

Fourth Year / Seventh Semester

Academic Stage	Course Code	Course Name	Credit Hours	
			Theoretical	Practical
Fourth Year / Seventh Semester	ARB01G411	Arabic Grammar	3	-
Fourth Year / Seventh Semester	ARB01R223	Modern Literature	2	-
Fourth Year / Seventh Semester	ARB01MLC414	Modern Literary Criticism	3	-
Fourth Year / Seventh Semester	PHIFO7	Philosophy	2	-
Fourth Year / Seventh Semester	-	Professional Ethics	2	-
Fourth Year / Seventh Semester	ED-AD-FO-1	Educational Administration and Supervision	2	-

Second: Course Descriptions

Course 1: Arabic Grammar (Fourth Year)

Course Name	Arabic Grammar – Fourth Year
Course Code	ARB01G411
Semester / Year	Seventh Semester - Academic Year 2025 - 2026
Date of Description Preparation	1 / 10 / 2025
Available Attendance Forms	Mandatory Attendance
Total Study Hours / Total Units	(45) hours
Course Coordinator(s)	1. Prof. Dr. Ala Hussein Ali Al-Khalidi - basica6te@uodiyala.edu.iq
	2. Prof. Dr. Mohammed Qasim Saeed - basica14te@uodiyala.edu.iq
	3. Asst. Lect. Ahmed Younis Abdullah - ahmadyounus@uodiyala.edu.iq

Course Objectives

No.	Objective
1	Enable students to identify the most prominent grammatical topics and understand them accurately.
2	Enable students to comprehend the reasons for the abundance of grammatical disputes and deal with them through understanding and guidance.
3	Introduce students to the most important sources and references used in teaching the course.
4	Enable students to analyze grammatical issues, provide examples, and make comparisons between them.

No.	Objective
5	Instill virtuous values and habits among students and love of country through the use of appropriate linguistic examples.

Teaching and Learning Strategies

No.	Strategy
1	Lecture method accompanied by questioning.
2	Requiring students to visit the library and the international information network (Internet) to gain additional knowledge of the course materials and assigning them to write research papers to encourage them to frequent libraries.
3	Giving homework assignments that require self-explanations and extracting practical examples from the Holy Quran and Arab heritage.

Assessment Methods

No.	Assessment Method
1	Daily tests with multiple and varied questions on the course materials.
2	Submitting applied reports (examples and evidence from the Quran and poetry) on each grammatical topic.
3	Written tests to measure students' ability to understand the material and memorize examples, evidence, and grammatical figures.
4	Allocating specific grades for daily participation and extracurricular activities.

Course Structure - First Semester 2025-2026

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
1st & 2nd	3	Enable the student to understand specification in grammar and its definition	Specification	Lecture with questioning	Participation in preparation
3rd & 4th	3	Distinguish verb-nouns and sound-words	Verb-Nouns and Sound-Words	Lecture with questioning	Daily written test
5th & 6th	3	Understand caution and enticement	Caution and Enticement	Lecture with questioning	Participation in preparation
7th		First Month Exam			
7th & 8th	3	Understand the conditional style	The Conditional Style	Lecture with questioning	Participation in preparation
9th & 10th	3	Understand the oath style	The Oath Style	Lecture with questioning	Participation in preparation
11th & 12th	3	Understand the negation style	The Negation Style	Lecture with questioning	Participation in preparation
13th & 14th	3	Understand the interrogative style	The Interrogative Style	Lecture with questioning	Participation in preparation
15th		Monthly Exam (Written)			

Learning and Teaching Resources

Resource Type	Details
Required Textbooks	Explanation of Ibn Aqil on the Alfiyya of Ibn Malik
Main References (Sources)	1. Explanation of Qatr al-Nada wa Ball al-Sada, by Ibn Hisham. 2. Al-Nahw al-Waf, Abbas Hassan.
Recommended Supporting Books	1. Books of the early grammarians. 2. Jami' al-Durus al-Arabiyya, by Mustafa al-Ghalayini. 3. Journal of the Iraqi Scientific Academy. 4. Requiring students to prepare monthly reports on the topics they study.
Electronic References	1. Lisan al-Arab Blog. 2. Our Arabic Library website. 3. The Scientific Council website. 4. Al-Faseeh Network.

Course 2: Modern Literature

Course Name	Modern Literature
Course Code	ARB01R223
Semester / Year	First Semester / 2025
Date of Description Preparation	1 / 9 / 2025
Available Attendance Forms	Mandatory Attendance
Total Study Hours / Total Units	30 hours for the semester
Course Coordinator(s)	1. Asst. Prof. Dr. Yasmine Ahmed - basica29te@uodiyala.edu.com
	2. Asst. Lect. Saja Abdul Ridha Hashim - basica51te@uodiyala.edu.com

Course Objectives

No.	Objective
1	Enable students to understand literature, its branches, and terminological issues in a clear and comprehensible manner.
2	Enable students to comprehend the most important reasons for the development of modern Arabic literature and arts.
3	Introduce students to the most important sources and references used in teaching literary material.
4	Enable students to distinguish between poetry, prose, the article, and all other literary sciences.

Teaching and Learning Strategies

No.	Strategy
1	Lecture method accompanied by questioning.
2	Accompanying students to visit the library and the international information network (Internet) to gain additional knowledge of the course materials and assigning students to write research papers.
3	Familiarizing students with the poems and lives of modern poets, drawing from major reference books and examples of poets.

Assessment Methods

No.	Assessment Method
1	Daily tests by asking students various and multiple questions on modern literature.
2	Submitting some reports (examples and evidence of modern literature poets) and knowing all materials and course vocabulary, with written tests to measure students' ability to understand and memorize examples of poems.

Course Structure - First Semester 2025-2026

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
1st		The student identifies modern literature, its outputs, and literary concepts	Definition of literature and reasons for the emergence of modern Arabic literature and its importance	Lecture with questioning	Participation in preparation
2nd	3	The student knows the definition of literature. The student explains the literary material of modern Arabic literature. The student reads poems clearly and with good delivery.	Definition of literature and reasons for the emergence of modern Arabic literature and its importance	Lecture with questioning	Participation in preparation
3rd		The student knows literary schools and their poets. The Revival Group - conservative poets: Mahmoud Sami Al-Baroudi, Ma'ruf Abdul Ghani Al-Rusafi, Ahmed Shawqi. Dividing the poets' lives into phases of exile and post-exile.	Definition of literature and reasons for the emergence of modern Arabic literature and its importance	Lecture with questioning	Participation in preparation

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
4th	3	Romantic schools in Iraqi poetry: Al-Diwan Group, Apollo School, Al-Mahjar School. Al-Diwan Group - Abdul Rahman Shukri. Apollo Group - characteristics of the Apollo School.	Definition of literature and reasons for the emergence of modern Arabic literature and its importance	Lecture with questioning	Participation in preparation
5th	3	First Month Exam			
6th		Reading literary texts - Ibrahim Naji - Al-Rabita Al-Qalamiyya - characteristics of Mahjar poetry - The beginning of free verse and its circumstances	Definition of literature and reasons for the emergence of modern Arabic literature and its importance	Lecture with questioning	Participation in preparation
7th		The student identifies what changed in poetry, the circumstances that led to the emergence of free verse, its disadvantages and advantages, and the social roots of the free verse movement - Ilya Abu Madi			
8th	3	Badr Shakir Al-Sayyab - Badr and			

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		the modern poem - Badr the romantic - Badr the realist			
9th	3	Badr the model - The return to the self - with examples of poems			
10th	3	Third Month Exam			
11th	3	Prose poem - The problem of the term - Definition of the prose poem - Poets of the prose poem - Poet Badr Shakir Al-Sayyab			
12th		Arabic literature - Naguib Mahfouz - Most important elements of the novel - Story before the modern era - Birth of the modern story - Types of stories in Arabic literature			
13th		The novel - The story of Al-Makrūb - Ahmed Zaki - Development of the story in literary literature - Birth of the artistic novel			

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		in Egypt - The novel and translation - Tawfiq Al-Hakim - Novel "Invitation of the Soul" - Elements of the novel			
14th		Concept of the novel - Elements of the novel - Qualities of the successful narrator - Origin and development of the novel			
15th		Third Month Exam			

Learning and Teaching Resources

Course 3: Modern Literary Criticism

Course Name	Modern Literary Criticism
Course Code	ARB01MLC414
Semester / Year	First Semester / 2025 / 2026
Date of Description Preparation	1 / 10 / 2025

Course Name	Modern Literary Criticism
Available Attendance Forms	Mandatory Attendance
Total Study Hours / Total Units	45 hours / 3
Course Coordinator(s)	1. Asst. Prof. Dr. In'am Munther Wardi - basica18te@uodiyala.edu.iq
	2. Asst. Prof. Dr. Haneen Wisam Jayad

Course Objectives

No.	Objective
1	Enable students to identify the most prominent critical topics and understand them accurately.
2	Enable students to comprehend the reasons for the abundance and diversity of critical approaches and deal with them through understanding and guidance.
3	Introduce students to the most important sources and references used in teaching the course.
4	Enable students to analyze critical issues, provide examples, and make comparisons between critical approaches.
5	Instill virtuous values and habits among students and love of country through the use of appropriate literary examples.

Teaching and Learning Strategies

No.	Strategy
1	Conducting written tests for the course.
2	Conducting oral tests.

No.	Strategy
3	Stimulating the student's ability by directing intellectual questions.
4	Assigning students to research and write reports.
5	Creating shared dialogue and listening to different opinions with respect.
6	Giving the student the opportunity to analyze and express their point of view.
7	Expanding students' horizons and developing their critical faculty.

Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
1st & 2nd	3	Enable the student to know literary and critical terminology	Introduction to literary and critical terminology	Lecture with questioning	Participation in preparation
3rd & 4th	3	Distinguish modern criticism from philosophical, psychological, and aesthetic sciences	Modern criticism and philosophical, psychological, and aesthetic sciences	Lecture with questioning	Daily written test
5th & 6th	3	Understand style, its elements, and types	Style, its elements, and types of styles	Lecture with questioning	Participation in preparation
7th & 8th	3	Understand critical approaches	Critical approaches	Lecture with questioning	Participation in preparation

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		First Periodic Test - solving the test and discussing errors with students			
9th & 10th	3	Understand literary schools	Literary schools	Lecture with questioning	Participation in preparation
11th & 12th	3	Understand the influence of critical approaches and Western literary schools on modern Arab criticism	The influence of critical approaches and Western literary schools on modern Arab criticism	Lecture with questioning	Participation in preparation
13th & 14th	3	Understand modern Arab critics and mechanisms of critical analysis	Modern Arab critics and applied texts	Lecture with questioning	Participation in preparation
15th		Second Periodic Test - solving the test and discussing errors with students			

Course Evaluation

Component	Details
Distribution of Grade	The grade of 100 is distributed according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

Learning and Teaching Resources

Resource Type	Details
Required Textbooks	In Modern Literary Criticism: Foundations and Applications, Dr. Faiq Mustafa Dr. Abdul Ridha Ali
Main References (Sources)	1. Introduction to Literary Criticism, Dr. Ali Jawad Al-Tahir. 2. Modern Literary Criticism, Dr. Muhammad Ghunaimi Hilal.
Recommended Supporting Books	1. Modern criticism books. 2. In Literature and Criticism, Dr. Muhammad Mandour. 3. Al-Aqlam Journal.
Electronic References	1. Lisan al-Arab Blog. 2. Al-Maktaba al-Shamela. 3. The Scientific Council website. 4. Al-Faseeh Network.

Course 4: Philosophy

Course Name	Philosophy
Course Code	PHIFO7
Semester / Year	First Semester
Date of Description Preparation	21 / 9 / 2025
Available Attendance Forms	Mandatory Attendance
Total Study Hours / Total Units	30 hours / 2

Course Name	Philosophy
Course Coordinator(s)	Asst. Prof. Dr. Othman Saadoun Jassim - othmanmm@uodiyala.edu.iq

Course Objectives

No.	Objective
	By the end of the academic year, the student should be able to:
	Define the basic concepts of philosophy, its history, and its importance in understanding the world and human beings. Develop students' critical thinking, analysis, and reasoning skills, in addition to reviewing some major philosophical problems and attempting to address them.

Teaching and Learning Strategies

No.	Strategy
1	Lecture method accompanied by discussion and questioning.
2	Brainstorming - Cooperative learning.
3	Assigning students to write reports through library visits or internet sources to gain additional knowledge of the material.
4	Posing a set of inferential or analytical questions and assigning students to solve them as homework.
5	Encouraging students to carry out various classroom and extracurricular activities.

Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
1	2	Define philosophy. Identify the fields of philosophy. Explain the relationship between language and philosophy.	What is philosophy and its fields - The relationship between language and philosophy	Dialogue and discussion	Oral questions and student participation
2	2	Focus on philosophy as a rational inquiry based on arguments, though some theorists also include myths, religious traditions, and folk wisdom traditions.	History of philosophical thought (Ancient ages - Middle ages)	Brainstorming	Directing questions and students answering them
3	2	Define Islamic philosophy. Identify the principles of Islamic education.	The origin of philosophy (Islamic) - Concept of education in Islam	Cooperative learning	Oral questions and student participation
4	2	Define the mind. Understand thought in Islam.	Concept of mind and thought in Islam	Discussion and questioning	Oral questions and student participation + daily written test
5	2	Define Al-Kindi. List Al-Kindi's works. Define Al-	The stance of Muslim scholars on philosophy: A-	Lecture method	Oral questions and student participation

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		Farabi. Distinguish between the school of Al-Kindi and the school of Al-Farabi.	The school of Al-Kindi B- The school of Al-Farabi		
6	2	Define Al-Ghazali. Explain the life story of Imam Al-Ghazali. Define Ibn Sina.	The stance of Muslim scholars on philosophy: C- The school of Al-Ghazali D- The school of Ibn Sina	Cooperative learning	Oral questions and student participation
7	2	First Periodic Test - solving the test and discussing errors with students			
8	2	Define modern philosophy. List the factors of modern philosophy. Distinguish between modern and ancient philosophy.	Modern philosophy (Factors of origin)	Brainstorming	Directing questions and students answering them
9	2	List the characteristics of modern philosophy. Identify the principles of	Characteristics of modern philosophy - Principles of modern philosophy	Lecture method	Oral questions and student participation

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		modern philosophy.			
10	2	Define Hegel. List Hegel's works. Give an example of Hegel's idealist philosophy. Define Kant. Explain Kant's philosophy.	Figures of philosophical thought: A- Hegel B- Kant	Cooperative learning	Oral questions and student participation
11	2	Define Sartre. Explain his works and literary productions.	Figures of philosophical thought: C- Sartre D- Mohammed Arkoun	Brainstorming	Oral questions and student participation
12	2	Define Abdullah Al-Arwi. Mention Abdullah Al-Arwi's works.	Figures of philosophical thought: E- Abdullah Al-Arwi	Cooperative learning	Oral questions and student participation + daily written test
13	2	Help understand and face contemporary major challenges. Philosophy, as part of the humanities, questions all aspects of human life. UNESCO has always been	Human philosophy: History, Sociology, Psychology	Lecture method	Oral questions and student participation

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		closely associated with philosophy, which one of its major publications defines as "a school of freedom."			
14	2	Discussion of reports			
15		Second Periodic Test - solving the test and discussing errors with students			

Course Evaluation

Component	Marks
Daily tests (oral and written)	10
Classroom and extracurricular participation and activities	10
Written tests	20
Total Semester Effort Grade	40
Final Semester Exam	60

Component	Marks
Total	100

Learning and Teaching Resources

Resource Type	Details
Required Textbooks	-
Main References (Sources)	1. Al-Tamimi, Raid Ramthan & Al-Tai, Othman Saadoun (2025). Philosophy. Dar Al-Sadiq Cultural Foundation, Babil, Iraq. 2. Al-Shami, Jamal (2023). Foundations of Philosophy. 3. Nasser, Ibrahim (2001). Philosophies of Education, Dar Wael, Amman Jordan.
Recommended Supporting Books	Journal of Arabic Humanities Sciences, Scientific Journal of Educational Sciences and Mental Health, Journal of Educational Sciences - Ain Shams University, Al-Fath Journal, University of Diyala.
Electronic References	E-learning platforms, Iraqi university websites.

Course 5: Professional Ethics

Course Name	Professional Ethics
Course Code	-
Semester / Year	First Semester / Academic Year 2025-2026
Date of Description Preparation	19 / 6 / 2025
Available Attendance Forms	Mandatory Attendance
Total Study Hours / Total Units	30 hours / 2

Course Name	Professional Ethics
Course Coordinator(s)	1. Prof. Dr. Asmaa Kazem Fendi - basica1te@uodiyala.edu.iq
	2. Asst. Prof. Siham Abdul Ghaidan - basica34te@uodiyala.edu.iq
	3. Asst. Lect. Marwa Majid Hamid - basica66te@uodiyala.edu.iq

Course Objectives

No.	Objective
	By the end of the academic year, the student should be able to:
	Understand the concept of teaching profession ethics.
	Distinguish between ethics and character.
	Understand the importance of ethics and ways to acquire them.
	Understand professional ethics in the university and society.
	Understand professional ethics in the academic community.
	Understand the basic concepts of professional ethics.
	Understand the processes of ethical formation.
	Understand ethics in evaluation and examinations.

Teaching and Learning Strategies

Strategy	Details
Cooperative Learning	Discussion is based on identifying the basic concepts of the topic and then beginning instruction. It is a method that divides students into small heterogeneous groups (comprising different knowledge levels) of 4-6 members. Students in each group cooperate in explaining understanding the topic, with the professor acting as a guide and mentor.

Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
1	2		Meeting with students and introducing course vocabulary		
2	2	Define the meaning of ethics and character. Distinguish between ethics and character. Explain the status of ethics in Islam.	Linguistic and terminological definition of ethics	Lecture	Participation in preparation
3	2	Explain the importance of ethics. Clarify the origin and development of the science of ethics. Explain the role of ethics in organizing social behavior.	Importance of ethics - Origin and development of the science of ethics	Discussion	Participation in preparation

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
4	2	Identify the basic pillars of character. Explain the stages of ethical formation. Distinguish between the pillars of good character. Explain the importance of the pillars of character in forming ethical behavior.	Processes of ethical formation - Pillars of good character	Questioning	Daily written test
5	2	Explain the basic methods of acquiring ethics. Clarify the role of family education in ethical formation. Explain the importance of learning and education in acquiring good ethics. Clarify the role of good companionship in acquiring ethics.	Methods of acquiring good ethics	Micro-teaching	Participation in preparation
6	2	Identify methods of learning ethics (family, school, society, religion and	Methods of teaching ethics through socialization - Role of social	Discussion	Participation in preparation

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		spiritual guidance). Identify the role of social and educational institutions in ethical education.	and educational institutions in ethical education		
7	2	First Periodic Test - solving the test and discussing errors with students			
8	2	Identify the basic theories of ethics acquisition and their main theorists: Behavioral theory, Psychoanalytic theory, Cognitive theory	Theories of ethics acquisition	Discussion	Participation in preparation
9	2	Identify the most important ethical principles and standards that should be observed in the context of academic evaluation and examinations	Ethics in evaluation and examinations	Cooperative learning	Participation in preparation
10	2	Identify professional ethics towards	Professional ethics in the	Discussion	Participation in preparation

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		society. Identify challenges in applying university professional ethics.	university and society		
11	2	Identify the most important basic concepts of professional ethics: Integrity, Justice, Responsibility, Respect, Transparency	Basic concepts of professional ethics	Micro-teaching	Participation in preparation
12	2	Identify the teacher's duties in enhancing education and upbringing: Educational duties, Ethical and professional duties, Pedagogical duties, Administrative duties	The teacher's professional duties	Discussion	Daily written test
13	2	Identify the main reasons for paying attention to professional ethics: Building trust, Individual and institutional reputation, Increasing productivity and	Why should we care about professional ethics?	Discussion	Participation in preparation

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		quality, Avoiding legal problems, Promoting a positive environment			
14	2	Identify the main sources of professional ethics: Laws and legislation, Cultural and societal values, Religious teachings, Philosophy and personal experience	Sources of professional ethics	Lecture	Participation in preparation
15	2	Second Periodic Test - solving the test and discussing errors with students			

Learning and Teaching Resources

Resource Type	Details
Required Textbooks	None
Main References (Sources)	1. Professional Work Ethics, Badawi Mohammed Zaki, Cairo, 2010. 2. Professional Ethics, Al-Hussein Mohammed, 2012.

Resource Type	Details
Recommended Supporting Books	Al-Fath Journal, Al-Ustadh Journal
Electronic References	Al-Maktaba al-Shamela

Course 6: Educational Administration and Supervision

Course Name	Educational Administration and Supervision
Course Code	ED-AD-FO-1
Semester / Year	First Semester / 2025-2026
Date of Description Preparation	21 / 02 / 2025
Available Attendance Forms	Mandatory Attendance
Total Study Hours / Total Units	30 hours / 2 units
Course Coordinator(s)	1. Prof. Dr. Haifa Hamid Hassan - basica7te@uodiyala.edu.iq
	2. Prof. Dr. Muayyad Saeed Khalaf - basica24te@uodiyala.edu.iq
	3. Asst. Lect. Rua Hussein Wadi - ruaahussein@uodiyala.edu.iq

Course Objectives

No.	Objective
	Understand the concept of administration and its development, educational administration, and school administration.
	Identify the most important theories of administration.

No.	Objective
	Identify the most important functions of administration.
	Understand the concept of leadership, its development, and its most important theories.
	Identify educational supervision and methods of educational supervision.
	Evaluation in educational supervision (evaluation of the principal, evaluation of the teacher, evaluation of students).

Teaching and Learning Strategies

Category	Details
A- Cognitive Objectives	A1- The student defines the concept of administration, educational administration, and school administration. A2- The student identifies the most important theories of administration, its functions, and patterns. A3- The student defines the concept of leadership, educational leadership, and its most important theories. A4- The student identifies educational supervision, its development, and the most important methods of educational supervision. A5- The student identifies educational evaluation and its importance (principal, teacher, students).
B- Skill Objectives	The student develops skills in: B1- Educational administration. B2- Educational leadership. B3- Educational supervision. B4- Educational evaluation.
Teaching and Learning Methods	At the beginning of the semester, students are informed of the course vocabulary and information sources (relevant books, periodicals, university theses). Vocabulary is distributed over the weeks of the semester, along with evaluation methods to be followed: 1. Preparing lectures according to the sequence in the course using the aforementioned information sources. 2. Informing students about the topic of the next lecture for preparation. 3. Asking students to submit papers on one or more topics under study.
Assessment Methods	1. Conducting two semester exams: the first after the fifth week and the second after the eleventh week, considering cognitive levels (recall, application, exploration) in each exam. Evaluation contributes 40% of total achievement, taking into account student attendance and daily participation. 2. End-of-semester exam worth 60% of achievement according to timing, with questions covering the entire course content and cognitive levels (recall, application, exploration).

Category	Details
C- Affective and Value Objectives	The student should be able to: C1- Define the most important skills of a successful educational leader. C2- Define the most important skills of a successful principal. C3- De the type of successful leadership and educational administration. C4- Distinguish the best evaluation methods in educational supervision.

Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
1	2	Concept of administration, educational administration, school administration with examples	Concept of administration, educational administration, school administration with examples	Discussion and questioning	Formative evaluation
2		Theories of educational administration	Theories of educational administration	Discussion and questioning	Formative evaluation
3		Functions of educational administration	Functions of educational administration	Discussion and questioning	Formative evaluation
4		Patterns of educational administration	Patterns of educational administration	Discussion and questioning	Formative evaluation
5		Leadership: concept and development			
6		Monthly Test	Monthly Test		Formative evaluation

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
7		Most important theories of leadership	Most important theories of leadership	Discussion and questioning	Formative evaluation
8		Some models of leadership behavior: concept and types	Some models of leadership behavior: concept and types	Discussion and questioning	Formative evaluation
9		Educational supervision and its development	Educational supervision and its development	Discussion and questioning	Formative evaluation
10		Types of educational supervision and methods of educational supervision	Types of educational supervision and methods of educational supervision	Discussion and questioning	Formative evaluation
11		Monthly Test	Monthly Test		Formative evaluation
12		Evaluation in educational supervision	Evaluation in educational supervision	Discussion and questioning	Formative evaluation
13		Evaluation of principal, teacher, and students	Evaluation of principal, teacher, and students	Discussion and questioning	Formative evaluation
14		Final Review			
15		Final Exam			

Course Evaluation

No.	Evaluation Method
1	The course is developed according to changes and developments in society.
2	The course is developed according to requirements emerging from curriculum development in the global system.

Learning and Teaching Resources

Resource Type	Details
Required Textbooks	None
Main References (Sources)	Educational Administration: Concept, Theories, and Methods, Dr. Salah Abdul Hamid Mustafa, Dr. Najat Abdullah Al-Nabah
Recommended Supporting Books	Benefit from periodicals and sources related to the course
Electronic References	Benefit from the international information network as known sources

Summary of All Stages

First Year / First Semester

Course Code	Course Name	Theoretical	Practical
DEMF11	Human Rights and Democracy	2	-
COMF11	Computer	2	1
DEVF11	Developmental Psychology	3	-

Course Code	Course Name	Theoretical	Practical
ARB01G111	Arabic Grammar	3	-
PRFO LA 1	Pre-Islamic Literature	2	-
ARB01CL413	Children's Literature	2	-
ARB01G123	Arabic Calligraphy	3	-

First Year / Second Semester

Course Code	Course Name	Theoretical	Practical
ENGSE3	English Language	2	-
ENVFI2	Environmental and Health Education	2	-
EDUFI2	Foundations and Principles of Basic Education	3	-
ISLFI2	Islamic Education / Civilization	2	-
ARB01G121	Arabic Grammar	3	-
ARB01PL122	Pre-Islamic Literature	2	-
ARB01AL124	Arabic Lexicon	3	-

Second Year / Third Semester

Course Code	Course Name	Theoretical	Practical
BAASE3	English Language	2	-
CURSE3	Curricula and Textbooks	3	-

Course Code	Course Name	Theoretical	Practical
ARB01G221	Arabic Grammar	3	-
ARB01IL212	Islamic Literature	2	-
ARB01R213	Rhetoric	2	-
ARB01IP216	Performance Improvement	2	-
ARB01P215	Prosody	3	-
BAASE3	Ba'ath Party Crimes	2	-

Second Year / Fourth Semester

Course Code	Course Name	Theoretical	Practical
CLTSE4	Psychology of Teaching Thinking in the Classroom	3	-
EDPSE4	Educational Psychology	2	-
ARB01G221	Arabic Grammar	3	-
-	Expression and Composition	3	-
ARB01R223	Rhetoric	2	-
ARB01M224	Morphology	3	-
ARB01P225	Prosody	3	-
COMSE4	Computer	2	1

Third Year / Fifth Semester

Course Code	Course Name	Theoretical	Practical
GEMTH501	General Teaching Methods and Their Applications	3	-
ED-RE-TH-1	Educational Research Methodology	3	-
ARB01G311	Arabic Grammar	3	-
ARB01AL312	Abbasid Literature	2	-
ARB01AL313	Andalusian Literature	2	-
ARB01OLC314	Ancient Literary Criticism	2	-
OLBTH6	The Old Book	2	-
ARB01P315	Philology	2	-

Third Year / Sixth Semester

Course Code	Course Name	Theoretical	Practical
MEATH503	Measurement and Evaluation	2	-
SUSTH6	Sustainable Development	2	-
CURSE3	Curricula and Textbooks	2	-
ARB01G321	Arabic Grammar	3	-
ARB01AL322	Abbasid Literature	2	-
ARB01ML323	Arabic Literature in the Medieval Era	2	-
SMDFO701	Teaching Methods of Arabic Language	2	-
ISTH6	Principles of Islamic Law	2	-

Fourth Year / Seventh Semester

Course Code	Course Name	Theoretical	Practical
ARB01G411	Arabic Grammar	3	-
ARB01R223	Modern Literature	2	-
ARB01MLC414	Modern Literary Criticism	3	-
PHIFO7	Philosophy	2	-
-	Professional Ethics	2	-
ED-AD-FO-1	Educational Administration and Supervision	2	-