

**Ministry of Higher Education and Scientific Research**

**Scientific supervision and evaluation device**

**Department of Quality Assurance and Academic Accreditation**

استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

**Academic program description form:**

.University name: UniversityOf Tikrit

College/Institute: College: Human Science

.Educational and psychological sciences

.Name of the academic or professional program: Bachelor's degree

... Educational and Psychological Sciences Name of final degree: Bachelor's degree in

annual :system

2024/23/3 :Date the description was prepared

2024/24/3 :Date of filling the file

: the signature

: the signature

Name of the scientific

Prof. Raad Khalaf Muhammad :Name of Department Head

Tayef-Prof. Dr. Rashid Al :tassistan

2024 :Date

2024 :Date

:Check the file by

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance Division

the date

the signature

Authentication of the Dean

**Program vision .1**

Remember to see the program as stated in the university prospectus and website

**Program message .2**

as stated in the university's bulletin and website mission State the program's

**Program objectives .3**

or institution intends to the program General statements that describe what achieve

**Programmatic accreditation .4**

Does the program have accreditation? From which side the program

**Other external influences .5**

Is there a sponsor for the program?

Program structure .6				
comments	percentage	Study unit	Number of courses	Program structure
	%10	168	46	Enterprise requirements
	%22		37	College requirements
				Department requirements
				summer training
				Other

.Notes may include whether the course is core or elective \*

## Description of the academic program

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

For the humanities

Ministry of Higher Education and Scientific Research / Tikrit University	1. Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	2. Scientific department/center
Study of educational and psychological sciences	3. Name of the academic or professional program
Bachelor's degree in Educational and Psychological Sciences	4. Name of the final certificate
annual	5. :Academic system Annual/courses/others
Blended learning	6. Accredited accreditation program
Observation, application and applied research	7. Other external influences
2024 - 2023	8. Date the description was prepared
9. : Objectives of the academic program	
1- Providing the Ministry of Education with specialized personnel to work as educational guides.	
2- with the principles of educational and psychological sciences Enabling students to become familiar sciences	
3- and some basic terms and the concepts of psychological education and counseling Promoting concepts associated with it	
4- on which educational and psychological sciences are based Understanding the theoretical foundations	
5- education, psychological counseling, and Providing the graduate with skills and methods in educational administration	

10. Required program outcomes and teaching, learning and evaluation methods

## Cognitive goals

First: The cognitive dimension, which includes the following goals:

- 1 - Preparing students scientifically, professionally, and culturally, and enabling them to know educational and psychological facts, concepts, and theories, and to comprehend the basic principles that qualify them for teaching, scientific logical and educational counseling in the institutions of the research, and psycho Ministry of Education and other social, psychological, and educational institutions.
- 2- Enabling students to apply scientific methods in dealing with problems and ons and developing the ability to analyze these life and professional situati methods and judge them according to specific criteria.
- 3- Enabling the graduate to continue his graduate studies, absorb scientific innovations and developments in the field of educational and psychological sciences, and master scientific research methods.
- 4- Deepening scientific cooperation in educational and social institutions, holding symposiums and seminars, and implementing courses, workshops, and to educational and programs in the field of continuing education related psychological sciences.

## The program's skill objectives -B

- 1 Enabling students to acquire basic skills related to the profession of - teaching, scientific research, and educational and psychological counseling, and working to develop them to perform their work successfully and face life cy while practicing the professionsituations with high efficien.
- 2 Developing and directing students and community members towards education skills, broadening their horizons and developing their -acquiring self on competencies to become able to access sources of knowledge and culture their own and benefit from them.

## Teaching and learning methods

in the Department of There are many teaching and learning methods used Educational and Psychological Sciences, and the most important of these methods theoretical and practical lecture, discussion and dialogue, field visits , ) -are:  
l research, discussion circles on specific topics, students' theoretical and practica  
(office activities

**Evaluation methods**

- 1- .Attend and participate
- 2- .Periodic tests

.Outdoor activities -3

.Emotional and value goals -C

1 Helping students acquire beneficial attitudes and values that are - consistent with our Arab values and the principles of the true Islamic religion and other heavenly religions, leading them to the highest levels of intellectual and maturity and psychological progress.

2 - Developing students' attitudes, inclinations and desires and developing their abilities towards the teaching profession, scientific research and educational and psychological guidance in the face of current challenges, cultural change and contemporary problems.

- 3 Developing and developing moral trends and values, especially in the teaching profession, scientific research, and psychological counseling, and preventing the misuse of their responsibilities in the educational and psychological fields.

**Teaching and learning methods**

There are many teaching and learning methods used in the Department of Educational and Psychological Sciences, and the most important of these methods and dialogue, field visits , theoretical and practical lecture, discussion) -are: discussion circles on specific topics, students' theoretical and practical research, (office activities

**Evaluation methods**

- 4- .Attend and participate
- 5- .Periodic tests

.Outdoor activities -6

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

.Scientific dialogue and discussion skills -D1

Skills in modern technologies in communications, documentation, and -D2  
 .tific institutions and centerscommunication with scien

.Teamwork skills, especially in scientific research -D3

Skills for solving educational problems using educational and psychological -D4  
 .programs and methods

### Teaching and learning methods

There are many teaching and learning methods used in the Department of Educational and Psychological Sciences, and the most important of these theoretical and practical lecture, discussion and dialogue, field ) -methods are: pecific topics, students' theoretical and practical visits , discussion circles on s (research, office activities

### Evaluation methods

- 1- .Attend and participate
- 2- .Periodic tests

Outdoor activities -3

### 11.Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	<b>4</b>	<b>Individual differences</b>		The first
	<b>4</b>	<b>English texts</b>		
	<b>6</b>	<b>General psychology</b>		

	<b>6</b>	<b>Foundations of education</b>		
	<b>4</b>	<b>Sociology</b>		
	<b>4</b>	<b>Democracy and rights</b>		
<b>2</b>	<b>2</b>	<b>Calculators</b>		
	<b>4</b>	<b>Environmental education</b>		
	<b>4</b>	<b>Arabic Language</b>		
<b>2</b>	<b>2</b>	<b>Calculators</b>		the second
	<b>4</b>	<b>Educational psychology</b>		
	<b>4</b>	<b>Continuing education</b>		
	<b>4</b>	<b>Social psychology</b>		
	<b>4</b>	<b>ming and textbook</b>		
	<b>4</b>	<b>Educational planning</b>		
	<b>4</b>	<b>English texts</b>		
<b>2</b>	<b>2</b>	<b>Descriptive statistics</b>		
	<b>4</b>	<b>Developmental psychology</b>		
	<b>4</b>	<b>Arabic</b>		
	<b>4</b>	<b>Personality psychology</b>		Third



	4	Comparative education		
	4	Physiological psychology		
	4	Educational guidance		
	4	Educational techniques		
	4	Teaching methods		
2	2	Inferential statistics		
2	2	Follicular psychology		
	4	Cognitive psychology		
	4	Scientific research method		
	4	English		
	4	Philosophy of education		Fourth
	4	Behavior Modification		
	4	Economics of education		
4		research project		
	4	Psychological health		
	4	Special Education		

	4	<b>Educational administration and supervision</b>		
2	2	<b>Teaching applications</b>		
2	2	<b>Measurement and evaluation</b>		
	4	<b>Teaching thinking</b>		

12.Planning for personal development

Scientific communication through seminars, conferences, and -  
 .competent cadres in similar specializations joint work with

Accessing international studies in similar departments, to develop -  
 . the ability to research and solve scientific problems

Engaging in acquiring modern scientific expertise and skills in the -  
 .field of modern technical communication

13.Admission standard (establishing regulations related to admission to the college (or institute

tribution systemAdmission to the college follows the central di  
 followed by the Ministry of Higher Education and Scientific  
 Research, according to the admission form to Iraqi universities and  
 institutes, and by balancing the student's desire with the total he  
 .obtained

14.The most important sources of information about the program

Link to the program on the Internet, and its applications in similar -  
.universities

Training courses held by university quality and performance -  
and colleges in departments on the program in various institutes  
.Iraq

																<b>Learning outcomes required from the programme</b>					
<b>General and qualifying transferable skills other skills related to ) employability and personal (development</b>				<b>Emotional and value goals</b>				<b>Skills objectives of the programme</b>				<b>Cognitive objectives</b>				<b>Basic Or optional</b>	<b>Course Name</b>	<b>the year</b>			
																			<b>D4</b>	<b>D3</b>	<b>D2</b>
	√	√	√		√	√	√		√	√	√		√	√	√	<b>Basic</b>					


## Description of the academic program

### The first stage

### Sociology subject

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most must be linked to the program of the learning opportunities available. It  
:description

For the humanities

Ministry of Higher Education and Scientific Research / Tikrit University	15.Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	16.Scientific department/center
Sociology	17.Name of the academic or professional program
Bachelor's degree in Educational and Psychological Sciences	18.Name of the final certificate
annual	19.:Academic system Annual/courses/others
	20.Accredited accreditation program
	21.Other external influences
23 20 – 2 202	22.Date the description was prepared
23.Objectives of the academic program	
Providing the Ministry of Education with staff specialized in teaching social -1 .psychology in secondary schools	

Enabling students to become familiar with building social relationships between students and teaching staff -2

ess of social psychology conceptsstudents' awaren Enhancing -3

Raising students' awareness of social relationships and their importance -4

Providing the graduate with the skills and methods of social psychology -5

#### 24.Required program outcomes and teaching, learning and evaluation methods

##### 1- Cognitive goals

That the student is able to master the methods of social psychology -A1

That the student be able to understand the concepts of social psychology -A2

nt is familiar with all the methods of social psychologyThat the stude -A3

.That the student is familiar with applying his role in social relations -A4

.The student should be familiar with modern teaching methods -A5

studying social To teach the student modern skills and techniques in -A6  
psychology

##### The program's skill objectives -B

The student should be able to understand the social psychology of the - B1  
.academic subject

The student should be able to choose the appropriate teaching method for - B2  
.each scientific subject so that it is presented in an interesting way

The student should be able to solve problems related to the student's - B3  
.ialunderstanding of the scientific mater

#### **Teaching and learning methods**

.( The standard method ( punitive-

Method of discussion-

. deductive ) method

.How to solve problems-

### **Evaluation methods**

class discussion, homework • Formative or formative evaluation ( daily exams -  
. (up, classroom evaluation-assignments and their follow

Diagnostic evaluation ( semester and final exams to issue judgments of success and -  
(failure

.Emotional and value goals -C

y methods Raising the student to use social psycholog -C1

Identify the principles of social psychology -C2

Developing the ability to apply his role in social relations -C3

Work to improve the teaching of social psychology and make students aware -C4  
of its importance

### **Teaching and learning methods**

do not depend on traditional teaching methods, because they are valuable goals that  
:cannot be taught like cognitive goals. Therefore, the following is adopted

.The student sets a good example among those around him-1

.values Forming a general category of good -2

.Providing psychological motivation to achieve emotional goals-3

### **Evaluation methods**

Emotional goals are not evaluated through traditional tests. Rather, reliance is  
placed on observing the student's behavior, interviewing them, discussing them, and  
following up on their relationship with the educational environment, which provides  
.ative record of their representation of the emotional and value goalsa cumul



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

.Scientific dialogue and discussion skills -D1

Skills in modern technologies in communications, documentation, and -D2  
.communication with scientific institutions and centers

.Teamwork skills, especially in scientific research -D3

Skills for solving educational problems using educational and psychological -D4  
.programs and methods

### **Teaching and learning methods**

.Inductive (deductive) method -  
.Method of solving problems -  
He repeated training courses and seminars to provide female students with the -  
ability to communicate with society, the ability to have fruitful dialogue, and -  
.to solve educational problems using scientific methods  
ions between the student and the Classroom interaction and exchange of opin -  
.teacher to raise learning difficulties and discuss their solutions

### **Evaluation methods**

.Oral and written tests, individual and group, theoretical and practical -  
Direct observation of the student's performance in the areas of dialogue, -  
intellectual and scientific communication, and team work within the classroom  
.and the college and university environment  
eir ability to think, Assigning students to prepare scientific research to test th  
.deduce, and solve problems




26.Planning for personal development

Scientific communication through seminars, conferences, and -  
 .joint work with competent cadres in similar specializations

Accessing international studies in similar departments, to develop -  
 . the ability to research and solve scientific problems

Engaging in acquiring modern scientific expertise and skills in the -  
 .field of modern technical communication

27.establishing regulations related to admission to the college ) Admission standard (or institute

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Universities and Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire with the total he .obtained

As for admission to the Department of Educational and Psychological Sciences, it is subject to taking a competitive examination with a balance between the student's desire for the examination with a balance between the student's .sixth grade in secondary school

28.The most important sources of information about the program

Link to the program on the Internet, and its applications in similar -  
.universities

Training courses held by university quality and performance -  
departments on the program in various institutes and colleges in  
.Iraq

## **Description of the academic program**

### **The first stage**

### **General psychology subject / Dr. Mazhar Hussein Kanoush**

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most must be linked to the program of the learning opportunities available. It  
؛ .description

For the humanities

Ministry of Higher Education and Scientific Research / Tikrit University	29.Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	30.Scientific department/center
General psychology	31.Name of the academic or professional program
Bachelor's degree in Educational and Psychological Sciences	32.Name of the final certificate
annual	33.:systemAcademic s Annual/courses/others
	34.Accredited accreditation program
	35.Other external influences
24 20 – 23 20	36.Date the description was prepared
37.Objectives of the academic program	
Providing the Ministry of Education with staff specialized in teaching general -1 .psychology in secondary schools	
Enabling students to become familiar with building relationships between -2 students and teaching staff	
students' awareness of general psychology concepts Enhancing -3	
Raising students' awareness of educational and psychological sciences and their -4 importance	
Providing the graduate with general psychology skills and methods -5	

38.Required program outcomes and teaching, learning and evaluation methods

ب- Cognitive goals

- .That the student is able to master the methods of general psychology -A1
- .That the student be able to understand the concepts of general psychology -A2
- .That the student is familiar with all the methods of general psychology -A3
- The student must be familiar with the application of psychology in public -A4  
.life
- .The student should be familiar with modern teaching methods -A5
- ills and techniques in studying general To teach the student modern sk -A6  
.psychology

The program's skill objectives -B

- The student should be able to understand the general psychology of the - B1  
.academic subject
- The student should be able to choose the appropriate teaching method for - B2  
.each scientific subject so that it is presented in an interesting way
- The student should be able to solve problems related to the student's - B3  
.ialunderstanding of the scientific mater

**Teaching and learning methods**

- .( The standard method ( punitive-
- Method of discussion-
- . deductive ) method
- .How to solve problems-

**Evaluation methods**

- class discussion, homework • Formative or formative evaluation ( daily exams -  
. (up, classroom evaluation-assignments and their follow
- Diagnostic evaluation ( semester and final exams to issue judgments of success and -  
(failure

.Emotional and value goals -C

.gy methods Raising the student to use general psycholo -C1

.Identify the principles of general psychology -C2

Developing students' ability to apply psychology in public life -C3

Work to improve the teaching of general psychology and raise student -C4  
awareness of its importance

### **Teaching and learning methods**

do not depend on traditional teaching methods, because they are valuable goals that  
:cannot be taught like cognitive goals. Therefore, the following is adopted

.The student sets a good example among those around him-1

.Forming a general category of good values -2

.Providing psychological motivation to achieve emotional goals-3

### **Evaluation methods**

Emotional goals are not evaluated through traditional tests. Rather, reliance is  
placed on observing the student's behavior, interviewing them, discussing them, and  
following up on their relationship with the educational environment, which provides  
.ative record of their representation of the emotional and value goalsa cumul

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

.Scientific dialogue and discussion skills -D1

Skills in modern technologies in communications, documentation, and -D2  
.communication with scientific institutions and centers

.Teamwork skills, especially in scientific research -D3

cal Skills for solving educational problems using educational and psychological programs and methods -D4

### Teaching and learning methods

.Inductive (deductive) method -  
.Method of solving problems -  
He repeated training courses and seminars to provide female students with the -  
ability to communicate with society, the ability to have fruitful dialogue, and -  
.to solve educational problems using scientific methods  
ions between the student and the Classroom interaction and exchange of opin -  
.teacher to raise learning difficulties and discuss their solutions

### Evaluation methods

.Oral and written tests, individual and group, theoretical and practical -  
Direct observation of the student's performance in the areas of dialogue, -  
intellectual and scientific communication, and team work within the classroom  
.and the college and university environment  
eir ability to think, Assigning students to prepare scientific research to test th  
.deduce, and solve problems

M. Mazhar Hussein Kanoush

39.Program structure







iversities and Research, according to the admission form to Iraqi un  
institutes, and by balancing the student's desire with the total he  
.obtained

As for admission to the Department of Educational and  
Psychological Sciences, it is subject to taking a competitive  
s desire for the examination with a balance between the student'  
.sixth grade in secondary school

42. The most important sources of information about the program

Link to the program on the Internet, and its applications in similar -  
.universities

Training courses held by university quality and performance -  
departments on the program in various institutes and colleges in  
.Iraq

## The first stage

### Course description form

#### Course/computer description

يوفر وصف المقرر هذا ايجازاً مقتضياً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنًا عما اذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة، ولا بد من الربط بينها وبين وصف البرنامج

Education for humanities college	Educational institution
Educational and psychological sciences to divide	Scientific department/center
Computer1 h5or3yh	Course name/code
Attendance at the specified time and in full time for the lecture The study will be electronic	Available attendance forms
First semester + second semester	Semester/year
hours 30	Number of study hours (total)
4 202 – 3 202	The date this description was prepared
Course objectives	
Introducing students to the computer and its hardware and software components	
Teaching students to use the window7 operating system	
Teaching students to use the Word text program	
how to benefit from it, and what possibilities it provides in ' to the Internet Introducing students education and knowledge	

Course outcomes and teaching, learning and evaluation methods -9

Cognitive goals  
the computer parts Knowledge -A1  
Software Knowledge -2 A  
Employment Systems Knowledge -3 A  
Applied Programs Knowledge -4 A  
The Internet Knowledge -5 A

**skills objectives of the course** The -B

Turn on the computer - B 1  
Printing texts -B2  
Using the Internet -B3  
Knowledge of applied programs - -B4

Teaching and learning methods

The Internet -1  
Practical application -2

Evaluation methods

Practical exams -  
Written exams -

**based goals-Emotional and value - C**

developed added or Identify the physical components of the computer that can be -C1  
application programs Learn about modern -C2  
Learn about new drivers -C3  
Identify computer applications -C4

**د- المهارات العامة والتأهيلية المنقولة (المهارات الاخرى المتعلقة بقابلية التوظيف والتطور الشخصي)**

- 1- استخدام الحاسوب في اجراء البحوث العلمية
- 2- استخدامه للواجبات الحاسوب الخاصة بالتمويل
- 3- استخدام في التواصل مع المؤسسات التعليمية
- 4- استخدام الحاسوب في التواصل مع سوق العمل

د

Course structure for lectures -10					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Chapter one					
Exam practical	Practical + theoretical	<b>. Chapter One: Computer Basics Computer Fundamentals</b>		2	1
Exam practical	Practical + theoretical	Computer concept, stages of the computer life cycle		2	2
Exam practical	Practical + theoretical	The development of computer generations		2	3
Exam practical	Practical + theoretical	Computer advantages and areas of use		2	4
Exam practical	Practical + theoretical	Classification of computers in terms of purpose, size, and data type		2	5
Exam practical	Practical + theoretical	<b>.Chapter Two: Computer components Computer Components</b>		2	6
Exam practical	Practical + theoretical	Computer's components		2	7
Exam practical	Practical + theoretical	parts of a computer physical		2	8
Exam practical	Practical +	Software entities		2	9

	theoretic al				
Exam practical	Practical + theoretic al	Your personal computer, the concept of computer security and software licenses		2	10
Exam practical	Practical + theoretic al	<b>Chapter Three: Computer security and software licenses</b> <b>Computer Safety &amp; Software Licenses</b>		2	11
Exam practical	Practical + theoretic al	Ethics of the electronic world, forms of abuse, computer security, computer privacy		2	12
Exam ticalprac	Practical + theoretic al	Computer software licenses and their types, intellectual property, electronic hacking, malicious software, the most important steps necessary to protect against hacking operations, computer .harm to health		2	13
Exam practical	Practical + theoretic al	<b>Operating Systems : Four Chapter.</b> <b>Operating Systems</b>		2	14
Exam practical	Practical + theoretic al	Definition of operating system, functions, goals, classification		2	15

<b>Computer basics and office applications (first semester)</b> <b>Fahal-M. Khader Jassim Hamad Al</b>	Required prescribed books
Computer basics and office applications / Prof. Dr. Ghassan Hamid and Prof. Dr. Ziad Muhammad Abboud	(Main references (sources - 2
world wide web. And the Iraqi academic journals website	Recommended books and references ( scientific journals, (...‘ reports

**Course description form**

**The first stage**

**Democracy and Human Rights/M. Imad : Course Description  
Thallab-Al Ahmed**



This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most available. It must be linked to the program and learning opportunities of the .description

Tikrit University	. Educational institution
College of Education/Department of Educational and Psychological Sciences	center/ department Scientific
/Human rightswoe3qpd	Course name/code
Students	Available attendance forms
24 20 - First and second semester 2023	Semester/year
60	(total) Number of study hours
4 202 – 3 202	Date this description was prepared
Course objectives	
It aims to make students know the general foundations and principles on which .1 human rights are based by reviewing a group of foundations such as the historical, .social, economic and scientific foundations	
leshuman rights princip Developing values in .2	
skills human rights	

.learning and evaluation methods ‘ outcomes and teaching Course

Cognitive objectives -A

Making students know the principles of human rights - -A1

Make students understand the historical basis of human rights -A2

Make students recognize the importance of human rights -A3

Make students know the impact of human rights -A4

Make students understand the role of science in human rights -A5

They know the educational systems -6 A

.course of the objectives skills The - B

Developing scientific thinking - B1

Developing the student's historical skills - B2

Developing scientific criticism skills - B3

-B4

Teaching and learning methods

Lecture, discussion, interrogation

Evaluation methods

Written tests

Emotional and value goals -C

Knowledge of the Mesopotamian civilization -C1

Developing social sense -C2

Urging students to achieve -C3

Teaching and learning methods

Lecture, discussion, interrogation

Evaluation methods

Written tests

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

with human rights Students' familiarity -D1

human rights principles Possessing the skills to apply -D2

1.Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Achievement tests	Lecture and discussion	human rights	Geographic and artistic	4	the first
=	=	The meaning of human rights and the goals of human rights	=	4	the second
=	=	The necessities and importance of human rights	=	4	the third
=	=	Human rights theories	=	4	the fourth
=	=	Areas of human rights	=	4	Fifth
=	=	The basis is human rights	=	4	VI
=	=	Developing the foundations of education	=	4	Seventh
=	=	Human rights in primitive societies	=	4	VIII
=	=	Personal rights	=	4	Ninth
=	=	Egyptian	=	4	The tenth
=	=	Arab Islamic education	=	4	eleventh

=	=	Human rights in Islamic -the pre era	=	4	twelveth
=	=	Universal Declaration of Human Rights	=	4	Thirteenth
=	=	Socrates	=	4	fourteenth
=	=	Hammurabi	=	4	Fifteenth
=	=	Human rights/modern principles	=	4	sixteen
=	=	Plato	=	4	seventeenth
=	=	Social basis	=	4	eighteen
=	=	The relationship of human rights to society	=	4	nineteenth
=	=	The relationship of human rights to the environment	=	4	The twentieth
=	=	Child Rights	=	4	twenty one
=	=	Women's rights	=	4	twenty tow
=	=	Human rights in Islam	=	4	twenty third
=	=	International treaty on human rights	=	4	twenty fourth

=	=	Development concept	=	4	th25
=	=	Human rights for development	=	4	-twenty sixth
=	=	Economic return to education	=	4	th27
=	=	Development and planning in human rights	=	4	-Twenty eighth
=	=	Education funding	=	4	XXIX
=	=	Funding sources	=	4	thirty

## 2. Infrastructure

human rights	Required prescribed books -1
human rights History and sociology books on	(Main references (sources -2
human rights Educational meeting in	Recommended books and scientific journals, ) references ( ...reports
websites Human rights	Electronic references, -B ...Internet sites

## 3. Course development plan

Developing the academic material according to the annual plan to update the approved academic programs in the college

## **The first stage**

### **description form Headquarters**

#### **/ English Language / Course Description**

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most program must be linked to the available. It learning opportunities of the .description

College of Education for - Tikrit University  
Humanities

Educational institution

Department of Educational and Psychological Sciences	0. center / department
New Headway Plus \ Beginner student's book	1. Course name/code
Electronic lectures	2. Available attendance forms
Annual course	3. Semester/year
60	4. Number of study hours (total)
4 202 – 23 20	5. Date this description was prepared
6. objectives Headquarters	
stage students to know the basic rules of the English language, the various -Enabling first vocabulary words, their translation into the Arabic language and vice versa, and the antonyms .and synonyms for the various vocabulary words in the English language	
How to enable students to read different texts in the English language	
.Enabling students to develop their public speaking abilities	
Enabling students to learn all types of English grammar: past, present, and future	
Enabling students to transform affirmative sentences into negative sentences	
Enabling students to transform affirmative sentences into interrogative -6 sentences	
Enabling students to use the English language inside and outside the .classroom	
.translate various texts in the English language to Enabling students	

4.outcomes and teaching, learning and evaluation methods Course



Cognitive objectives -A

Enabling students to learn the different rules in the English language -A1

Empowering students and developing them in using the English language -A3  
.inside and outside the classroom

.students to the different vocabulary in the English language Introducing -A4

.course of the objectives The skills - B

.Enabling students to learn the English language and its grammar -1

Empowering students, teaching them to be successful teachers, and training them -2  
in classroom management

.And adjust it

Teaching and learning methods

giving lectures –The standard method

Giving students chapters and topics related to all English vocabulary and  
.grammar

Evaluation methods

Formative (formative) assessment through daily examinations, observing students’  
performance in class discussions and homework assignments, following them up,  
.and classroom evaluation

success Diagnostic evaluation of semester and final exams to issue judgments of  
.and failure

based goals-Emotional and value -C

Raising students to know the importance of the English language -1 C

Knowing the importance of the English language in its methods, speech -2 C  
structure, translation of meanings, and control of different tenses.

Awakening students’ awareness of the value of speech in expressing ideas and -3 C

civilized dialogue

Teaching and learning methods

- **Sentimentality goals Providing psychological motivation to achieve.**
- **to Providing eloquent linguistic models, which inspires students language in communicating and in the role of human believe ideas disseminating**

Evaluation methods

- **on rely not used here, but rather we Traditional teaching methods are ' students observation , interviews, and an attempt to understand field in this goals ideas about the emotional and value.**

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

**modern systems of dialogue and of knowledge Acquire -D1 communication.**

**The ability to correct linguistically, adjust read and heard texts, -D2 aticallyand criticize them gramm**

5. Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Class performance and exams	Giving lectures	Chapter one \am\is\are, this is, how are you?		2	December 1 And 2
Class performance and exams	Giving lectures	Chapter one\The plurals - numbers		2	December and 4 3
Class performance and exams	=	Chapter two\countries\ where is he from?		2	January 1 and 2
Class performance and exams	=	Chapter two\Adjectives and numbers		2	January 3 and 4
Class performance and exams	=	Chapter three\jobs		2	February 1 And 2
Class performance and exams	=	Chapter three\negatives and Questions		2	February 3 and 4
Class performance and exams	=	Chapter Four\possessive's		2	March 1 and 2
Class performance and exams	=	Chapter Four\has\have		2	March 3 and 4
Class performance and exams	=	Chapter Five\present simple		2	April and 2 1

Class performance and exams	=	Chapter Five\Languages and Nationalities		2	and 4 3
Class performance and exams	=	Chapter six\The time\ days of the week		2	May 1 and 2
Class performance and exams	=	Chapter seven\Question words \Adjectives		2	May 3 and 4
Class performance and exams	=	Chapter Eight\Rooms and Furniture		2	June 1 and 2
Class performance and exams	=	Chapter Nine \ Past Simple , Saying years		2	June 3 and 4
Class performance and exams	=	Chapter Ten\ Past Simple, Questions and Answers=		2	July 1
Class performance and exams	=	Chapter Eleven\Can-can't\Adverbs		2	July 2
Class performance and exams	=	Chapter 12\some\any		2	July 3
Class performance and exams	=	Chapter 13 \ Present continuous		2	July 4
Class performance and exams	=				
Class performance and exams	=				

Class performance and exams	=				
Class performance and exams	=				
Class performance and exams	=				
Class performance and exams					
Class performance and exams					
Class performance and exams					
Class performance and exams					
Class performance and exams					
Class performance and exams					
		final exams			dad

b. Infrastructure

New Headway Plus	Required prescribed books -1
Gebhard , G. Jerry. <b>Teaching English as a Foreign or Second Language</b> . Michigan Teacher Training. and K.M.Baily . (1991). <b>Focus on the Language</b>	(Main references (sources -2

<p><b>Classroom.</b> Cambridge, CUP</p>	
<p>(2000). <b>Principles of Language Learning and Teaching</b> . White Plains, NY: Longman.</p>	<p>Recommended books and scientific journals, ) references ( ...reports</p>
<p><b>Teaching English as a Foreign or Second Language\ Erald Kumrija</b>  <a href="http://www.academia.edu">http://www.academia.edu</a> .  <b>Peace Corps</b>  <b>Information Collection and Exchange</b>  <b>M0041</b></p>	<p>Electronic references, -B  ...Internet sites</p>

7. Course development plan

Requires material **New Headway Plus** Providing additional - The first stage \ the as it is an essential subject in understanding 'currently is hours than it in role lies And controlling them, the greatest language basics of the English academic program achieving the objectives of the. The course development each academic subject, It is suitable for :of plan also requires consideration of explanation including teaching methods and means This subject is one . enables graduates of the College of Education to of the basic subjects that .learn the vocabulary and grammar of the English language

## **The second phase**

### **Course description form**

#### **Statistics/ Course Description**

This course aims to introduce students to the science of statistics, its importance, and its role in facilitating the researcher's work in dealing with the research community, starting with sampling, how to tabulate, unpack, classify, and describe measures of central tendency, dispersion, and forms of data distribution), and data (measure the degree and type of relationships between variables, their level of measurement, With the aim of providing the student with a range of . tests significance , and the field of statistics to help him present the results of qualitative experiences in .social research in a specific, clear, concise and accurate quantitative manner

College of Education for Human Sciences	7. Educational institution
Educational and psychological sciences	3. department Scientific center/

Descriptive and inferential statistics in education and psychology, Abdul Jabbar Tawfiq and Zakaria Zaki Athanasius	9. Course name/code
the student -Theoretical and practical lectures s the topics of this course to data and applic information collected in his field of specialization	0. Available attendance forms
4 202 – 3 202	1. Semester/year
hours 80	2. Number of study hours (total)
	3. Date this description was prepared
4. Course objectives	
.The student should know the science of statistics and its functions	
.The student knows how to use data to describe the phenomena under study	
.The student must apply statistical methods in his field of specialization	
of collecting data, its sources, the method of The student should know the methods .collecting it, and the types of samples	
.(Know how to represent scores graphically (histogram, histogram, and histogram	
The student should know the meaning of central tendency (arithmetic mean, median, .mode) and methods for calculating it	
.The student should know dispersion measures and methods of calculating them	
.thods of calculating themThe student should know the relationship standards and me	
The student should know some other measures to describe data (standard score, .( coefficient of variation, measures of skewness and kurtosis	

### 3. outcomes and teaching, learning and evaluation methods Course

#### Cognitive objectives -A

.That the student knows the basic concepts and terminology in statistics -A1

.The student should describe the data using statistical measures -A2

.The student should know the relationships between phenomena through data -A3

.udent applies statistical measures in new situationsThe st -A4



<p>.The student should distinguish between data and its types -A5</p> <p>e student should know the basics of probability theory in order to pass from -A6</p> <p>.descriptive statistics to inferential statistics</p>
<p><b>.course of the objectives skills The - B</b></p> <p>student applies the statistical approach to data on the social and economic - B1</p> <p>.phenomena that he needs to study</p> <p>The student should distinguish between types of statistical data and appropriate - B2</p> <p>.nalysisstatistical a</p> <p>.The student should know the methods of selecting samples - B3</p> <p>.The student should know how to generalize the results after statistical analysis -B4</p>
<p><b>Teaching and learning methods</b></p>
<p>.Theoretical lectures</p> <p>- Exercise solutions</p>
<p><b>Evaluation methods</b></p>
<p>.Attend and participate</p> <p>.Periodic tests</p> <p>.Outdoor activities</p>
<p><b>Emotional and value goals -C</b></p> <p>.The student must show interest in statistics and methods of collecting data -C1</p> <p>.That the student expresses a desire to help his fellow weak students in statistics -C2</p> <p>The student should appreciate the role of statistics in raising the scientific level -C3</p> <p>.and solving many problems</p> <p>.on his specialty The student should evaluate the impact of statistics -C4</p>
<p><b>Teaching and learning methods</b></p>
<p>.Participation in seminars and workshops related to statistics</p> <p>Participating in explanatory lessons for students in statistics and data collection</p> <p>.methods</p> <p>.Providing lectures about statisticians and their statistical methods</p>

<b>Evaluation methods</b>
.Attend and participate .Periodic tests .Outdoor activities
transferable skills (other skills related to employability qualifying General and -D (and personal development .Attending lectures on time -D1 .Performing the required duties on the specified date -D2 .Performing tests on the specified date -D3 .Commitment to the rules of dialogue and discussion -D4

**9. Course structure**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Attend and participate	a lecture	Introduction to the study of statistics		2	1
Attend and participate	a lecture	Types of data and ways to measure them		2	2
Attend and participate	a lecture	Data collection methods and sources		2	3
Attend and participate	a lecture	Display data tabularly		2	4
Attend and participate	a lecture	Quantitative variable (frequency table)		2	5
Attend and participate	a lecture	Methods of displaying data		2	6
Attend and participate	a lecture	-Histogram -Histogram Histogram - Histogram		2	7
Attend and participate	a lecture	Measures of central tendency		2	8
Attend and participate	a lecture	The arithmetic mean and methods for calculating it		2	9
Attend and participate	a lecture	The median and its calculation methods		2	10
Attend and participate	a lecture	The mode and its calculation methods		2	11
a test	a test	First semester exam		2	12
Electronicall y	a lecture	Measures of relative status		2	13
Electronicall y	a lecture	- Clans - Al Rabeat Percentiles and methods		2	14

		of calculating them			
Electronicall y	a lecture	Calculate the percentile rank		2	15
Electronicall y	a lecture	Measures of dispersion		2	16
Electronicall y	a lecture	Range and methods for calculating it		2	17
Electronicall y	a lecture	Standard deviation and methods for calculating it		2	18
Electronicall y	a lecture	Variance and methods for calculating it		2	19
Electronicall y	a lecture	Correlation coefficients		2	20
Electronicall	a lecture	Pearson correlation		2	21
I.Infrastructure					
Descriptive and inferential statistics in education			Required prescribed books -1		
y		coefficient			
Electronicall y	a lecture	Baceryl correlation coefficient		2	23
Electronicall y	a lecture	Phi correlation coefficient		2	24
Electronicall y	a lecture	Concordance correlation coefficient		2	25
a test	a test	Second semester exam		2	26

II).Course development plan

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Bayati, -and psychology, Abdul Jabbar Tawfiq Al Zakaria Zaki Athanasius	
	(Main references (sources -2
Applied Statistics in the Social Sciences, Wahib .Beirut, Lebanon † 2010 †Kubaisi-Majeed Al Munizel , Dar -Educational Statistics, Abdullah Al .Masirah, 2006-Al principles † Statistics Dr. Submissive the narrator.	Recommended books and -A scientific journals, ) references ( ...†reports
	Electronic references, -B ...Internet sites

## **stage fourth**

### **Description of the academic program**

#### **Course/Mental Health M. Mahdi Shehab Ahmed**

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most must be linked to the program of the learning opportunities available. It † .description

For the humanities

Ministry of Higher Education and Scientific Research / Tikrit University	3. Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	4. Scientific department/center
Psychological health	5. Name of the academic or professional program
Bachelor's	5. Name of the final certificate
annual	7.: Academic system Annual/courses/others
	8. Accredited accreditation program
	9. Other external influences
4 202 – 3 202	10. Date the description was prepared
1. Objectives of the academic program	
Providing the Ministry of Education with staff specialized in teaching social psychology in secondary schools -1	
Enabling students to become familiar with building social relationships between students and teaching staff -2	
ess of social psychology conceptsstudents' awaren Enhancing -3	
Raising students' awareness of social relationships and their importance -4	
Providing the graduate with the skills and methods of social psychology -5	

2. Required program outcomes and teaching, learning and evaluation methods

Cognitive goals

That the student is able to master the methods of social psychology -A1

That the student be able to understand the concepts of social psychology -A2

That the student is familiar with all the methods of social psychology -A3

.That the student is familiar with applying his role in social relations -A4

.The student should be familiar with modern teaching methods -A5

To teach the student modern skills and techniques in studying social psychology -A6

The program's skill objectives -B

The student should be able to understand the social psychology of the academic subject - B1

ppropriate teaching method for each The student should be able to choose the a scientific subject so that it is presented in an interesting way - B2

The student should be able to solve problems related to the student's understanding of the scientific material - B3

**Teaching and learning methods**

.( The standard method ( punitive-

Method of discussion-

. deductive ) method

.How to solve problems-

**Evaluation methods**

class discussion, homework • Formative or formative evaluation ( daily exams - .(up, classroom evaluation-assignments and their follow

Diagnostic evaluation ( semester and final exams to issue judgments of success and - (failure

.Emotional and value goals -C

y methodsRaising the student to use social psycholog -C1

Identify the principles of social psychology -C2

Developing the ability to apply his role in social relations -C3

Work to improve the teaching of social psychology and make students aware of -C4  
its importance

### **Teaching and learning methods**

do not depend on traditional teaching methods, because they are valuable goals that  
:cannot be taught like cognitive goals. Therefore, the following is adopted

.The student sets a good example among those around him-1

.Forming a general category of good values -2

.Providing psychological motivation to achieve emotional goals-3

### **Evaluation methods**

Emotional goals are not evaluated through traditional tests. Rather, reliance is  
placed on observing the student's behavior, interviewing them, discussing them, and  
following up on their relationship with the educational environment, which provides  
.ative record of their representation of the emotional and value goalsa cumul

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

.Scientific dialogue and discussion skills -D1

Skills in modern technologies in communications, documentation, and -D2  
.communication with scientific institutions and centers

.Teamwork skills, especially in scientific research -D3

cal Skills for solving educational problems using educational and psychologi -D4  
.programs and methods



### Teaching and learning methods

.Inductive (deductive) method  
.Method of solving problems  
He repeated training courses and seminars to provide female students with the  
have fruitful dialogue, and to ability to communicate with society, the ability to  
.solve educational problems using scientific methods  
Classroom interaction and exchange of opinions between the student and the teacher  
.to raise learning difficulties and discuss their solutions

### Evaluation methods

.Oral and written tests, individual and group, theoretical and practical  
Direct observation of the student's performance in the areas of dialogue, intellectual  
and scientific communication, and team work within the classroom and the college  
.and university environment  
eir ability to think, deduce, Assigning students to prepare scientific research to test th  
.and solve problems

**M. Mahdi Shehab Ahmed**

### 3. Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	4	Psychological health	<b>Oxhzcfm</b>	Fourth, Department of

				Education l and Psychologi cal Sciences

4. Planning for personal development

Scientific communication through seminars, conferences, and -  
 .competent cadres in similar specializations joint work with

Accessing international studies in similar departments, to develop -  
 . the ability to research and solve scientific problems

Engaging in acquiring modern scientific expertise and skills in the -  
 .technical communication field of modern

5. Admission standard (establishing regulations related to admission to the college or  
 (institute

Admission to the college follows the central distribution system  
 the Ministry of Higher Education and Scientific followed by  
 Research, according to the admission form to Iraqi universities and  
 institutes, and by balancing the student's desire with the total he  
 .obtained

As for admission to the Department of Educational and

gical Sciences, it is subject to taking a competitive Psycholo  
examination with a balance between the student's desire for the  
.sixth grade in secondary school

5. The most important sources of information about the program

Link to the program on the Internet, and its applications in similar -  
.universities

Training courses held by university quality and performance -  
departments on the program in various institutes and colleges in  
.Iraq

Sources:

. Alusi-Mental health: Jamal Al

. Jubouri Ali Mahmoud, Karim Fakhri Hilal (, 5174), Mental Health as an Applied Science, Dar -Al  
Radwan-Al

Ammaan Jordan †

Vocabulary week

<b>Psychological health</b>
<b>Mental health and the adjustment process</b>
<b>Mental health and abnormality</b>
<b>Life as a process of</b>

<b>conformity</b>
<b>Adolescent and adjustment</b>
<b>Adjustment problems at school</b>
<b>Dynamic factors: ) (frustration and conflict</b>
<b>Personality and mental althhe</b>
<b>Methods of compatibility that are normal or abnormal</b>
<b>Mental health standards</b>
<b>Defensive Introduction\methods</b>

<b>Emotional and subconscious</b>
<b>Mental illness and mental illness</b>
<b>Mental illnesses and their symptoms</b>
<b>Mental illness and its symptoms</b>
<b>Cognitive disorders</b>
<b>Thinking disorders</b>
<b>Models of mental illness</b>
<b>Schizophrenia</b>
<b>Mania and depression</b>
<b>Mental and physical</b>

<b>diseases</b>
<b>Psychological disorders</b>
<b>Personality disorders</b>
<b>Sexual deviations</b>
<b>Addiction and drugs</b>
<b>Suicide</b>
<b>Adaptation for people with disabilities</b>
<b>Psychotherapy</b>
<b>Goals</b>
<b>Mental health in school</b>
<b>Mental health and curriculum</b>

## Description of the academic program

### The second phase

#### Course/Educational planning

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most opportunities available. It must be linked to the program of the learning  
description

For the humanities

Ministry of Higher Education and Scientific Research / Tikrit University	7. Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	8. Scientific department/center
Educational planning	9. Name of the academic or professional program
Bachelor's degree /Educational Psychology	10. Name of the final certificate
annual	11. Academic system Annual/courses/others
	12. Accredited accreditation program
	13. Other external influences
4 202 – 3 202	14. Date the description was prepared
15. Objectives of the academic program	
Providing the Ministry of Education with staff specialized in teaching -1 educational planning in secondary schools	
Enabling students to become familiar with building social relationships between -2	



students and teaching staff

Students' awareness of educational planning concepts Strengthen -3

Raising students' awareness of social relationships and their importance -4

Providing the graduate with educational planning skills and methods -5

5. Required program outcomes and teaching, learning and evaluation methods

**- Cognitive goals**

That the student is able to control the methods and understanding of -A1  
educational planning

That the student be able to understand the concepts of educational planning and -A2  
goal setting

That the student is familiar with all the methods of educational planning -A3  
management

.sThat the student is familiar with applying his role in social relation -A4

.The student should be familiar with modern teaching methods -A5

To teach the student modern skills and technology in studying educational -A6  
planning

**The program's skill objectives -B**

That the student be able to familiarize himself with educational planning for - B1  
.the scientific subject

The student should be able to choose the appropriate teaching method for each -B2  
.scientific subject so that it is presented in an interesting way

he student should be able to solve problems related to the student's T - B3  
.understanding of the scientific material

**Teaching and learning methods**

.( The standard method ( automatic -

Discussion method -

.Inductive ( deductive ) method -

.How to solve problems -

### **Evaluation methods**

exams , class discussion, homework assignments daily ) or formative assessment  
. (up, classroom assessment-and their follow

exams to issue judgments of success Diagnostic evaluation ( semester and final -  
(and failure

### **.Emotional and value goals -C**

Raising the student to use good and successful planning methods -C1

Identify the principles of educational planning - C2

Developing the ability to apply his role in social relations - C3

Working to improve the teaching of educational planning and student - C4  
awareness of its importance

### **Teaching and learning methods**

on traditional teaching methods, because they are valuable goals that do not depend  
:cannot be taught like cognitive goals. Therefore, the following is adopted

.The student sets a good example among those around him -1

.Forming a general category of good values -2

.Providing psychological motivation to achieve emotional goalsPr -3

### **Evaluation methods**

Emotional goals are not evaluated through traditional tests. Rather, reliance is  
placed on observing the student's behavior, interviewing them, discussing them, and  
following up on their relationship with the educational environment, which provides  
.ative record of their representation of the emotional and value goalsa cumul

**General and qualifying transferable skills (other skills related to -D  
(employability and personal development**

.Scientific dialogue and discussion skills -D1

Skills in modern technologies in communications, documentation, and -D2  
.communication with scientific institutions and centers

.Teamwork skills, especially in scientific research -D3

cal Skills for solving educational problems using educational and psychologi -D4  
.programs and methods

**Teaching and learning methods**

.Inductive (deductive) method

.Method of solving problems

He repeated training courses and seminars to provide female students with the  
ability to communicate with society, the ability to have fruitful dialogue, and to  
.solve educational problems using scientific methods

Classroom interaction and exchange of opinions between the student and the teacher  
.to raise learning difficulties and discuss their solutions

**Evaluation methods**

.Oral and written tests, individual and group, theoretical and practical

Direct observation of the student's performance in the areas of dialogue, intellectual  
and scientific communication, and team work within the classroom and the college  
.and university environment

eir ability to think, deduce, Assigning students to prepare scientific research to test th  
.and solve problems

M. M . Muhammad Hussein Ali

7. Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	4	Educational planning		The second is the Department of Educational and Psychological Sciences

8. Planning for personal development

Scientific communication through seminars, conferences, and joint work with -  
 .competent cadres in similar specializations

Accessing international studies in similar departments, to develop the ability to -  
 . research and solve scientific problems

Engaging in acquiring modern scientific expertise and skills in the field of modern -  
 .technical communication

9. Admission standard (establishing regulations related to admission to the college or institute)

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire with what he obtained the total

for admission to the Department of Educational and Psychological Sciences, it is As subject to taking a competitive exam with a balance between the student's desire for the sixth grade in secondary school

10. Information about the program The most important sources of information

.Link to the program on the Internet, and its applications in similar universities -  
Training courses held by university quality and performance departments on the -  
.program in various institutes and colleges in Iraq

## Description of the academic program

The second stage is scheduled

Developmental psychology subject

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most must be linked to the program of the learning opportunities available. It  
€ .description

For the humanities

Ministry of Higher Education and Scientific Research / Tikrit University	1. Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	2. Scientific department/center
Developmental psychology	3. Name of the academic or professional program
Bachelor's degree in Educational and Psychological Sciences	4. Name of the final certificate
annual	5. Academic system Acad Annual/courses/others
	6. Accredited accreditation program
	7. Other external influences
4 202 – 3 202	8. Date the description was prepared
9. Objectives of the academic program	

Informing the student about the concept of developmental psychology, its -1  
. importance and goals

The student has the ability to know the demands of growth at each developmental -2  
.stage

The student should distinguish between theories of cognitive, psychological and - 3  
. social development

That the student realizes the importance of adolescence as a critical stage in -4  
.development, its problems, ways of treating it, and its characteristics

.That the student acquires abilities and skills in developmental psychology -5

#### D. Required program outcomes and teaching, learning and evaluation methods

##### Cognitive goals

Providing the student with basic knowledge, concepts, and information for -A1  
.developmental psychology

That the student becomes familiar with the general principles and laws of -A2  
.human development

Understand and shed light on the developmental characteristics of each stage of -A3  
.growth, represented by childhood, through adolescence, youth, and old age

Understanding and assimilating the theories that explain all aspects of -A4  
development, physical, psychological, mental, emotional, personal, social, and  
.moral

That the student acquires knowledge of genetic factors and environmental -A5  
.wthfactors affecting gro

##### The program's skill objectives -B

That the student be able to become familiar with the characteristics of - B1  
.developmental psychology for the academic subject

That the student be able to acquire the skill of applying moral, cognitive and - B2

.social theories

The student should be able to develop the skills of solving developmental - B3  
.problems within the stages of growth and methods of caring for them

### **Teaching and learning methods**

. lecture method

.(Discussion method (educational dialogue-

.The method of educational groups in taking turns in discussion-

• Preparing, preparing and using modern scientific techniques -Power Point .

### **Evaluation methods**

Formative or formative evaluation ( daily exams , class discussion, homework -  
up, class evaluation, educational applications, -assignments and their follow  
.(discussion circles, periodic tests

ments of success and Diagnostic evaluation ( semester and final exams to issue judg-  
(failure

.Emotional and value goals -C

Urging the student to use developmental psychology methods -C1

To apply the principles of developmental psychology -C2

Developing the student's ability to distinguish between positive and negative -C3  
.socialization methods within each stage of development

to appreciate the feelings and emotions of Developing the student's ability -C4  
.ve wayothers and how to control them in a positi

### **Teaching and learning methods**

do not depend on traditional teaching methods, because they are valuable goals that  
:cannot be taught like cognitive goals, so they depend on

Overcoming some problems during childhood, adolescence, and youth, and how -1  
.to choose a partner and work



Forming a general category of good values and sound moral and social -2  
.development

for growth and Providing psychological motivation to achieve emotional goals-3  
.development

.Growth is an individual process, meaning that each person grows uniquely-4

### **Evaluation methods**

Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing them, discussing them, and following up on their relationship with the educational environment, which provides .ative record of their representation of the emotional and value goalsa cumul

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

.Scientific dialogue and discussion skills -D1

Skills in modern technologies in communications, documentation, and -D2  
.communication with scientific institutions and centers

.Teamwork skills, especially in scientific research -D3

cal Skills for solving educational problems using educational and psychologi -D4  
.programs and methods

### **Teaching and learning methods**

.Google Meeting Adopting the electronic class via  
.Inductive (deductive) method  
.Method of solving problems

He repeated training courses and seminars to provide female students with the ability to communicate with society, the ability to have fruitful dialogue, and to .solve educational problems using scientific methods

ions between the student and the teacher Classroom interaction and exchange of opin

.to raise learning difficulties and discuss their solutions  
 .Using the PowerPoint method to present lectures to students

**Evaluation methods**

.Oral and written tests, individual and group, theoretical and practical  
 Direct observation of the student's performance in the areas of dialogue, intellectual  
 and scientific communication, and team work within the classroom and the college  
 .environment and university  
 Assigning students to prepare scientific research to test their ability to think, deduce,  
 .and solve problems  
 .Periodic tests-

**Program structure**

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	4	Developmental psychology	etwym53	The second, Department of Educational and Psychological Sciences/morning study

	4	Developmental psychology	7s7po4w	The second is the Department of Educational and Psychological /Sciences evening study

2.Planning for personal development

Scientific communication through seminars, conferences, and joint -  
 .work with competent cadres in similar specializations

Accessing international studies in similar departments, to develop the -  
 . ability to research and solve scientific problems

Engaging in acquiring modern scientific expertise and skills in the field -  
 .of modern technical communication

3.Admission standard (establishing regulations related to admission to the college or  
 (institute

Admission to the college follows the central distribution system followed  
 by the Ministry of Higher Education and Scientific Research, according  
 n form to Iraqi universities and institutes, and by to the admissio  
 .balancing the student's desire with the total he obtained

As for admission to the Department of Educational and Psychological

Sciences, it is subject to taking a competitive examination with a balance  
.tween the student's desire for the sixth grade in secondary schoolbe

4. The most important sources of information about the program

Link to the program on the Internet, and its applications in similar -  
.universities

Training courses held by university quality and performance -  
.departments on the program in various institutes and colleges in Iraq

## Course description form

### English language subject

### The second phase

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most program must be linked to the available. It learning opportunities of the .description

College of Education for - Tikrit University Humanities	5. Educational institution
Department of Educational and Psychological Sciences	6. center / department
New Headway Plus \ Pre-Intermediate student's book	7. Course name/code
Electronic lectures	8. Available attendance forms
Annual course	9. Semester/year
60	10. Number of study hours (total)
4 202 – 3 202	11. Date this description was prepared
2. objectives Headquarters	
Enabling the students of the second stage to know the basic rules of the English language, the various vocabulary, their translation into the Arabic language and vice versa, and the opposites .and synonyms of the various vocabulary in the English language	
How to enable students to read different texts in the English language	

0-	.Enabling students to develop their public speaking abilities
1-	Enabling students to learn all types of English grammar: past, present, and future
2-	Enabling students to transform affirmative sentences into negative sentences
	Enabling students to transform affirmative sentences into interrogative -6 sentences
3-	Enabling students to use the English language inside and outside the .classroom
4-	.translate various texts in the English language to Enabling students

## 2.outcomes and teaching, learning and evaluation methods Course

### Cognitive objectives -A

Enabling students to learn the different rules in the English language -A1

Empowering students and developing them in using the English language -A3 .inside and outside the classroom

.students to the different vocabulary in the English language Introducing -A4

### .course of the objectives The skills - B

.Enabling students to learn the English language and its grammar -1

Empowering students, teaching them to be successful teachers, and training them -2 in classroom management

.And adjust it

### Teaching and learning methods

giving lectures –The standard method

Giving students chapters and topics related to all English vocabulary and .grammar

Evaluation methods

Formative (formative) assessment through daily examinations, observing students' performance in class discussions and homework assignments, following them up, and classroom evaluation

success Diagnostic evaluation of semester and final exams to issue judgments of and failure

based goals-Emotional and value -C

Raising students to know the importance of the English language -1 C

Knowing the importance of the English language in its methods, speech -2 C structure, translation of meanings, and control of different tenses.

Awakening students' awareness of the value of speech in expressing ideas and civilized dialogue -3 C

Teaching and learning methods

- **Sentimentality goals Providing psychological motivation to achieve.**
- **to Providing eloquent linguistic models, which inspires students language in communicating and in the role of human believe ideas disseminating**

Evaluation methods

- **on rely not used here, but rather we Traditional teaching methods are ' students observation , interviews, and an attempt to understand field in this goals ideas about the emotional and value.**

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

**modern systems of dialogue and of knowledge Acquire -D1  
communication.**

**The ability to correct linguistically, adjust read and heard texts, -D2  
atically and criticize them gramm**



3. Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Class performance and exams	Giving lectures	Chapter one \ Tenses - Questions		2	December 1 And 2
Class performance and exams	Giving lectures	Chapter Two\ Present tenses- have\ have got		2	December and 4 3
Class performance and exams	=	Chapter Three\ Past tenses- Time expressions		2	January 1 and 2
Class performance and exams	=	Chapter Four\ much\ many – Articles		2	January 3 and 4
Class performance and exams	=	Chapter Five Verb Patterns – Future forms		2	February 1 And 2
Class performance and exams	=	Chapter Six \What---- like? \Directions		2	February 3 and 4
Class performance and exams	=	Chapter Seven\ Present perfect		2	March 1 and 2
Class performance and exams	=	Chapter Eight \ Should \ must – have to		2	March 3 and 4
Class performance	=	Chapter Nine \ Time clauses		2	April and 2 1

e and exams					
Class performance and exams	=	Chapter Nine\Hot verbs		2	and 4 3
Class performance and exams	=	Chapter Ten\Verb Patterns 2		2	May 1 and 2
Class performance and exams	=	Chapter 11\Passives		2	May 3 and 4
Class performance and exams	=	Chapter 12\Phrasal verbs		2	June 1 and 2
Class performance and exams	=	Chapter 13 \ Present perfect continuous		2	June 3 and 4
Class performance and exams	=	Chapter 14 \ Past perfect		2	July 1
Class performance and exams	=	Chapter 14 \ saying goodbye		2	July 2
Class performance and exams	=	Revision		2	July 3
Class performance and exams	=			2	July 4
Class performance and exams	=				
Class performance and exams	=				
Class performance and exams					

Class performance and exams	=				
Class performance and exams	=				
Class performance and exams					
Class performance and exams					
Class performance and exams					
Class performance and exams					
Class performance and exams					
Class performance and exams					
		final exams			dad

f. Infrastructure

New Headway Plus	Required prescribed books -1
Gebhard , G. Jerry. <b>Teaching English as a Foreign or Second Language</b> . Michigan Teacher Training. and K.M.Baily . (1991). <b>Focus on the Language Classroom</b> . Cambridge, CUP	(Main references (sources -2

<p>(2000). <b>Principles of Language Learning and Teaching</b> . White Plains, NY: Longman.</p>	<p>Recommended books and scientific journals, ) references ( ...reports</p>
<p><b>Teaching English as a Foreign or Second Language</b> \ Erald Kumrija  <a href="http://www.academia.edu">http://www.academia.edu</a> .  <b>Peace Corps</b>  <b>Information Collection and Exchange</b>  <b>M0041</b></p>	<p>Electronic references, -B  ...Internet sites</p>

5. Course development plan

Requires material **New Headway Plus** Providing - The second phase \ as it is an essential subject in \ currently is additional hours than it And controlling them, the language the basics of the English understanding academic program in achieving the objectives of the role lies greatest. The It is suitable for :of course development plan also requires consideration of each academic subject, including teaching methods and means explanation enables This subject is one of the basic subjects that . graduates of the College of Education to learn the vocabulary and grammar .of the English language

**Course description form**

**The second phase**

**Educational psychology subject**

**Course description**

This course description provides a necessary summary of the most important characteristics of the course, the course outcomes, and the learning outcomes expected of the student to achieve, demonstrating whether he has benefited from the .opportunities. It must be linked to the program description available learning

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Tikrit University / College of Education for Human Sciences

1. Educational institution

Educational and psychological sciences	2. scientific department
Educational psychology	3. Course name/code
Daily attendance	4. Available attendance forms
2024-2023	5. Semester/year
hours a week and 32 weeks 2	6. Number of study hours (total)
2024-2023	7. The date this description was prepared
For the student to become familiar with the concept of educational psychology and its areas of interest .and study	8. Course objectives
For the student to know the meaning of educational objectives, classify them, and transform them into .educational objectives	
That the student understands the meaning of .memory, its nature, and its role in teaching	
For the student to recognize the importance of motivation in the field of educational psychology	
The student gets to know the meaning of the arning effect and its educational transfer of the le applications	
For the student to recognize and understand the meaning of the concept and its relationship to scientific thinking and creative thinking	
For the student to know the meaning of feedback, .its types, and its importance to the teacher	

Course outcomes and teaching, learning and evaluation methods -10

أ- Cognitive objectives

That the student becomes familiar with the concept of educational psychology and its areas of interest and study -A1

The student should know the meaning of educational objectives, classify them, and transform them into educational objectives -A2

student should know the meaning of feedback, its types, and its importance to the teacher -A3

That the student becomes familiar with educational theories and their educational applications -A4

.That the student understands the factors affecting learning -5-A

The student gets to know the skills and habits and how to acquire them and benefit from them in learning -A6

ب- skills objectives

.To be skilled in using innovative and creative thought when expressing -B1

.criticize what he reads and hearsTo be able to explain, interpret, analyze and cr -B2

Teaching and learning methods

How to solve problems -

Cooperative learning method -

Evaluation methods

Tests (weekly and monthly), in addition to each student preparing research papers on the lecture topic -

Emotional and value goals -C

Creating student motivation by linking the basic principles and concepts in educational psychology to the needs and interests of the student and society -C1

learners by Developing student attitudes towards creating motivation among le -C2  
.linking educational goals to the needs, interests, and nature of learning and society

Developing and developing ethical and objective attitudes and values related to the responsibility of conveying knowledge -C3  
to bear the concepts and fields of educational psychology and helping the student t

To the learners

Teaching and learning methods

Evaluation methods

General and qualifying transferable skills (other skills related to employability and -10  
 .(personal development

a light in different Educational Materials with Dealing on Students Encouragement -D1  
 . suitable And technology Artistic skills

To get to Educational Content analysis on Students Capabilities Development -2 D  
 . the problems Solution And skills Thinking skills on know

. Thinking For skills Offers design on Students Capabilities Development -3 D

Course structure .11

Evaluation method	Teaching method	Name of the unit or topic	Required learning outcomes	hours	the week
Asking questions And the answer to it is from requester	Dialogue and discussion	science self Educational And its development	Identify the historical development of educational psychology	2	the first
=	=	Objectives Educational	The student should be able to formulate behavioral objectives and formulate a question that achieves the objective	2	the second the third the fourth
The fifth is the first exam for the first semester					
=	=	Her turn In teaching	Learn about attention, perception and their theories	2	VI
=	=	=	=	2	Seventh
=	=	Forgetting	Learn about forgetting and its theories	2	VIII



=	=	=	=	2	Ninth
---	---	---	---	---	-------

The tenth

Eleventh 2 Identify the transfer of the learning effect. The transfer of the learning effect  
= =

Twelfth, second exam, first semester

= = Thirteenth 2 Identify the role of motivation in the motivation process

Fourteenth learning

Fifteenth

Sixteenth 2 Learn the meaning of the concept, creative and scientific thinking, concepts  
= = and their relationship

Seventeenth: Scientific and creative thinking

eighteen

= = Nineteen 2 Learn the meaning of feedback Feedback

= = = = Twenty 2

= = second week: Getting to know education theories. Education theories-The twenty

= = = = third week-The twenty

= = = = th weekfour-The twenty

fifth week: Identifying the factors affecting learning. Factors affecting -The twenty  
= = learning

= = = = sixth week-The twenty

seventh week, learning about individual differences, individual differences -The twenty  
= = and their impact on learning

= = = = eighth week-The twenty

ninth week, the second exam for the second semester-The twenty

and habits, skills and habits, and how to The thirtieth week: learning about skills  
= = acquire them

= = = = first week-The thirty

Two: Getting to know the meaning of the types of learning. Types of -Week Thirty  
= = learning

Infrastructure -12

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Course development plan -13
Updating the curricula according to the Ministry's instructions -

**Description of the academic program**  
**The second phase**  
**Curriculum material and textbook**

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most must be linked to the program of the learning opportunities available. It  
؛ .description

For the humanities

Ministry of Higher Education and Scientific Research / Tikrit University	5.Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	5.Scientific department/center
Curriculum and textbook	7.Name of the academic or professional program
Bachelor's degree in Educational and Psychological Sciences	3.Name of the final certificate
annual	9.:Academic system Annual/courses/others
	0.Accredited accreditation program
	1.Other external influences

4 202 – 3 202	2. Date the description was prepared
3. Objectives of the academic program	
Providing the Ministry of Education with staff specialized in teaching -1 .psychology in secondary schools	
Enabling students to become familiar with teaching methods and methods -2	
.students' awareness of curriculum concepts Enhancing -3	
Raising students' awareness of the types of curricula -4	
Providing the graduate with effective teaching skills and methods -5	

4. Required program outcomes and teaching, learning and evaluation methods	
Cognitive goals .The student should be able to define the curriculum -A1 That the student is able to identify some of the teaching methods used in -A2 .teaching .That the student knows how to prepare educational objectives -A3 .That the student is familiar with the types of curricula -A4 .That the student is familiar with the foundations of curriculum construction -A5	
The program's skill objectives -B That the student be able to become familiar with the methods of teaching, - B1 .measuring and evaluating the scientific subject The student should be able to choose the appropriate teaching method for each - B2 .nteresting wayscientific subject so that it is presented in an i The student should be able to solve problems related to the student's - B3 .understanding of the scientific material .The student should differentiate between the curriculum and the textbook -B4	
<b>Teaching and learning methods</b>	
. introductory method Method of discussion- .How to solve problems-	
<b>Evaluation methods</b>	
Formative or formative evaluation ( daily exams , class discussion, homework - . (up, classroom evaluation-assignments and their follow	

semester and final exams to issue judgments of success and ) Diagnostic evaluation- (failure

.Emotional and value goals -C

.Raising the student to have a correct understanding of the curriculum -C1

.Applying effective teaching skills in practice -C2

.implement the role of the role model teacher Developing the ability to -C3

### **Teaching and learning methods**

do not depend on traditional teaching methods, because they are valuable goals that :cannot be taught like cognitive goals. Therefore, the following is adopted

.The student sets a good example among those around him-1

.Forming a general category of good values -2

.Providing psychological motivation to achieve emotional goals-3

### **Evaluation methods**

Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing them, discussing them, and following up on their relationship with the educational environment, which provides .ative record of their representation of the emotional and value goalsa cumul

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

.Scientific dialogue and discussion skills -D1

Skills in modern technologies in communications, documentation, and -D2

.communication with scientific institutions and centers

.Teamwork skills, especially in scientific research -D3

Skills for solving educational problems using educational and psychological -D4

.programs and methods

### **Teaching and learning methods**

Descriptive method

.Method of solving problems

Preparing training courses and seminars to provide students with the ability to communicate with society, the ability to have fruitful dialogue, and to solve

.educational problems using scientific methods

een the student and the teacher Classroom interaction and exchange of opinions betw

.to raise learning difficulties and discuss their solutions

**Evaluation methods**

.Oral and written tests, individual and group, theoretical and practical  
 Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college  
 .and university environment  
 eir ability to think, deduce, Assigning students to prepare scientific research to test th  
 .and solve problems

5. Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	2	Curriculum and textbook/morning		the second
	2	And Curriculum / School the book evening		the second
		Supervision of 4 students in the morning		Fourth
		Supervision of 4 students in the evening		Fourth

5. Planning for personal development

Scientific communication through seminars, conferences, and joint –  
 .competent cadres in similar specializations work with  
 Accessing international studies in similar departments, to develop the –

.ability to research and solve scientific problems

Engaging in acquiring modern scientific expertise and skills in the -  
.technical communication field of modern t

7. Admission standard (establishing regulations related to admission to the college or  
(institute

Admission to the college follows the central distribution system followed  
by the Ministry of Higher Education and Scientific Research, according to  
the admission form to Iraqi universities and institutes, and by balancing the  
.the obtained student's desire and the total

As for admission to the Department of Educational and Psychological  
Sciences, it is subject to taking a competitive examination with a balance  
.between the student's desire for the sixth grade in secondary school

8. of information about the program The most important sources

Link to the program on the Internet, and its applications in similar -  
.universities

Training courses held by university quality and performance departments -  
.on the program in various institutes and colleges in Iraq

## template Develop a course description

### third level

### Statistics subject

### Course description

This course aims to introduce students to the science of statistics, its importance, and its role in facilitating the researcher's work in dealing with the research community, starting with sampling, how to tabulate, unpack, classify, and describe measures of central tendency, dispersion, and forms of data distribution), and data (measure the degree and type of relationships between variables, their level of measurement, With the aim of providing the student with a range of . tests significance , and the field of statistics to help him present the results of qualitative experiences in .social research in a specific, clear, concise and accurate quantitative manner

College of Education for Human Sciences	33. Educational institution
Educational and psychological sciences	34. department Scientific center/
Descriptive and inferential statistics in education and psychology, Abdul Jabbar Tawfiq and Zakaria Zaki Athanasius	35. Course name/code
the student -Theoretical and practical lectures applies the topics of this course to data and information collected in his field of specialization	36. Available attendance forms
2024 - 2023	37. Semester/year
hours 80	38. Number of study hours (total)
	39. Date this description was prepared

40.	Course objectives
10-	.The student should know the science of statistics and its functions
11-	The student knows how to use data to describe the phenomena under .study
12-	.The student must apply statistical methods in his field of specialization
13-	The student should know the methods of collecting data, its sources, the .method of collecting it, and the types of samples
14-	Know how to represent scores graphically (histogram, histogram, and .(histogram
15-	The student should know the meaning of central tendency (arithmetic .mean, median, mode) and methods for calculating it
16-	The student should know dispersion measures and methods of calculating .them
17-	The student should know the relationship standards and methods of .calculating them
18-	The student should know some other measures to describe data (standard .( score, coefficient of variation, measures of skewness and kurtosis

## **26. and teaching, learning and evaluation methods outcomes Course**

### **Cognitive objectives -A**

- .That the student knows the basic concepts and terminology in statistics -A1
- .The student should describe the data using statistical measures -A2
- onships between phenomena through The student should know the relati -A3  
.data
- .The student applies statistical measures in new situations -A4
- .The student should distinguish between data and its types -A5
- The student should know the basics of probability theory in order to pass -A6  
.from descriptive statistics to inferential statistics



**.course of the objectives skills The - B**

The student applies the statistical approach to data on the social and - B1  
.phenomena that he needs to study economic

The student should distinguish between types of statistical data and - B2  
.appropriate statistical analysis

.The student should know the methods of selecting samples - B3

The student should know how to generalize the results after statistical -B4  
.analysis

**Teaching and learning methods**

3- .Theoretical lectures

4- - Exercise solutions

**Evaluation methods**

10- .Attend and participate

11- .Periodic tests

12- .Outdoor activities

**Emotional and value goals -C**

.The student must show interest in statistics and methods of collecting data -C1

That the student expresses a desire to help his fellow weak students in -C2  
.statistics

The student should appreciate the role of statistics in raising the scientific -C3  
.level and solving many problems

.The student should evaluate the impact of statistics on his specialty -C4

**Teaching and learning methods**

4- .Participation in seminars and workshops related to statistics

5- Participating in explanatory lessons for students in statistics and data  
.collection methods

6- .Providing lectures about statisticians and their statistical methods

**Evaluation methods**

4- .Attend and participate

5- .Periodic tests

6- .Outdoor activities

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

.Attending lectures on time -D1

.Performing the required duties on the specified date -D2

.Performing tests on the specified date -D3

.Commitment to the rules of dialogue and discussion -D4

<b>27. Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Attend and participate	a lecture	Introduction to the study of statistics		2	1
Attend and participate	a lecture	Types of data and ways to measure them		2	2
Attend and participate	a lecture	Data collection methods and sources		2	3
Attend and participate	a lecture	Display data tabularly		2	4
Attend and participate	a lecture	Quantitative variable (frequency table)		2	5
Attend and participate	a lecture	Methods of displaying data		2	6
Attend and participate	a lecture	-Histogram -Histogram Histogram - Histogram		2	7
Attend and participate	a lecture	Measures of central tendency		2	8
Attend and participate	a lecture	The arithmetic mean and methods for calculating it		2	9
Attend and participate	a lecture	The median and its calculation methods		2	10
Attend and participate	a lecture	The mode and its calculation methods		2	11
a test	a test	First semester exam		2	12
Electronically	a lecture	Measures of relative status		2	13
Electronically	a lecture	- Clans - Al Rabi'at Percentiles and methods of calculating them		2	14

Electronically	a lecture	Calculate the percentile rank		2	15
Electronically	a lecture	Measures of dispersion		2	16
Electronically	a lecture	Range and methods for calculating it		2	17
Electronically	a lecture	Standard deviation and methods for calculating it		2	18
Electronically	a lecture	Variance and methods for calculating it		2	19
Electronically	a lecture	Correlation coefficients		2	20
Electronically	a lecture	Pearson correlation coefficient		2	21
Electronically	a lecture	Spearman correlation coefficient		2	22
Electronically	a lecture	Baceryl correlation coefficient		2	23
Electronically	a lecture	Phi correlation coefficient		2	24
Electronically	a lecture	Concordance correlation coefficient		2	25
a test	a test	Second semester exam		2	26

## 28. Infrastructure

Descriptive and inferential statistics in education  
Bayati, -and psychology, Abdul Jabbar Tawfiq Al  
Zakaria Zaki Athanasius

Required prescribed books -1

(Main references (sources -2

4- Applied Statistics in the Social Sciences,  
Beirut, ‘ 2010 ‘Kubaisi-Wahib Majeed Al  
.Lebanon

Recommended books and -A  
scientific journals, ) references  
( ...‘reports

5- Munizel , -Educational Statistics, Abdullah Al  
.Masirah, 2006-Dar Al