

استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

للعام الدراسي ٢٠٢٤-٢٠٢٥

الجامعة : جامعة المشي

الكلية /المعهد : كلية التربية للعلوم الانسانية

القسم العلمي : التاريخ

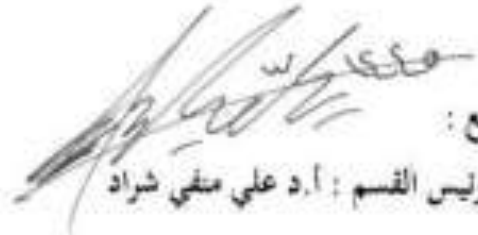
تاريخ ملء الملف ٢٠٢٤/١٠/١ م



التوقيع :

اسم المعاون العلمي : أ.د احمد حسين عبد السادة

التاريخ : ٢٠٢٤/١٠/٣٠



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اسم رئيس القسم : أ.د علي منفي شراد

التاريخ : ٢٠٢٤/١٠/٣٠



مصادقة السيد العميد

أ.د باسم خيري خضير



دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي : م.د علي حسين النيش

التاريخ : ٢٠٢٤/١٠/٣٠

التوقيع



Ministry of Higher Education and Scientific Research
Scientific supervision and evaluation device
Department of Quality Assurance and Academic Accreditation
Accreditation Department

Academic program and course description guide

2024

the introduction:

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 2023/3/5 with regard to programs that adopt the Bologna Process as a basis for their work .

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

Concepts and terminology:

Description of the academic program: The description of the academic program provides a brief summary of its vision, mission, and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a necessary 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 available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be a developed, inspiring, motivating, realistic and applicable programme.

The program's mission: It briefly explains the goals and activities necessary to achieve them, and also defines the program's development paths and directions.

_ Program objectives: These are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum structure: All courses/study subjects included in the academic program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units.

Learning outcomes: A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives.

Teaching and learning strategies: They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all curricular and extracurricular activities to achieve the learning outcomes of the programme.

Academic program description form

University name: Al-Muthanna University

College/Institute: College of Education for the Humanities

Scientific Department: Department of ... History

Name of the academic or professional program: Bachelor of History

Name of final degree: BA in History

Academic system: annual

Date of preparing the description: 2024/2/4 AD

Date of filling the file: 2024/2/4 AD

the signature :

Name of scientific

assistant:

the date :

the signature:

Name of department

head:

the date:

Check the file before

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

1. Program vision

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

2. Program message

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

3. Program objectives

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

4. Programmatic accreditation

Does the program have program accreditation? From which side?

5. Other external influences

Is there a sponsor for the program?

6. Program structure

comments *	percentage	Study unit	Number of courses	Program Structure Number of Courses Study Unit Percentage Notes *
				Enterprise requirements
				College requirements
				Department requirements
				summer training
				Other

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

7. Program description

Credit hours		Name of the course or course	Course or course	Year/level
practical	theoretical			
	Theoretically, six hours per thirty weeks of the academic year.	Contemporary history of Iraq	Department of History	The fourth stage

8 .Expected learning outcomes of the program

Knowledge	
Statement of learning outcomes 1	Learning outcomes 1
Skills	
Statement of learning outcomes 2	Learning outcomes 2
Statement of learning outcomes 3	Learning outcomes 3
Value	
Statement of learning outcomes 4	Learning outcomes 4
Statement of learning outcomes 5	Learning outcomes 5

9. Teaching and learning strategies

Teaching and learning strategies and methods adopted in implementing the program in general.

10.Evaluation methods

Implementing it in all stages of the program in general.

11.The teaching staff						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any(		Specialization		Scientific rank
lecturer	angel			private	general	
	Yes			Modern and contemporary history of Iraq	Modern and contemporary history	Assistant Professor Doctor

Professional development
Orienting new faculty members
Briefly describes the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels.
Professional development for faculty members
Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance criterion
(Developing regulations related to admission to the college or institute, whether central admission or others mentioned)

13 .The most important sources of information about the program

Remember briefly.

Contemporary Iraq history subject:

1– Contemporary History of Iraq / Fadel Hussein

2– Kamal Mazhar Ahmed/ Contemporary History of Iraq

3–The history of the Iraqi ministries consists of 10 parts / Abdul Razzaq Al-Hasani

14. Program development plan

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	Year/level
G4	G3	G2	G1	B 4	3 B	B 2	B 1	A4	A3	A2	A1				
+	+	+	+	+	+	+	+	+	+	+	+	Basic	Subject: Contemporary Iraqi history	Departme nt of History	2024-2023

•Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Course description form

1. Course name					
Contemporary history of Iraq					
2. Course code					
Contemporary history of Iraq					
3. Semester/year					
2023-2024					
4. The date this description was prepared					
2024/2/4					
5. Available forms of attendance					
The presence					
6. Number of study hours (total)/number of units (total)					
180 hours/thirty weeks, six hours per week					
7. Name of the course administrator (if more than one name is mentioned)					
Name: A. M . Dr . Rasha Jameel Alwan Email: rasha.jameel@mu.edu.iq					
8. Course objectives					
1– Students' knowledge and understanding. 2– Creating social harmony among students. 3 – Compensating for shortcomings, if any, or differences in viewpoints. 4– Planning the curriculum in way that suits the culture of society.		Objectives of the study subject Introducing the student to the importance of studying the contemporary history of Iraq and its historical data, as well as their impact on the course of political and social life and economic development over the decades in Iraq 1914-1980, as it represents a new turning point that differs somewhat from its previous stages, which highlighted Features of the new history of Iraq.			
9. Teaching and learning strategies					
					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
					the first

11.Course evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
12.Learning and teaching resources					
Fadel Hussein - Contemporary History of Iraq Jaafar Abbas Hamidi - Contemporary History of Iraq			Required textbooks (methodology, if any)		
Kamal Mazhar Ahmed/ Contemporary History Iraq			Main references (sources)		
Abdul Razzaq Al-Hasani / History of Iraqi Ministry Iraqi academic journals website,			Recommended supporting books and references (scientific journals, reports....)		
/			Electronic references, Internet sites		

1. Course structure - Contemporary History of Iraq - Fourth Stage

the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
the first	6	Bachelor's degree in history	British occupation of Iraq	Lecture method	Class performance and exams
the second	6	/	The National Movement and the Great Revolution of 1920	Discussion method	feedback
the third	6	/	The establishment of monarchy and the establishment of the modern Iraqi state	Discussion method	feedback
the fourth	6	/	Mosul problem	Interrogation method	oral test
Fifth	6	/	Political parties before the start of parliamentary life	Interrogation method	Class performance and exams
VI	6	/	Draft treaties of 1927 and 1930	Discussion method	feedback
Seventh	6	/	The coronation of King Ghazi and the struggle of politicians for power	Text and standard method	feedback
VIII	6	/	Political currents and the nationalist movement	Interrogation method	oral test
Ninth	6	/	Army and politics	Discussion method	feedback
The tenth	6	/	Iraq during World War II 1939-1945	Lecture method	oral test
eleventh	6	/	May 1941 movement	Lecture method	feedback
twelveth	6	/	The second British occupation of Iraq, its manifestations and effects	Text and standard method	feedback
Thirteenth	6	/	The establishment of the League of Arab States and Iraq's role in it	Discussion method	oral test
fourteenth	6	/	political parties	Text and standard method	Class performance and exams
Fifteenth	6	/	Manifestations of the national movement and its demands for political and economic reform	Discussion	feedback
sixteen	6	/	Evaluating and comparing the period of King Ghazi and Regent Abdul-Ilah	a test	A written test
After the holiday	6				
the first	6	/	Overt political parties after World War II	Lecture method	Class performance and exams
the second	6	/	Treaty of Portsmouth 1948	Discussion method	feedback
the third	6	/	November 1952 uprising	Discussion method	feedback
the fourth	6	/	Coronation of King Faisal II	Interrogation method	oral test
Fifth	6	/	And evaluate the political situation	Interrogation method	Class performance

					and exams
VI	6	/	Baghdad Pact 1955	Discussion method	feedback
Seventh	6	/	And the 1956 uprising	Text and standard method	feedback
VIII	6	/	Free Officers Organization	Interrogation method	oral test
Ninth	6	/	The revolution of July 14, 1958 and the declaration of the Iraqi Republic	Discussion method	feedback
The tenth	6	/	Iraq's position on the Arab situation, the Palestinian issue	Lecture method	oral test
eleventh	6	/	Unity projects and Arab blocs	Lecture method	feedback
twelveth	6	/	Political developments in Iraq until 1963	Text and standard method	feedback
Thirteenth	6	/	Political developments in Iraq until 1968	Discussion method	oral test
fourteenth	6	/	Evaluating the political situation in Iraq	Text and standard method	Class performance and exams
Fifteenth	6	/	Revolution of July 17-30, 1968	Fresh discussion	feedback
sixteen	6	/	Second semester exam	a test	A written test



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Scientific Department: Department of ... History

Name of the academic or professional program: Bachelor of History

Name of final degree: BA in History

Academic system: annual

Date of preparing the description: 2024/2/4 AD

Date of filling the file: 2024/2/4 AD

the signature :

Name of scientific

assistant:

the date :

the signature:

Name of department

head:

the date:

Check the file before

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

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3. Program objectives

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4. Programmatic accreditation

Does the program have program accreditation? From which side?

5. Other external influences

Is there a sponsor for the program?

6. Program structure

comments *	percentage	Study unit	Number of courses	Program Structure Number of Courses Study Unit Percentage Notes *
				Enterprise requirements
				College requirements
				Department requirements
				summer training
				Other

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

7. Program description

Credit hours		Name of the course or course	Course or course	Year/level
practical	theoretical			
	Theoretical, is two hours over thirty weeks of the academic year	Psychology	Department of History	The first stage

8 .Expected learning outcomes of the program

Knowledge	
Statement of learning outcomes 1	Learning outcomes 1
Skills	
Statement of learning outcomes 2	Learning outcomes 2
Statement of learning outcomes 3	Learning outcomes 3
Value	
Statement of learning outcomes 4	Learning outcomes 4
Statement of learning outcomes 5	Learning outcomes 5

9. Teaching and learning strategies

Teaching and learning strategies and methods adopted in implementing the program in general.

10.Evaluation methods

Implementing it in all stages of the program in general.

11.The teaching staff						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any(		Specialization		Scientific rank
lecturer	angel			private	general	
	Yes			Modern and contemporary history of Iraq	Modern and contemporary history	Assistant Professor Doctor

Professional development
Orienting new faculty members
Briefly describes the process used to orient new, visiting, full-time, and part-time faculty at the institution and department levels.
Professional development for faculty members
Briefly describe the academic and professional development plan and arrangements for faculty members such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance criterion
(Developing regulations related to admission to the college or institute, whether central admission or others mentioned)

13 .The most important sources of information about the program

Remember briefly.

Psychology subject:

1. Foundations of educational psychology – Fadel Mohsen Al–Azergawi
2. Educational Psychology – Hana Hussein Al–Felfily
3. Educational Psychology – Abdel Hamid Nashwati
4. Learning theories – Mustafa Nassef

14. Program development plan

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	Year/level
G4	G3	G2	G1	B 4	3 B	B 2	B 1	A4	A3	A2	A1				
+	+	+	+	+	+	+	+	+	+	+	+	Basic	Psycholog y subject	Departme nt of History	2024-2023

•Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Course description form

1. Course name					
psychology					
2. Course code					
psychology					
3. Semester/year					
2023-2024					
4. The date this description was prepared					
2024/2/4					
5. Available forms of attendance					
The presence					
6. Number of study hours (total)/number of units (total)					
60 ours/thirty weeks, two hours per week					
7. Name of the course administrator (if more than one name is mentioned)					
Name: A. M . Dr . Rasha Jameel Alwan Email: rasha.jameel@mu.edu.iq					
8. Course objectives					
1. Students' knowledge and understanding. 2. Creating social harmony among students. 3. Compensating for shortcomings, if any, or differences in viewpoints. 4. Planning the curriculum a way that suits the culture of society.		Objectives of the study subject Introducing the student to the principles and basics of psychology, especially educational science, and knowing why it is studied, what its theories are, and what its basic processes and applications are in order to understand the facts of psychological education and reach the psychological sense. Educational. Studying psychological concepts and phenomena with some scientific depth imposed by the multiplicity of theories and perspectives Consideration and its conflicts in the field of psychology, which serve as basic pillars of the study.			
9. Teaching and learning strategies					
					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
					the first

11.Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12.Learning and teaching resources

Foundations of Educational Psychology – Fadel Mohsen Al-Azergawi	Required textbooks (methodology, if any)
Educational Psychology - Hana Hussein Al-Felfili Educational Psychology - Abdel Hamid Nashwati Learning theories - Mustafa Nassef	Main references (sources)
Iraqi academic journals website,	Recommended supporting books and references (scientific journals, reports....)
/	Electronic references, Internet sites

1. Course structure - Psychology - first stage

the week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluati on method
the first	2	Bachelor' s degree in history	Introduction	Lecture method	Class performance and exams
the second	2	/	Basics in the study of educational psychology	Discussion method	feedback
the third	2	/	The relationship of psychology to other sciences and its relationship to education	Discussion method	feedback
the fourth	2	/	The educational process and educational psychology: teaching theory - effectiveness of the educational process	Interrogation method	oral test
Fifth	2	/	Research strategy in educational psychology	Interrogation method	Class performance and exams
VI	2	/	Theories of educational psychology	Discussion method	feedback
Seventh	2	/	Psychology schools	Text and standard method	feedback
VIII	2	/	Branches of educational psychology	Interrogation method	oral test
Ninth	2	/	Research methods in educational psychology	Discussion method	feedback
The tenth	2	/	Attention and sensory perception	Lecture method	oral test
eleventh	2	/	the behavior	Lecture method	feedback
twelveth	2	/	Motivation in learning	Text and standard method	feedback
Thirteenth	2	/	Motivation theories in learning	Discussion method	oral test
fourteenth	2	/	The educational functions of motivation: excitatory - anticipatory - motivational - punitive	Text and standard method	Class performance and exams
Fifteenth	2	/	Memory or the process of remembering and its theories	Discussion	feedback
sixteen	2	/	End of first semester exam	a test	A written test
After the holiday	2				
the first	2	/	Forgetting and its theories	Lecture method	Class performance and exams
the second	2	/	Transfer learning effect	Discussion method	feedback
the third	2	/	Feedback	Discussion method	Feedback
the fourth	2	/	Learning theory	Interrogation method	oral test
Fifth	2	/	Learning and teaching: its characteristics and conditions	Interrogation method	Class performance and exams
VI	2	/	Test and link theory (Thorndike's theory)	Discussion method	feedback
Seventh	2	/	Classical (simple) conditioning theory	Text and standard method	feedback

VIII	2	/	Clairvoyance theory (Kohler's theory)	Interrogation method	oral test
Ninth	2	/	Operant conditioning theory (Skinner's theory)	Discussion method	feedback
The tenth	2	/	Learning curves	Lecture method	oral test
eleventh	2	/	Concept	Lecture method	feedback
twelveth	2	/	Piaget's theory	Text and standard method	feedback
Thirteenth	2	/	Configurative cognitive model (Bruner's theory)	Discussion method	oral test
fourteenth	2	/	Learning structure model (hierarchical model)	Text and standard method	Class performance and exams
Fifteenth	2	/	Meaning model (Ausubel's theory)	Fresh discussion	feedback
sixteen	2	/	Final exams for the academic year	a test	A written test

Course Description Form

1. Course Name:	
Modernization in contemporary Islamic countries	
2. Course Code:	
3. Semester / Year:	
2023–2024	
4. Description Preparation Date: //2023	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2	
7. Course administrator's name (mention all, if more than one name)	
Name:	
Email: Prof. Dr. Asaad Hamid Abu Bushna	
8. Course Objectives	
Course Objectives -Learn about how contemporary Islamic countries develop. -Understanding how these countries achieve their stages of modernization. -Knowing the stages of modernization. -Knowing the dysfunctional aspects of modernization. -Understand each side individually. -Comparison between modernization of each country, and which countries have achieved greater success	
9. Teaching and Learning Strategies	
Strategy	1. Participation 2. Inquiry-based teaching 3. Higher-order thinking questions 4. Effective interrogation techniques

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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-		Cognitive, skills, a emotional	Modernization concept Its connotation Its forms	Lecture, discussion	Achievement tests the data reports
2-			Political modernization Development a modernization		
3-			Modernization experience Türkiye		
4-			Reform trend before the declaration of the modern Turkish state		
5-			The parliamentary experience at the establishment of the Grand National Council		
6-			Modernization facades Kemalist Türkiye		
7-			Party pluralism		

			and democratic life		
8-			Reform trend and the modernization movement Iran		
9-			The reform movement in Iran at the end of the 19th century and the beginning of the 20th century		
10-			Parliamentary and constitutional reforms		
11-			The nationalization of Iranian oil and the facade of modernization the country		
12-			The parliamentary experience Iran after the 1979 Islamic Revolution		
13-			Modernization experience Malaysia		
14-			The development of state institutions after independence 1957		
15-			Mahathir Mohamad and the building the modern state		
			Modernization the social economic and		

			scientific fields		
			Modernization Indonesia		
			The emergence and development of the political system		
			Democratic transitions Indonesia after World War II		
			Modernization interfaces Indonesia		
			Modernization social fields		
			Modernization economic and scientific fields		
			Modernization Pakistan		
			The experience of military governments and the necessities political change		
			Economic construction and reconstruction projects		
			Education and culture		
			Constitutional regulations and parliamentary elections		
			Scientific and technological development		
			Modernization interfaces Pakistan		

			Modernization social fields		
			Compare upda experiences		

11. Course Evaluation

Distr

- 1-Provides practical examples
- 2- It includes up-to-date information
- 3- It stimulates thinking and creativity
- 4-Useful in practical application

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Raafat Ghoneimi Al-Sheikh and others, Modern and Contemporary History of Asia Eric Bouté, Economic Development in E Asia.
Main references (sources)	Muntaha Talib Salman, A Brief History Modern and Contemporary Asia
Recommended books and references (scientific journals, reports...)	Fatima Sadat, Development - The Crisis Contemporary Man
Electronic References, Websites	Encyclopedia Britannica Britannica

Course Description Form

1. Course Name: History of Andalusia

2. Course Code:

3. Semester / Year: 2023-2024

4. Description Preparation Date: 17/9/2023

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total) 32

7. Course administrator's name (mention all, if more than one name)

Name: abbas fadal hussein

Email: abbas.fadal@mu.edu.iq

8. Course Objectives

Course Objectives

- Interest in the history of the Arabs and their civilization in Andalusia and the most important political events there....

.....

.....

9. Teaching and Learning Strategies

Strategy

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
16-	2	Know roots of Spain's history	Al-Dawla Al-Ameriyah Al-Mansour Al-Amer	giving lecture	Achievement, essay and objective test
17-	2	Read and understand	Foreign wars of the Amirite state with the Spanish and Morocco	giving lecture	Achievement, essay and objective test
18-	2	Read and understand	Political relations with the Spaniards and the Fatimids	giving lecture	Achievement, essay and objective test
19-	2	Read and understand	The most important cultural achievements of the Amiriya state	giving lecture	Achievement, essay and objective test
20-	2	Read and understand	The era of sects in Andalusia.	giving lecture	Achievement, essay and objective test
21-	2	Read and understand	The most important states of the Andalusian sects	giving lecture	Achievement, essay and objective test
22-	2	Read and understand	Features of the scientific and cultural movement in the era of sects	giving lecture	Achievement, essay and objective test
23-	2	Read and understand	Alliances with the Spanish and political disputes	giving lecture	Achievement, essay and objective test
24-	2	Read and understand	The emergence of the Almoravid state and the salvation of Andalusia	giving a lecture	Achievement, essay and objective tests
25-	2	Read and understand	The Almoravid wars and their civilizational	giving lecture	Achievement, essay and objective test

			achievements		
26-	2	Read and understand	Reasons for the fall of sectarian rule in Andalusia	giving lecture	Achievement, essay and objective test
27-	2	Read and understand	The Almohad state in Andalusia	giving lecture	Achievement, essay and objective test
28-	2	Read and understand	The conditions of Andalusia during the Almohad era	giving lecture	Achievement, essay and objective test
29-	2	Read and understand	The Kingdom of Granada, the last Islamic presence	giving lecture	Achievement, essay and objective test
30-	2	Read and understand	The most important cultural achievements in the era of Granada	giving lecture	Achievement, essay and objective test

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The history of the Arabs and their civilization in Andalusia, Dr. Abdul Wahid Dhanoun Taha
Main references (sources)	The history of Muslims and their effects in Andalusia, Abdul Aziz Salem
Recommended books and references (scientific journals, reports...)	Journal of the College of Education

Course Description Form

1. Course Name: History of Andalusia

2. Course Code:

3. Semester / Year: 2023-2024

4. Description Preparation Date: 17/9/2023

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total) 32

7. Course administrator's name (mention all, if more than one name)

Name: abbas fadal hussein

Email: abbas.fadal@mu.edu.iq

8. Course Objectives

Course Objectives

- Interest in the history of the Arabs and their civilization in Andalusia and the most important political events there....

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9. Teaching and Learning Strategies

Strategy

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
16-	2	Read understand	Arab tribes in central Arabia	giving lecture	Achievement, essay and objective test
17-	2	Read understand	The nature of tribal systems and political conflicts	giving lecture	Achievement, essay and objective test
18-	2	Read understand	The Arab political system before Islam	giving lecture	Achievement, essay and objective test
19-	2	Read understand	The nature of the social systems of pre-Islamic Arabs	giving lecture	Achievement, essay and objective test
20-	2	Read understand	. Family and social relations	giving lecture	Achievement, essay and objective test
21-	2	Read understand	Features of Arab culture	giving lecture	Achievement, essay and objective test
22-	2	Read understand	Economic activity Arab tribes	giving lecture	Achievement, essay and objective test
23-	2	Read understand	Religion and worship is a philosophical vision	giving lecture	Achievement, essay and objective test
24-	2	Read and understand	Idols and fetishes	giving a lecture	Achievement, essay and objective tests
25-	2	Read understand	Jews and Christians in pre-Islamic society	giving lecture	Achievement, essay and objective test
26-	2	Read and understand	Arab cultural contributions	giving lecture	Achievement, essay and objective test

27-	2	Read and understand	Sciences and knowledge among pre-Islamic Arabs	giving lecture	Achievement, essay and objective test
28-	2	Read and understand	Mecca and Medina and their political role	giving lecture	Achievement, essay and objective test
29-	2	Read and understand	The commercial role of Quraysh and its impact in paving the way for the Islamic call	giving lecture	Achievement, essay and objective test
30-	2	Read and understand	The contribution of Quraysh to cultural life	giving lecture	Achievement, essay and objective test

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The history of the Arabs and the civilization in Andalusia, Dr. Abdul Wahid Dhanoun Taha
Main references (sources)	The history of Muslims and their effects in Andalusia, Abdul Aziz Salem
Recommended books and references (scientific journals, reports...)	Journal of the College of Education Human Sciences, University of Basra
Electronic References, Websites	

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Course Description Form

1. Course Name:	
History of Europe in the Middle Ages	
2. Course Code:	
3. Semester / Year:	
Year 2023–2024	
4. Description Preparation Date: 25/3/2024	
Year	
5. Available Attendance Forms:	
Year	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Ye90	
7. Course administrator's name (mention all, if more than one name)	
Name:	
Email:	
8. Course Objectives	
Course Objectives	• • 1. That the student understands justifications for the beginning of European Middle Ages • 2. For the student to recognize the causes and consequences of the fall of empire in the West • 3. The student discovers the nature of wars that took place, especially the feudal nature and their social and economic effects • 4. For the student to understand causes and consequences of emergence of the Merovingians and Carolingians in Europe • 5. The student will learn about the course of the Hundred Years' Wars in Europe during the Middle Ages • 6. The student will be provided with

	detailed information about the heretical movements in Europe during the Middle Ages
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9. Teaching and Learning Strategies

Strategy	When and how did the Middle Ages appear and its religious effects? When and how did the Carolingian Renaissance and Salic law appear? Know the details of the Crusades Providing information about political developments in Europe during the European Middle Ages Knowing national figures such as Joan of Arc in Europe Knowledge of the most prominent international treaties and agreements in Europe during the European Middle Ages Strategy skills The skill of critical thinking about historical text/the skill of neutrality in presentation and lack of bias / The skill of solving problems through group dialogue
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-		When did Rome fall?	Theories of the fall of the empire in the West	lecture	non-specific essay test
2-		What are Diocletian's reforms?	Diocletian's reforms	Lecture and discussion	Conformity testing
3-		When did Christianity appear?	The emergence of Christianity	Discussion	Unspecified essay test
4-		When did Christianity spread in the West and the emergence of heretical movements?	The spread of Christianity and heretical movements	Lecture and discussion	Unspecified essay test
5-		The rise of	Works	Lecture and discussion	Unspecified essay test

		Constantine the Great and the construction of Constantinople	Constantine Great	discussion	
6-		The empire split into two parts	Split of the Roman Empire	Lecture and discussion	Unspecified essay test
7-		The influence of Judaism, Christianity and relationship with it	The relationship Christianity Judaism	Lecture and discussion	Unspecified essay test
8-		The Western Ghout tribes and their role in the Middle Ages	Germanic tribes	Lecture and discussion	Unspecified essay test
9-		The Eastern Ghout tribes and their role in the Middle Ages	Germanic tribes	Lecture and discussion	Unspecified essay test
10-		The Vandals and Huns and their role in the Middle Ages	Germanic tribes	Lecture and discussion	Unspecified essay test
11-		The Merovingian state and founder, Clovis	Merovingians	Lecture and discussion	Unspecified essay test
12-		Successors of Clovis	Merovingians	Lecture and discussion	Unspecified essay test
13-		Justifications for the emergence of the Carolingians	Carolingians	Lecture and discussion	Unspecified essay test
14-		The emergence of Charlemagne and his internal policy	Carolingians	Lecture and discussion	Unspecified essay test

15-		Foreign policy Charlemagne	Carolingians	Lecture a discussion	Unspecific essay test
		Test	Test		
		Charlemagne's successors	Carolingians	Lecture a discussion	Unspecific essay test
		Roman society, classes a employees	Roman society, f section	Lecture a discussion	Unspecific essay test
		Roman society, classes a employees	Roman soci second section	Lecture a discussion	Unspecific essay test
		Introductions feudalism and application	Feudalism	Lecture a discussion	Unspecific essay test
		The ba foundations of t feudal system	Feudalism	Lecture a discussion	Unspecific essay test
		Holy Roman Emp 962-1273	The Holy Ron Empire, Part One	Lecture a discussion	Unspecific essay test
		Holy Roman Emp 962-1273	Holy Ron Empire, Part II	Lecture a discussion	Unspecific essay test
		The Sev Kingdoms England and t Norman Conquest	England	Lecture a discussion	Unspecific essay test
		Politics of William Henry I, Steph and Henry II	England	Lecture a discussion	Unspecific essay test
		The Crusades a their introducti and the Fi Crusade	Crusades	Lecture a discussion	Unspecific essay test
		The rest of t Crusades and th results	Crusades	Lecture a discussion	Unspecific essay test
		The emergence the Capet family France and t policies of Philip and Louis VI	The Cape in Fran	Lecture a discussion	Unspecific essay test
		Politics of Louis V	The Cape in Fran	Lecture a	Unspecific

		Philip II, Louis V and Louis IX		discussion	essay test
		Philip IV's domestic and foreign policy	The Cape in France	Lecture and discussion	Unspecified essay test
		Pope Boniface VIII and papal captivity	Papal captivity	Lecture and discussion	Unspecified essay test
		Test	Test		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Abdel Qader Ahmed Al-Youssef, History of Europe in the Middle Ages Muhammad Muzaffar Al-Adhami, History of Europe in the Middle Ages Muhammad Muhammad Saleh, History of Europe in the Middle Ages
Main references (sources)	Fisher, History of Europe in the Middle Ages
Recommended books and references (scientific journals, reports...)	Iraqi academic journals and paper books in the college library
Electronic References, Websites	Electronic libraries such as Al-Noor Library, Mustafa Library, and others

Course Description Form

1. Course Name:	
Historical research method	
2. Course Code:	
3. Semester / Year:	
2023–2024	
4. Description Preparation Date: 17/9/2023	
5. Available Attendance Forms:	
attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2	
7. Course administrator's name (mention all, if more than one name)	
Name:	
Email: Prof. Dr. Asaad Hamid Abu Bushna	
8. Course Objectives	
Course Objectives	1– Learn about how the historical research method has developed. 2–Understanding how to write historical research. 3–Knowing the stages of research 4–Knowing the aspects of research. 5–Understand each aspect individually 6– Comparison of how research is written in different disciplines in history (modern, ancient, Islamic).....
9. Teaching and Learning Strategies	
Strategy	1. Participation 2. Inquiry-based teaching 3. Higher-order thinking questions 4. Effective interrogation techniques

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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-		Emotional-skillful	The concept history and benefits studying it	Lect re-disc sion	Achievemen tests preparing o reports
			The concept of history - the historical event - Historical terms		
			Benefits of reading and studying history - quality of a historian		
2-			Sciences and a supporting study of history		
			Language literature		
			Archeology a geography		
3-			Meeting-Computer-Intern		
4-			Choose a topic a draw		
			Plan - determini jurisdiction		
5-			Conditions choosing a topic		

			How to choose topic		
			Determine address		
6-			Draw a research plan		
7-			Collection historical material		
			Methods collecting texts		
8-			Sorting historical material		
			Writing the body of the research		
9-			Before writing		
			Criticism of sources		
10-			Preference narratives		
11-			Initial writing		
			Writing ritual		
12-			Citation organization article-style		
			Research footnotes and supplements		
13-			Titles introduction		
			Introduction, source analysis and conclusion		
14-			Appendices, tables and gene indexes		

			Sources, references, a English summary		
15-			After writing t thesis a dissertation		
			Discussion publishing t thesis or thesis		

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11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Fadel Jaber: Lectures on the historical research method

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Louis Gottschalk: How to Understand History

Main references (sources)

Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:	
Al-Muthanna University / College of Education/Department of History	
2. Course Code:	
History/ Foundations of education	
3. Semester / Year:	
2023-2024	
4. Description Preparation Date: 31/1/2024	
5. Available Attendance Forms:	
Alsanawiu/ annual	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 saeat / thalathwun asbue biwaqie saeatayn likuli ausbu	
7. Course administrator's name (mention all, if more than one name)	
Name: DR. MAHA MEZHER KANI Email: maha.mezher@mu.edu.iq	
8. Course Objectives	
Course Objectives	1- Students' knowledge and understanding. 2- Creating social harmony among students. 3 - Compensating for shortcomings, any, or differences in viewpoints. 4- Planning the curriculum in a way that suits the culture of society.....
9. Teaching and Learning Strategies	
Strategy	A- Cognitive objectives B- For the student to become familiar with teaching methods and techniques. C- 2-How to prepare and plan and their importance for the lesson. D- 3- Applying what the student has learned from the stages of Abbasid history regarding weakness and strength and translating them into work behavior in the scientific field E- 4- Increase learning skills and earn more through purposeful and useful education

	programs. F- 5- Enjoying educational behavior that aims to complete educational and guidance plan G- - The skills objectives of the course H- Increasing the experiences of students learning the course. I- 2- Trying to link the course vocabulary to the labor market. J- 3 - Qualifying students and preparing them mentally and intellectually to receive workshops and seminars related to the labor market. K- 4- Trying to employ students and qualify them for future work in the private sector. L- Emotional and value goals: M- C1- That the student interacts with the optimal method of teaching. N- C2- Encouraging workshops related to the labor market. O- C3- Educating, preparing and qualifying the student to find job opportunities in the private sector.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Bachelor's degree in history	The concept of education and its necessity, the goals and functions of education and its connection with other sciences	Lecture and discussion	Class performance and exams
2-	2		The importance of studying the history of education - ancient and primitive education in ancient Eastern societies	discussion	feedback
3-	2		Chinese education Education among Babylonians Education among Persians - Education	/	

			among the ancient Egyptians		
4-	2		Arab education in pre-Islamic era Islamic education, goals, contents and philosophy	Interrogation method	oral test
5-	2		Education in Western societies Education in contemporary societies in the 20th-21st century AD	/	Class performance exams
6-	2		The nature of philosophy - concept of philosophy and the relations between philosophy and education	Discussion	feedback
7-	2		Types of philosophy: idealism, realism, existentialism, Marxism	Text standard method	feedback
8-	2		Islamic philosophy, nature and principles	Interrogation	feedback
9-	2		The concept of culture elements of culture characteristics of culture	Discussion	feedback
10-	2		Functions of culture levels of culture - global of culture	lecture	oral test
11-	2		The relationship between culture to education definition of education and cultural behavior cultural change and its factors	lecture	feedback
12-	2		The concept of society the elements and characteristics of society - educational principles of society -	Text standard method	feedback

			relationship of culture to society		
13-	2		Social change - concept characteristics difficulties in studying change	Discussion	oral test
14-	2		Stages of social change obstacles to social change and mediators - relationship of social change to education	Text and standard method	Class performance and exams
15-	2		Social control education and socialization - how social mobility occurs	Discussion	feedback
Holidays					
1	2		Learning theories relational theory cognitive theory (Gestalt) - employing learning theories educational activity	lecture	Class performance and exams
2	2		Thinking - intelligence memory and its types	Discussion	feedback
3	2		Intelligence and retention - individual differences - needs and motivations	Discussion	feedback
4	2		Studying the basic concepts in education the learner (pupil) - teacher - foundations of teaching preparation	Interrogation	oral test
5	2		Educational curriculum teaching methods and strategies	Interrogation	Class performance and exams
6	2		Evaluation strategies and tools	Discussion	feedback
7	2		The school, its nature and functions - family - non-specialized means of education	Text and standard method	feedback
8	2		Alternative education early childhood educational programs	Interrogation	oral test

			and environments		
9	2		Economics of Education - Education and Development Education and Economic Growth	Discussion	feedback
10	2		Underdevelopment and development - planning for the comprehensive development of state	lecture	feedback
11	2		The concept of educational innovation - the advantages and fields of educational innovation	lecture	feedback
12	2		Models of educational innovations - use of technology and computers - adult education - curriculum integration - school climate	Text and standard method	feedback
13	2		Studying the reality of education in the Arab world	Discussion	oral test
14	2		Problems of education in the Arab world philosophical foundations of Arab education	Text and standard method	Class performance and exams
15	2		The goals of education in the Arab world - Arab world's need for education - a review of some sources.	Discussion	feedback

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Formative assessment with daily exams. Observing the student's performance in class discussions and homework and following up on the student's performance in the classroom evaluation.

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

The method of giving lectures, discussions, and directing questions to students to determine the students' response to this through synchronous and integrated education, preparing reports and scientific research that serve the community, and preparing for the labor market through cooperation between the public and private sectors.

1- Asking students questions, discussion, and feedback. Questioning and brainstorming. Persuasive and emotional dialogue.

- 2- Conducting dialogues between students to enhance confidence.
- 3- Activating the students' role at the end of the lesson by repeating what they understood from the material
- Conducting oral exams.
- Conducting written tests

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Educational foundations subject: 1 Introduction to the science of education / Khaled Muhammad Abu Shaira 2-Ibrahim Nasser/Foundations of Education
Main references (sources)	Introduction to education / Khaled Muhammad Abu Shaira
Recommended books and references (scientific journals, reports...)	Saleh Henry/Foundations of Education
Electronic References, Websites	Iraqi academic journals website

Course Description Form

1. Course Name:	
The history of Europe in the Renaissance until the French Revolution	
2. Course Code:	
3. Semester / Year:	
Year 2023–2024	
4. Description Preparation Date: 25/3/2024	
Year	
5. Available Attendance Forms:	
Year	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Year	
7. Course administrator's name (mention all, if more than one name)	
Name:	
Email:	
8. Course Objectives	
Course Objectives	• • 1. That the student understands justifications for the European Renaissance • 2. For the student to become familiar with the causes and results of the geographical exploration movement • 3. The student discovers the nature of wars that took place, especially the religious ones, and their social and economic effects • 4. That the student understands the causes and results of the religious reform movement in Europe • 5. The student will learn about the course of the succession wars in Europe during the Renaissance • 6. The student will be provided with detailed information about the heretical and reform movements in Europe during the Renaissance.....

9. Teaching and Learning Strategies

Strategy	Cognitive goals. When and how the Renaissance appeared and its artistic, literary and scientific effects When and how did the geographical exploration movement appear Know the details of the religious reform movement and the counter-reformation movement Providing information about political developments in Europe during the European Renaissance Knowledge of the religious wars and succession wars that took place in Europe Knowledge of the most prominent international treaties and agreements in Europe during the European Renaissance Strategy skills The skill of critical thinking about historical text/the skill of neutrality in presentation and lack of bias / The skill of solving problems through group dialogue
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-		What is the European Renaissance?	What is the European Renaissance? Introduction to the European Renaissance Lecture and non-specific essay test	lecture	non-specific essay test
2-		How the Renaissance developed artistically, literary and scientifically	Manifestations of the European Renaissance	Lecture and discussion	Conformity testing
3-		What are the motives for the geographical exploration movement?	Reasons for the geographical exploration movement	Discussion	Unspecified essay test

		of geographical exploration movement	exploration movement		
4-		How did the geographical exploration movement take place and results?	The course and results of the geographical exploration movement	Lecture and discussion	Unspecified essay test
5-		Reasons and motives for the French wars with the Holy Roman Empire	Reasons and motives for the French wars with the Holy Roman Empire France and the Italian Wars First Section	Lecture and discussion	Unspecified essay test
6-		How did the French Wars and the Treaty of Catempress develop?	France and the Italian Wars Part Two	Lecture and discussion	Unspecified essay test
7-		Motives and introduction to the religious reform movement	Reasons for the religious reform movement	Lecture and discussion	Unspecified essay test
8-		Martin Luther movement in German Religious reform Germany	Religious reform in Germany	Lecture and discussion	Unspecified essay test
9-		The revolution of the peasants and knights and the failure	Religious reform in Germany	Lecture discussion and	Unspecified essay test

10-		Zongli movement in Switzerland	Religious Reformation Switzerland	Lecture and discussion	Unspecified essay test
11-		John Calvin movement France	Religious Reformation France	Lecture and discussion	Unspecified essay test
12-		Intellectual comparisons between reformers' proposals	Religious reformation in Europe	Lecture and discussion	Unspecified essay test
13-		What are the results of religious reform in Europe?	Results of religious reformation in Europe	Lecture and discussion	Unspecified essay test
14-		How did the French government confront religious reformation?	France and religious reformation movement	Lecture and discussion	Unspecified essay test
15-		How introductions at early stages of the Thirty Years' War?	The Thirty Years War, Part One	Lecture and discussion	Unspecified essay test
		Test	Test		
		How the Thirty Years War unfolded and results	The Thirty Years War, Part Two	Lecture and discussion	Unspecified essay test
		The results of the Wars of the Roses and the policy of Henry VII	England during the sixteenth century	Lecture and discussion	Unspecified essay test
		Henry VIII and the policy of Reformation	Henry VIII and the policy of Reformation in England during the sixteenth century	Lecture and discussion	Unspecified essay test
		How did political developments	England during the sixteenth century	Lecture and discussion	Unspecified essay test

		take place England 154 1606?	century		
		The intern politics of Fran during the reign Louis XIV	The era French supremacy	Lecture a discussion	Unspecifie essay test
		Foreign policy France during t reign of Louis XI	The era French supremacy	Lecture a discussion	Unspecifie essay test
		Political developments England 162 1649	Britain duri the seventeen century	Lecture a discussion	Unspecifie essay test
		The Engl Republic and t justifications its failure	Britain duri the seventeen century	Lecture a discussion	Unspecifie essay test
		The return of t monarchy and t Revolution 1688	Britain duri the seventeen century	Lecture a discussion	Unspecifie essay test
		The Principality Kiev and t emergence Russia	Russia duri the Renaissanc	Lecture a discussion	Unspecifie essay test
		Russia during t reign of Peter t Great	Russia duri the Renaissanc	Lecture a discussion	Unspecifie essay test
		Prussia and t problem of t struggle for t throne	Prussia duri the Renaissanc first section	Lecture a discussion	Unspecifie essay test
		Prussia and t problem of t struggle for t throne	Prussia duri the Renaissanc Section II	Lecture a discussion	Unspecifie essay test
		Introduction the wars of t eighteenth century	Wars of t eighteenth century	Lecture a discussion	Unspecifie essay test
		The course of t wars of t	Wars of t eighteenth	Lecture a discussion	Unspecifie essay test

		eighteenth century	century		
		Test	Test		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Muhammad Muzaffar Al-Adhami, History the European Renaissance Muhammad Muhammad Saleh, History Europe during the Renaissance
Main references (sources)	Abdul Hamid Al-Batriq, The History Modern Europe from the Renaissance to the Vienna Conference
Recommended books and references (scientific journals, reports...)	Iraqi academic journals and paper books the college library
Electronic References, Websites	Electronic libraries such as Al-Noor Library, Mustafa Library, and others