

د. عبدالله
محمد انور و موهبي

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



Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:



Head of Department Name:

Prof. Dr. Abdullah Salih Ali

Signature:

Scientific Associate Name:

Prof. Dr. Nazar Fadhil Hussin

Date:

9-2-2025

كلية الآداب



Date:

9/2

The file is checked by: Asst. Prof. Dr. Khaled Izhayl Shehaab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:



Approval of the Dean
Prof. Dr. Mrbid Salih Dhamen

1. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

2. Program Mission

1. Providing students with distinctive educational experiences.
2. Preparing highly qualified graduates to meet the needs of the labor market.
3. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
4. Enhancing creativity and critical thinking among students.
5. Meeting the needs of society in the educational, research, media, and cultural fields.

3. Program Objectives

1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
2. Excellence in scientific research, supporting it, and directing it to serve the community.
3. Preparing specialists in the fields of community knowledge.
4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to community fields to departments and local community institutions

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | 35 | 168 | | Mandatory |
| Summer Training | None | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Psychology Learning Outcomes Statement 2 | 2 | |
| First Learning Outcomes 3 | SO1SIS07 | Computer Learning Outcomes Statement 3 | 3 | |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Philosophy Learning Outcomes Statement 4 | 4 | |
| Second Learning Outcomes 5 | SO1S2PS10 | Social Psychology Learning Outcomes Statement 5 | 5 | |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
 2. Using technological educational tools as teaching aids (educational films, electronic lectures).
 3. Self-learning method by supporting the learner-centered learning environment.
 4. Encouraging students to use the library as one of the learning methods.
-

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | | |
|---------------------------------------|--|--------------------------|---|------------------------------|----------|--|
| | General | Special | | Staff | Lecturer | |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff | |
| Prof. Dr. Abdullah Salih Ali | Society | Anthropology | | | Staff | |
| Prof. Dr. Maad Saber Rajab | History | Modern History | | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |

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| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
- 3- Conducting field research and studies
- 4- Research teams

12. Acceptance Criterion

- 1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
- 2- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.
- 3- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.
- 4- The student must submit an examination showing that he is free from disabilities and diseases.

13. The most important sources of information about the program

- 1- The college and university website.
- 2- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

14. Program Development Plan

- 1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.
- 2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- 3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Introduction to Anthropology | |
| 2. Course Code: | |
| SO1SIS03 | |
| 3. Semester / Year: | |
| 2025-2024 | |
| 4. Description Preparation Date: | |
| 2025/2/1 | |
| Available Attendance Forms: | |
| In-person (classrooms) | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 3 hours per week / 6 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Prof. Dr. Abdullah Salih Ali Email: dr_abidzab80@tu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • The Anthropology course aims to introduce students to the role of anthropology in understanding and studying the nature of society. • The course aims to familiarize students with the social structure, social cultural patterns, and cultural elements and components. • It acquaints students with modern trends in the field of cultural anthropology. • It acquaints students with the extent to which cultural anthropology contributes to enriching the scientific understanding of human nature and culture. |
| 9. Teaching and Learning Strategies | |

| | |
|-----------------|---|
| Strategy | <ul style="list-style-type: none"> • Study and clarify the curriculum vocabulary in line with what was approved by the sector committee for sociology departments. • Prepare graduation projects for the final stage and according to the department's policy. • Field visits. |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|--------------|---|--|------------------------|--------------------------|
| 1 | 3 | Students' knowledge of the definition of anthropology and the nature of its study | Chapter One: | Lectures | Questions and Discussion |
| 2 | 3 | Knowledge of the concept of anthropology and its objectives | Definition of Anthropology and the Nature of Its Study | Lectures | Questions and Discussion |
| 3 | 3 | Knowledge of the origins of anthropology and its history | The Concept of Anthropology and Its Objectives | Lectures | Questions and Discussion |
| 4 | 3 | Knowledge of the relationship of anthropology to other sciences | The Origin and History of Anthropology | Lectures | Questions and Discussion |
| 5 | 3 | Knowledge of the relationship of anthropology to sociology | Chapter Two | Lectures | Questions and Discussion |
| 6 | 3 | Knowledge of the relationship of anthropology to geography | The Relationship of Anthropology to Other Sciences | Lectures | Questions and Discussion |
| 7 | 3 | Determine the relationship of anthropology to biology | First: The Relationship of Anthropology to Sociology | Lectures | Questions and Discussion |
| 8 | 3 | Review the relationship of anthropology to philosophy | Third: The Relationship of Anthropology to Geography | Lectures | Questions and Discussion |
| 9 | 3 | Knowledge of the relationship of anthropology to science to psychology | Second: The Relationship of Anthropology to Biology | Lectures | Questions and Discussion |
| 10 | 3 | Knowledge of the relationship of anthropology to science to archaeology | Third-The Relationship of Anthropology to Philosophy | Lectures | Questions and Discussion |

| | | | | | |
|----|---|---|---|----------|--------------------------|
| 11 | 3 | Knowledge of the relationship of anthropology to science to history | Fourth-The Relationship of Anthropology to Psychology | Lectures | Questions and Discussion |
| 12 | 3 | Aspiration to know the relationship of anthropology to science to religion | Fifth-The Relationship of Anthropology to Archeology | Lectures | Questions and Discussion |
| 13 | 3 | Knowledge of branches and sections of anthropology | Sixth-The Relationship of Anthropology to History | Lectures | Questions and Discussion |
| 14 | 3 | Knowledge of physical anthropology | Seventh-The Relationship of Anthropology to Religion | Lectures | Questions and Discussion |
| 15 | 3 | Knowledge of globalization and its impact on society | Chapter Three | Lectures | Questions and Discussion |
| 16 | 3 | Knowledge of psychological anthropology | Branches of Anthropology | Lectures | Questions and Discussion |
| 17 | 3 | Knowledge of cultural anthropology | First: Physical Anthropology | Lectures | Questions and Discussion |
| 18 | 3 | Knowledge of social anthropology | Second: Globalization Anthropology | Lectures | Questions and Discussion |
| 19 | 3 | Knowledge of economic anthropology | Second: Psychological Anthropology | Lectures | Questions and Discussion |
| 20 | 3 | Knowledge of trends in the study of anthropology | Third: Cultural Anthropology | Lectures | Questions and Discussion |
| 21 | 3 | Knowledge of the beginnings and history of anthropology | Fourth: Social Anthropology | Lectures | Questions and Discussion |
| 22 | 3 | Knowledge of contemporary trends in the study of anthropology | Fifth: Economic Anthropology | Lectures | Questions and Discussion |
| 23 | 3 | Knowledge of the trend | Chapter Four | Lectures | Questions and Discussion |
| 24 | 3 | Students' knowledge of the definition of anthropology and the nature of its study | Trends in the Study of Anthropology | Lectures | Questions and Discussion |
| 25 | 3 | Knowledge of the concept of anthropology and its objectives | First- Beginning | Lectures | Questions and Discussion |
| 26 | 3 | Knowledge of the origins of anthropology and its history | Chapter One: | Lectures | Questions and Discussion |
| 27 | 3 | Knowledge of the relationship of | Definition of Anthropology and the | Lectures | Questions and Discussion |

| | | | | | |
|----|---|--|--|----------|--------------------------|
| | | anthropology to other sciences | Nature of Its Study | | |
| 28 | 3 | Knowledge of the relationship of anthropology to sociology | The Concept of Anthropology and Its Objectives | Lectures | Questions and Discussion |
| 29 | 3 | Knowledge of the relationship of anthropology to geography | The Origin and History of Anthropology | Lectures | Questions and Discussion |
| 30 | 3 | Determine the relationship of anthropology to biology | Chapter Two | Lectures | Questions and Discussion |
| 31 | 3 | Review the relationship of anthropology to philosophy | The Relationship of Anthropology to Other Sciences | Lectures | Questions and Discussion |
| 32 | 3 | Knowledge of the relationship of anthropology to science to psychology | First: The Relationship of Anthropology to Sociology | Lectures | Questions and Discussion |

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| 11. Course Evaluation | | | | | |
| • Annual periodic evaluation of the curriculum and its conformity with what was approved by the sectorial committees. | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

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**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



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2025

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Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:

Head of Department Name:

Prof. Dr. Abdullah Salih Ali

Date:

9-2-2025

Signature:

Scientific Associate Name:

Prof. Dr. Nazar Fadhil Hussin

Date:

9/2



The file is checked by: Asst. Prof. Dr. Khaled Irhayl Shehaab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean
Prof. Dr. Mrbid Salih Dhamen

1. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

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1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
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3. Preparing specialists in the fields of community knowledge.
4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to community fields to departments and local community institutions

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | 35 | 168 | | Mandatory |
| Summer Training | none | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Psychology Learning Outcomes Statement | 2 | 2 |
| First Learning Outcomes 3 | SO1SIS07 | Computer Learning Outcomes Statement | 3 | 1 |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Philosophy Learning Outcomes Statement | 4 | 2 |
| Second Learning Outcomes 5 | SO1S2PS10 | Social Psychology Learning Outcomes Statement | 5 | 2 |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
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| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
 2. Using technological educational tools as teaching aids (educational films, electronic lectures).
 3. Self-learning method by supporting the learner-centered learning environment.
 4. Encouraging students to use the library as one of the learning methods.
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10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---------------------------------------|--|--------------------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff | |
| Prof. Dr. Abdullah Salih Ali | Society | Anthropology | | | Staff | |
| Prof. Dr. Maad Saber Rajab | History | Modern History | | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff | |
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| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |

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|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
- 3- Conducting field research and studies
- 4- Research teams

12. Acceptance Criterion

- 1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
- 2- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.
- 3- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.
- 4- The student must submit an examination showing that he is free from disabilities and diseases.

13. The most important sources of information about the program

- 1- The college and university website.
- 2- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

14. Program Development Plan

- 1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.
- 2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- 3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Course Description Form

| | |
|---|--|
| 1. Course Name: | |
| Cultural Sociology | |
| 2. Course Code: | |
| SO1S3ST24 | |
| 3. Semester / Year: | |
| 2025-2024 | |
| 4. Description Preparation Date: | |
| 2025/2/1 | |
| 5. Available Attendance Forms: | |
| In-person (classrooms) | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 2 hours per week / 4 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Prof. Dr. Abdullah Salih Ali Email: dr_abidzab80@tu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • The Anthropology course aims to introduce students to the role of cultural anthropology in understanding and studying the nature of society. • The course aims to familiarize students with the social structure, social cultural patterns, and cultural elements and components. • It acquaints students with modern trends in the field of cultural anthropology. • It acquaints students with the extent to which cultural anthropology contributes to enriching the scientific understanding of human nature and culture. |
| 9. Teaching and Learning Strategies | |

| | | | | | |
|----|---|--|--|----------|--------------------------|
| | | important crystallized approaches from the cultural anthropological school | Methods of the Cultural Anthropology School | | |
| 13 | 2 | Knowledge of the comparative approach | 1- Comparative | Lectures | Questions and Discussion |
| 14 | 2 | Knowledge of the historical approach | 2- Historical | Lectures | Questions and Discussion |
| 15 | 2 | Knowledge of the functional structural approach | 3- Functional | Lectures | Questions and Discussion |
| 16 | 2 | Knowledge of a new vision in the emergence and development of cultural anthropology approaches | First - A New Vision in the Emergence and Development of Cultural Anthropology Methods | Lectures | Questions and Discussion |
| 17 | 2 | Aspiration to know the characteristics of culture | Characteristics of Culture | Lectures | Questions and Discussion |
| 18 | 2 | Knowledge of the theories of cultural anthropology | Chapter Four: Theories of Cultural Anthropology | Lectures | Questions and Discussion |
| 19 | 2 | Knowledge of the evolutionary theory | Section One: Evolutionary Theory | Lectures | Questions and Discussion |
| 20 | 2 | Knowledge of the diffusion theory | Section Two: Diffusion Theory | Lectures | Questions and Discussion |
| 21 | 2 | Knowledge of the functional and psychological structural theory | Section Three: Functional and Psychological Structural Theory | Lectures | Questions and Discussion |
| 22 | 2 | Knowledge of the new ethnography | Section Four: New Ethnography | Lectures | Questions and Discussion |
| 23 | 2 | Knowledge of civilization, its components and characteristics | Chapter Three: Civilization, Its Components and Characteristics | Lectures | Questions and Discussion |
| 24 | 2 | Knowledge of civilization and its components | Chapter Five: Civilization | Lectures | Questions and Discussion |
| 25 | 2 | Understanding and knowing the concept and meanings of civilization | First - Philosophy of Science Regarding the Emergence and Development of Cultural Anthropology | Lectures | Questions and Discussion |
| 26 | 2 | Knowledge of the components of civilization | Second - A - Basic Concepts as Guiding Models | Lectures | Questions and Discussion |
| 27 | 2 | Knowledge of civilization, integration and behavior | B - Propositions of Many Schools | Lectures | Questions and Discussion |
| 28 | 2 | Knowledge of civilization: constants | C - Contemporary Founding Scholars | Lectures | Questions and Discussion |
| 29 | 2 | Knowledge of the philosophy of science regarding the | Third - A Theoretical Proposal with Combining the Field | Lectures | Questions and Discussion |

| | | | | | |
|-----------|----------|---|--|-----------------|---------------------------------|
| | | emergence and development of cultural anthropology | Side of the Reality of Iraqi Society Where the Proposal is in the Form of a Systematic Structure Addressing | | |
| 30 | 2 | Knowledge of basic concepts as guiding models | 1- Subcultures | Lectures | Questions and Discussion |
| 31 | 2 | Knowledge of the proposals of many schools | 2- Cultural Relativity | Lectures | Questions and Discussion |
| 32 | 2 | Knowledge of contemporary founding scholars | 3- Sectors of Culture | Lectures | Questions and Discussion |

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| • Annual periodic evaluation of the curriculum and its conformity with what was approved by the sectorial committees. | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

-12- *class*
2025

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



Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:

Head of Department Name:

Prof. Dr. Abdullah Salih Ali

Date:

9-2-2025

Signature:

Scientific Associate Name:

Prof. Dr. Nazar Fadhil Hussin

Date:

9/2

The file is checked by: Asst. Prof. Dr. Khaled Irbayl Shehaab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean
Prof. Dr. Mrbid Salih Dhamen

1. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

2. Program Mission

1. Providing students with distinctive educational experiences.
2. Preparing highly qualified graduates to meet the needs of the labor market.
3. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
4. Enhancing creativity and critical thinking among students.
5. Meeting the needs of society in the educational, research, media, and cultural fields.

3. Program Objectives

1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
2. Excellence in scientific research, supporting it, and directing it to serve the community.
3. Preparing specialists in the fields of community knowledge.
4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to community fields to departments and local community institutions

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | 35 | 168 | | Mandatory |
| Summer Training | None | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|----------------------------|-------------|---|--------------|-----------|
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Psychology Learning Outcomes Statement | 2 | 2 |
| First Learning Outcomes 3 | SO1SIS07 | Computer Learning Outcomes Statement | 3 | 1 |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Philosophy Learning Outcomes Statement | 4 | 2 |
| Second Learning Outcomes 5 | SO1S2PS10 | Social Psychology Learning Outcomes Statement | 5 | 2 |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
2. Using technological educational tools as teaching aids (educational films, electronic lectures).
3. Self-learning method by supporting the learner-centered learning environment.
4. Encouraging students to use the library as one of the learning methods.

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
|---|--|--------------------------|---|------------------------------|----------|
| | General | Special | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | Staff | |
| Prof. Dr. Abdullah Salih Ali | Society | Anthropology | | Staff | |
| Prof. Dr. Maad Saber Rajab | History | Modern History | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | Staff | |
| Dr. omar muayad mahmood | Law | Commercial law | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | Staff | |

| | | | | | | |
|---|--|------------------------|--|--|-------|--|
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
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Course Description Form

| | |
|---|--|
| 1. Course Name: | |
| Introduction to Social Work | |
| 2. Course Code: | |
| SO1SIS02 | |
| 3. Semester / Year: | |
| 2025 \ 2024 | |
| 4. Description Preparation Date: | |
| 2025 \ 2 \ 2 | |
| 5. Available Attendance Forms: | |
| In-person (classrooms) | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 2 hours per week 4 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name. Asst. Prof. Sarmed Jassim Mohammed Email: sa.a761@tu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>1) The course aims to provide students with social control variables and their importance in social studies and adopt them as indicators to measure social phenomena.</p> <p>2) One of the goals of social control is to study the management of control in social institutions, introduce social institutions to that, and identify the organizational units or levels of society, etc.</p> <p>3) It aims to critically review the most important contemporary theoretical approaches, as it presents a general social awareness that aims to advance social reality, and focuses on a social system that is summed up in deepening and concentrating the role of the social researcher in the field of social control as it is a civilizational crisis for all societies that aspire to advancement and aspire to advancement.</p> <p>4) This science aims to present applied studies in control, which reveal that the theory of social control has a high degree of growth and integration, such that it serves as a guide for research conducted in various social, industrial, and other organizations.</p> |
| 9. Teaching and Learning Strategies | |

| | |
|-----------------|---|
| Strategy | <p>In-depth group discussion, choosing the best and most appropriate solution, brainstorming, education to train the student on</p> <p>The basic skills of the subject, presenting many ideas so that the student becomes an active thinker and investigates</p> <p>Deeper topics in their applied fields, creating an atmosphere of interest and excitement for thought to lead to deeper understanding.</p> |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|--|-----------------|--------------------------|
| 1 | 3 | Know what the concept is | Chapter One: | Lectures | Questions and Discussion |
| 2 | 3 | Introduction to social service | What is the concept of social service science? | Lectures | Questions and Discussion |
| 3 | 3 | The concept of historical genesis | Historical genesis | Lectures | Questions and Discussion |
| 4 | 3 | Introduction to social service | Introduction to social service | Lectures | Questions and Discussion |
| 5 | 3 | Knowing the origins of the social service entrance | Knowing the origins of the social service entrance and its history | Lectures | Questions and Discussion |
| 6 | 3 | Knowledge of the introduction to social service and its relationship to socialization | The process of upbringing | Lectures | Questions and Discussion |
| 7 | 3 | Knowledge of social service introduction to the components of building elements | First: the human element | Lectures | Questions and Discussion |
| 8 | 3 | Knowledge of the philosophy of social service entrance | Second: the material element | Lectures | Questions and Discussion |
| 9 | 3 | Basics of social service introduction | Fifth: The relationship of the social service approach to psychology | Lectures | Questions and Discussion |
| 10 | 3 | View the social service portal | Sixth: The relationship of the social service approach to psychology | Lectures | Questions and Discussion |
| 11 | 3 | relationship of the social service approach to economics | Seventh - The relationship between | Lectures | Questions and Discussion |

| | | | | | |
|----|---|--|--|----------|--------------------------|
| 12 | 3 | Looking forward to knowing the relationship of the social service entrance to statistics | the social service approach and economics | Lectures | Questions and Discussion |
| 13 | 3 | Knowing the relationship of the social service entrance to medical science | Eighth: The relationship of the social service approach to statistics | Lectures | Questions and Discussion |
| 14 | 3 | Knowing the relationship of the social service entrance to political science | The relationship of the social service introduction to medical science | Lectures | Questions and Discussion |
| 15 | 3 | Knowing the most important goals of social service | Social service goals | Lectures | Questions and Discussion |
| 16 | 3 | Knowledge of the integration of humanities | Integration of social service methods | Lectures | Questions and Discussion |
| 17 | 3 | Knowing the relationship of social service to social care | Social care in heavenly religions | Lectures | Questions and Discussion |
| 18 | 3 | Know the most important trends | Social solidarity | Lectures | Questions and Discussion |
| 19 | 3 | Social service with social care | Islam, social care, Islam, education, health and childhood | Lectures | Questions and Discussion |
| 20 | 3 | Knowledge of individual service | Case study | Lectures | Questions and Discussion |
| 21 | 3 | See the first interview | The perfect place for the first interview | Lectures | Questions and Discussion |
| 22 | 3 | Know the case study | How to end the first interview | Lectures | Questions and Discussion |
| 23 | 3 | Knowledge of control and organization in the first interview | Report content | Lectures | Questions and Discussion |
| 24 | 3 | Knowledge of the professional relationship | The professional relationship is in the service of the individual | Lectures | Questions and Discussion |
| 25 | 3 | Know the characteristics of a professional relationship | The professional relationship as a therapeutic tool | Lectures | Questions and Discussion |
| 26 | 3 | Know the sources of information | Client and live sources of information | Lectures | Questions and Discussion |
| 27 | 3 | Knowledge of social diagnosis | Concepts of social diagnosis and its components | Lectures | Questions and Discussion |

| | | | | | |
|----|---|--------------------------------|--|----------|--------------------------|
| 29 | 3 | Knowledge of social therapy | Modern social treatment methods | Lectures | Questions and Discussion |
| 30 | 3 | Knowledge of community service | Concepts of how to serve the group, its history and philosophy | Lectures | Questions and Discussion |
| 31 | 3 | Knowledge of socialization | Stages of socialization | Lectures | Questions and Discussion |
| 32 | 3 | Human intrinsic motivation | Motives and their types | Lectures | Questions and Discussion |

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11. Course evaluation

- 1- Written exams
- 2- Oral questions
- 3- Finding out how to analyze and find relationships between social variables.
- 4- How to analyze and interpret the results of these social variables

12. Learning and teaching resources

. According to what is approved by the responsible authorities in this field, as well as what is provided by the subject professor.

The main approaches to sociology, and everything issued is up to date to keep pace with the development of science.

All scientific journals concerned with the social sciences and published by reputable and recognized scientific institutions.

Everything found on international scientific platforms, and the websites of local, Arab and international academic institutions

الحسابات
٥٠٠ / ١٠٠ -

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



Academic Program and Course Description Guide

2025

الحسابات
٥٠٠ / ١٠٠ -

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



Academic Program and Course Description Guide

2025

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University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:

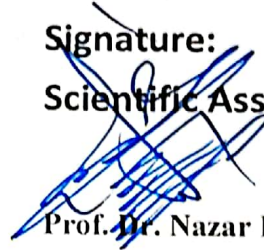


Head of Department Name:

Prof. Dr. Abdullah Salih Ali

Date: 9-2-2025

Signature:



Scientific Associate Name:

Prof. Dr. Nazar Fadhil Hussin

Date:

9/2



The file is checked by: Asst. Prof. Dr. Khaleed Ithayl Shehaab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:



Approval of the Dean
Prof. Dr. Mrbid Salih Dhamen

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3. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
4. Enhancing creativity and critical thinking among students.
5. Meeting the needs of society in the educational, research, media, and cultural fields.

3. Program Objectives

1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
2. Excellence in scientific research, supporting it, and directing it to serve the community.
3. Preparing specialists in the fields of community knowledge.
4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to community fields to departments and local community institutions

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | 35 | 168 | | Mandatory |
| Summer Training | None | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Psychology Learning Outcomes Statement | 2 | |
| First Learning Outcomes 3 | SO1SIS07 | Computer Learning Outcomes Statement | 3 | |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Philosophy Learning Outcomes Statement | 4 | |
| Second Learning Outcomes 5 | SO1S2PS10 | Social Psychology Learning Outcomes Statement | 5 | |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
2. Using technological educational tools as teaching aids (educational films, electronic lectures).
3. Self-learning method by supporting the learner-centered learning environment.
4. Encouraging students to use the library as one of the learning methods.

10. Evaluation methods

- 1- Oral questions
- 2- Written exams
- 3- Daily participation
- 4- Completing daily reports and meals

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
|---------------------------------------|--|--------------------------|---|------------------------------|----------|
| | General | Special | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | Staff | |
| Prof. Dr. Abdullah Salih Ali | Society | Anthropology | | Staff | |
| Prof. Dr. Maad Saber Rajab | History | Modern History | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | Staff | |

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
- 3- Conducting field research and studies
- 4- Research teams

12. Acceptance Criterion

- 1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
- 2- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.
- 3- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.
- 4- The student must submit an examination showing that he is free from disabilities and diseases.

13. The most important sources of information about the program

- 1- The college and university website.
- 2- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

14. Program Development Plan

- 1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.
- 2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- 3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Program Skills Outline

Required program Learning outcomes

| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | | Skills | | | | Ethics | | | | | | |
|------------|-------------|------------------------------|-------------------|-----------|----------|---------------------------|-------|----|----|--------|----|----|----|--------|----|---|---|---|---|---|
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | | | | | |
| | | | | First | SO1SIS01 | Introduction to Sociology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS02 | Introduction to Social Work | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS03 | Introduction to Anthropology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS04 | English Language | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS05 | Human Rights and Democracy | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS06 | Psychology | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS07 | Computer | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS08 | Arabic Language | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS09 | Philosophy | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Second | SO1S2PS10 | Social Psychology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1S2PS11 | Research Methods | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1S2PS12 | Social Problems | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1S2PS13 | Rural and Urban Sociology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1S2PS14 | Computer | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Course Description Form

| | |
|--|--|
| 1. Course Name: Social Statistics | |
| 2. Course Code: SO1S3ST20 | |
| 3. Semester / Year: 2025-2024 | |
| 4. Description Preparation Date: 2025/2/1 | |
| 5. Available Attendance Forms: In-person (classrooms) | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours per week / 6 units | |
| 7. Course administrator's name (mention all, if more than one name) Name: Prof. Dr. Ban Saber Qaddouri Email: bansaber84@tu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none">• The course aims to study the social relations and phenomena that occur in institutions and community organizations, a quantitative, statistical and analytical study.• Using the quantitative and statistical method in social studies with the aim of conducting field research and studies. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none">• Study and clarify the curriculum vocabulary in line with what was approved by the sector committee for sociology departments.• Prepare graduation projects for the final stage and according to the department's policy. |

• Field visits.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|--|-----------------|--------------------------|
| 1 | 3 | knowledge of the concept of statistics The concept of statistics The importance and definition of statistics The relationship of statistics to social sciences Definition of statistical society | Students' knowledge of the concept of statistics The concept of statistics The importance and definition of statistics The relationship of statistics to social sciences | Lectures | Questions and Discussion |
| 2 | 3 | Knowledge of variables | Sample Variables Some practical terms Qualitative variables and quantitative variables | Lectures | Questions and Discussion |
| 3 | 3 | Knowledge of measurement Measurement Statistical method | Statistical method Data collection Statistical form (questionnaire) Some common errors in data collection | Lectures | Questions and Discussion |
| 4 | 3 | Knowledge of types of samples Types of samples Divided into (probability samples, non-probability samples) Probability samples (simple random sample, stratified random sample, systematic random sample, multi-stage sample) | Knowledge of types of samples Types of samples Divided into (probability samples, non-probability samples) Probability samples (simple random sample, stratified random sample, systematic random sample, multi-stage sample) | Lectures | Questions and Discussion |
| 5 | 3 | Knowledge of situations specific to social psychology Non-probability samples | Non-probability samples Intentional sample Quota sample | Lectures | Questions and Discussion |
| 6 | 3 | Knowledge of the Frequency Distribution Range | Total Range Number of Classes Class Length Minimum and Maximum Class Center Class Frequency | Lectures | Questions and Discussion |

| | | | | | |
|----|---|--|---|----------|--------------------------|
| 7 | 3 | Knowledge of the Frequency Distribution | Frequency Distribution in the Case of Discrete Random Variables | Lectures | Questions and Discussion |
| 8 | 3 | Knowledge of the Frequency Distribution in the Case of Continuous Variable | the Frequency Distribution Frequency Distribution in the Case of Continuous Variable Relative Frequency Distribution | Lectures | Questions and Discussion |
| 9 | 3 | Knowledge of the Ascending Frequency Distribution | Frequency Distribution Ascending Population Divided into Discrete - Continuous Frequency Distribution Descending Population Divided into Discrete - | Lectures | Questions and Discussion |
| 10 | 3 | Knowledge of Geometric Shapes Geometric Shape of Data | Bar Charts Single Bar Charts Complex Bar Charts | Lectures | Questions and Discussion |
| 11 | 3 | Knowledge of the Rectangle Chart | Rectangle Chart Circle Chart | Lectures | Questions and Discussion |
| 12 | 3 | Knowledge of the Frequency Histogram Line Graph | Frequency Histogram | Lectures | Questions and Discussion |
| 13 | 3 | Knowledge of the Frequency Curve | Frequency Polygon Frequency Curve | Lectures | Questions and Discussion |
| 14 | 3 | Knowledge of Curves | Curves Frequency Distributions Discontinuous Ascending Community Frequency Distribution Curve | Lectures | Questions and Discussion |
| 15 | 3 | Knowledge of Statistical Concepts and Symbols | Some Basic Mathematical Concepts and Symbols in Statistics | Lectures | Questions and Discussion |
| 16 | 3 | Knowledge of the Measure of Central Tendency | Measures of Central Tendency | Lectures | Questions and Discussion |
| 17 | 3 | Knowledge of the Arithmetic Mean | Knowledge of the Arithmetic Mean | Lectures | Questions and Discussion |
| 18 | 3 | Knowledge of the Mean Median in Ungrouped Data | Mean in Grouped Data | Lectures | Questions and Discussion |
| 19 | 3 | Knowledge of the Median Median | Knowledge of the Median Median | Lectures | Questions and Discussion |
| 20 | 3 | Knowledge By the mediator The median in the case of ungrouped data | The median in the case of grouped data | Lectures | Questions and Discussion |
| 21 | 3 | Knowledge of the mode Mode | Ungrouped data case Gated data case | Lectures | Questions and Discussion |

| | | | | | |
|----|---|--|---|----------|--------------------------|
| 22 | 3 | Knowledge of the mode properties | Mode properties | Lectures | Questions and Discussion |
| 23 | 3 | Knowledge of the measures of dispersion Measures of dispersion | Range Quarry deviation | Lectures | Questions and Discussion |
| 24 | 3 | Knowledge of variance Mean deviation | Mean deviation Variance | Lectures | Questions and Discussion |
| 25 | 3 | Knowledge of the standard deviation Standard deviation | Coefficient of variation | Lectures | Questions and Discussion |
| 26 | 3 | Knowledge of the measures of relationship | Measure of relationship | Lectures | Questions and Discussion |
| 27 | 3 | Knowledge of the correlation coefficient Simple line correlation coefficient Pearson coefficient | the correlation coefficient Simple line correlation coefficient Pearson coefficient | Lectures | Questions and Discussion |
| 28 | 3 | Knowledge of the chi-square Chi-square | the chi-square Chi-square | Lectures | Questions and Discussion |
| 29 | 3 | Knowledge of the correlation coefficient Pearson correlation coefficient | the correlation coefficient Pearson correlation coefficient | Lectures | Questions and Discussion |
| 30 | 3 | Knowledge of Spearman's Correlation Coefficient Spearman's Rank Correlation Coefficient | Spearman's Correlation Coefficient Spearman's Rank Correlation Coefficient | Lectures | Questions and Discussion |
| 31 | 3 | Knowledge of Phi Coefficient Phi Coefficient | Phi Coefficient Phi Coefficient | Lectures | Questions and Discussion |
| 32 | 3 | Knowledge of Multiple Correlation Coefficient Multiple Correlation Coefficient | Multiple Correlation Coefficient Multiple Correlation Coefficient | Lectures | Questions and Discussion |

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| •1- Al-Hassan, Ihsan Muhammad, and Zayti, Abdul Hussein, 1982, Social Statistics, National Library, Baghdad | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

د. هادي عبد الله عيسى
- 13 -
11/12/2023

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T ٢/٢٩٠٦ on ٢/٥/٢٠٢٢ regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

٢٥/١/٢٠٢٥

File Completion Date: ١/٢/٢٠٢٥

Signature:



Head of Department Name:

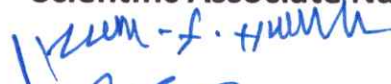
Dr. Abdullah S. Al

Date:

٩-٢-٢٠٢٥

Signature:

Scientific Associate Name:



Date:




The file is checked by: Dr. Khalid F. Shihab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:



Approval of the Dean

١. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

٢. Program Mission

١. Providing students with distinctive educational experiences.
٢. Preparing highly qualified graduates to meet the needs of the labor market.
٣. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
٤. Enhancing creativity and critical thinking among students.
٥. Meeting the needs of society in the educational, research, media, and cultural fields.

٣. Program Objectives

١. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
٢. Excellence in scientific research, supporting it, and directing it to serve the community.
٣. Preparing specialists in the fields of community knowledge.
٤. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
٥. Sustainable professional development for faculty members.
٦. Activating cultural and scientific exchange with similar departments at home and abroad.
٧. Providing advisory and research services related to community fields to departments and local community institutions

٤. Program Accreditation

Does the program have program accreditation? And from which agency?

o. Other external influences

None

7 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | £ | ^ | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-----------------|------|-----|--|-----------|
| Department | ٣٥ | ١٦٨ | | Mandatory |
| Requirements | | | | |
| Summer Training | none | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| ٧. Program Description | | | | |
|---------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS.١ | Introduction to Sociology | ٣ | |
| First | SO1SIS.٢ | Introduction to Social Work | ٣ | |
| First | SO1SIS.٣ | Introduction to Anthropology | ٣ | |
| First | SO1SIS.٤ | English Language | ١ | |
| First | SO1SIS.٥ | Human Rights and Democracy | ١ | |
| First Learning Outcomes 2 | SO1SIS.٦ | Psychology Learning Outcomes Statement 2 | ٢ | |
| First Learning Outcomes 3 | | Learning Outcomes Statement 3 | 3 | |
| First | SO1SIS.٧ | Computer | ١ | |
| First Learning Outcomes 4 | SO1SIS.٨ | Arabic Language Learning Outcomes Statement 4 | ١ | |
| First Learning Outcomes 5 | SO1SIS.٩ | Philosophy Learning Outcomes Statement 5 | ٢ | |
| Second | SO1S2PS1.١ | Social Psychology | ٢ | |
| Second | SO1S2PS1١ | Research Methods | ٣ | |
| Second | SO1S2PS1٢ | Social Problems | ٢ | |
| Second | SO1S2PS1٣ | Rural and Urban Sociology | ٢ | |
| Second | SO1S2PS1٤ | Computer | ١ | |
| Second | SO1S2PS1٥ | Educational Sociology | ٢ | |
| Second | SO1S2PS1٦ | Criminal Party | ١ | |
| Second | SO1S2PS1٧ | Iraqi Society | ٢ | |
| Second | SO1S2PS1٨ | English Language | ١ | |
| Second | SO1S2PS1٩ | Arabic Language | ١ | |
| Third | SO1S2ST1٩ | Contemporary Social thought | ٣ | |

| | | | | |
|-------|------------|--------------------------|---|--|
| Third | SO\SRSTY. | Social Statistics | ۳ | |
| Third | SO\SRSTY۱ | Criminology | ۲ | |
| Third | SO\SRSTY۲ | Social Change | ۲ | |
| Third | SO\SRSTY۳ | Sociology of Law | ۲ | |
| Third | SO\SRSTY۴ | Cultural Sociology | ۲ | |
| Third | SO\SRSTY۵ | Sociology of Family | ۲ | |
| Third | SO\SRSTY۶ | English Language | ۲ | |
| Third | SO\SRSTY۷ | Demography | ۲ | |
| Forth | SO\SEPDY۸ | Planning and Development | ۳ | |
| Forth | SO\SEPDY۹ | Social theories | ۳ | |
| Forth | SO\SEPDY۱۰ | Reforming Criminals | ۲ | |
| Forth | SO\SEPDY۱۱ | Political Sociology | ۳ | |
| Forth | SO\SEPDY۱۲ | Social Control | ۲ | |
| Forth | SO\SEPDY۱۳ | Sociology of Religion | ۲ | |
| Forth | SO\SEPDY۱۴ | Social organization | ۲ | |
| Forth | SO\SEPDY۱۵ | Graduation research | ۲ | |
| Forth | SO\SEPDY۱۶ | English Language | ۲ | |

۸. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
 2. Using technological educational tools as teaching aids (educational films, electronic lectures).
 3. Self-learning method by supporting the learner-centered learning environment.
 4. Encouraging students to use the library as one of the learning methods.
-

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
 - 5- The end exams
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
|---------------------------------------|--|--------------------------|--|------------------------------|----------|
| | General | Special | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | Staff | |
| Prof. Dr. Abdullah Saleh Ali | Society | Anthropology | | Staff | |
| Prof. Dr. Moad Saber Rajab | History | Modern History | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | Staff | |
| Asst. Prof. Dr. Ahmed Saleh Ahmed | Society | Organizational Sociology | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | Staff | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | Staff | |

| | | | | | | |
|---|---------|-----------|--|--|-------|--|
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- ١- English language courses
- ٢- Computer and electronic retrieval courses
- ٣- Conducting field research and studies
- ٤- Research teams

١٢. Acceptance Criterion

- ١- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
- ٢- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (٦٠-٦٥) for the subject.
- ٣- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.
- ٤- The student must submit an examination showing that he is free from disabilities and diseases.

١٣. The most important sources of information about the program

- ١- The college and university website.
- ٢- The curriculum books approved by the Ministry of Higher Education and Scientific Research.
- ٣- ٣- External books in the same specialty
- ٤- ٤- Research and periodicals published in Arab and international journals.
- ٥- ٥- Field visits

١٤. Program Development Plan

- ١- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.
- ٢- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- ٣- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Course Description Form

| | |
|--|--|
| 1. Course Name: | |
| Sociology of organization | |
| 2. Course Code: | |
| SO\S&PD۳& | |
| 3. Semester / Year: | |
| ۲۰۲۳ – ۲۰۲۴ | |
| 4. Description Preparation Date: | |
| ۲۰/۱/۲۰۲۰ | |
| ۵. Available Attendance Forms: | |
| My attendance in classrooms | |
| ۶. Number of Credit Hours (Total) / Number of Units (Total) | |
| ۲ hours per week, ۴ units | |
| ۷. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. Prof. Dr. Ahmed Saleh Ahmed Dawoud Email: ahmedsahlih۷۱@tu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • This course aims to introduce students to the nature of organizational sociology • It aims to clarify the relationship of this science with other sciences such as sociology, management science, and others. • It seeks to form students' awareness and perception about the mechanism of work of institutions and organizations in general • It aims to study the management and organization of social institutions and introduce this. • It aims to provide a critical presentation of the most important contemporary theoretical approaches, as it presents the theory of scientific management and the ideal model of bureaucratic organization. <p>And the approaches to human relations, and then trying to discover a model of organization suitable for society</p> |
| 9. Teaching and Learning Strategies | |

| | |
|-----------------|--|
| Strategy | <ul style="list-style-type: none"> • Work to explain the curriculum's vocabulary in a way that is consistent with what was approved by the sectoral committee. • Preparing graduation projects for fourth-year students, each according to their research orientation. • Benefiting from some pictures and scientific materials to enhance the educational aspect • Field visits to some institutions in the government and private sectors. |
|-----------------|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|--------------|--|--|------------------------|--------------------------|
| ١ | ٢ | Knowledge of the concept of organizational sociology | In the concept of organization | Lectures | Questions and discussion |
| ٢ | ٢ | Knowing the historical roots of the emergence of the sociology of organization | The historical roots of the emergence of the concept of organization | Lectures | Questions and discussion |
| ٣ | ٢ | Knowing the relationship of organizational sociology to other sciences | The relationship of organizational sociology to other sciences | Lectures | Questions and discussion |
| ٤ | ٢ | Knowing the most important stereotypes adopted in organizations | The most important stereotypes adopted in organizations | Lectures | Questions and discussion |
| ٥ | ٢ | Explaining the meaning of profiling based on the first beneficiary | Profiling based on the first beneficiary | Lectures | Questions and discussion |
| ٦ | ٢ | Explain the meaning of profiling based on jobs | Profiling based on jobs | Lectures | Questions and discussion |
| ٧ | ٢ | Explaining the meaning of profiling based on technology | Profiling based on the technology used | Lectures | Questions and discussion |
| ٨ | ٢ | Know the levels of analysis | Levels of organization analysis | Lectures | Questions and discussion |
| ٩ | ٢ | Know the concept of bureaucracy | Bureaucratic organizations/the | Lectures | Questions and discussion |
| ١٠ | ٢ | Statement of the concept of the ideal model of bureaucracy | concept of bureaucracy The ideal model of bureaucracy | Lectures | Questions and discussion |
| ١١ | ٢ | Knowledge of the | The formal aspect of | Lectures | Questions and |

| | | | | | |
|----|---|---|--|----------|--------------------------|
| | | formal aspect of bureaucratic organization | bureaucratic organization | | discussion |
| ۱۲ | ۲ | Knowledge of the informal side of bureaucratic organization | The informal aspect of bureaucratic organization | Lectures | Questions and discussion |
| ۱۳ | ۲ | Knowledge of the concept of social institutions | Introduction to social institutions | Lectures | Questions and discussion |
| ۱۴ | ۲ | Explaining how to manage social institutions | Social enterprise management/management concept | Lectures | Questions and discussion |
| ۱۵ | ۲ | Know the nature of management | Nature of management | Lectures | Questions and discussion |
| ۱۶ | ۲ | Knowledge of management functions | Management jobs | Lectures | Questions and discussion |
| ۱۷ | ۲ | Know the difference between public administration and business administration | The difference between public administration and business administration | Lectures | Questions and discussion |
| ۱۸ | ۲ | Know what is meant by managing social institutions | What is meant by the management of social institutions? | Lectures | Questions and discussion |
| ۱۹ | ۲ | Learn how to organize social institutions | Organizing social institutions | Lectures | Questions and discussion |
| ۲۰ | ۲ | Knowledge of the concept of organizational behavior | Organizational behavior/the concept of organizational behavior | Lectures | Questions and discussion |
| ۲۱ | ۲ | Knowledge of the contribution to organizational behavior | The contribution of science to understanding organizational behavior Organizational | Lectures | Questions and discussion |
| ۲۲ | ۲ | Knowledge of the concept of organizational leadership | leadership/the concept of organizational leadership | Lectures | Questions and discussion |
| ۲۳ | ۲ | Knowing leadership styles | Leadership styles | Lectures | Questions and discussion |
| ۲۴ | ۲ | Knowing the problems of power within the organization | The problem of power within the organization | Lectures | Questions and discussion |
| ۲۵ | ۲ | Identify patterns of legitimate authority within the organization | Patterns of legitimate authority within the organization | Lectures | Questions and discussion |

| | | | | | |
|----|---|---|--|----------|--------------------------|
| ۲۶ | ۲ | Know how power relationships develop within the organization | The development of power relations within organizations | Lectures | Questions and discussion |
| ۲۷ | ۲ | Know the concept of communication processes | Communications operations | Lectures | Questions and discussion |
| ۲۸ | ۲ | Identify work incentives within organizations | Work incentives within organizations | Lectures | Questions and discussion |
| ۲۹ | ۲ | Knowledge of contemporary theoretical approaches to the study of organization | Contemporary theoretical approaches to the study of organization | Lectures | Questions and discussion |
| ۳۰ | ۲ | Knowledge of modern theoretical approaches to the study of organization | Modern theoretical approaches to the study of organization | Lectures | Questions and discussion |
| ۳۱ | ۲ | Knowledge of postmodern approaches to the study of organization | Postmodern approaches to the study of organization | Lectures | Questions and discussion |

١١. Course Evaluation

- An annual periodic evaluation of the course and its conformity with what was approved by the sectoral body
- Updating the curriculum in light of the latest developments in the field of sociological studies

١٢. Learning and teaching resources

| | |
|---|--|
| Required textbooks (methodology if any) | According to what was approved by the sectoral committee developing curricula, and what is being prepared by the sub professor |
| Main references (sources) | The main approaches to the study of social thought and everything recently published in this regard. |
| Recommended supporting book and references (scientific journals, reports....) | All scientific journals with specialization, research and periodicals recognized by the Ministry of Higher Education |
| Electronic references, Internet sites | Everything found on international scientific platforms and websites of local, Arab and international academic institutions |

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T ٢/٢٩.٦ on ٢/٥/٢٠٢٢ regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

٢٠/١/٢٠٢٥

File Completion Date: ١/٢/٢٠٢٥

Signature:



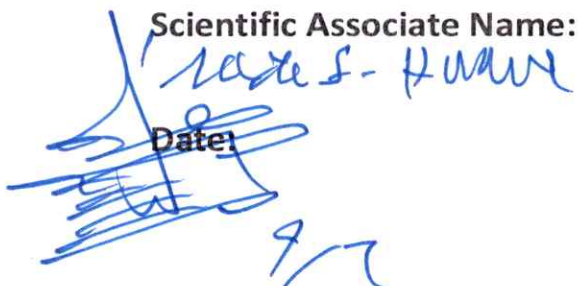
Head of Department Name:

Dr. Abdullah S. Ali

Date:

٩-٢-٢٠٢٥

Signature:



Signature: *Handwritten signature*

Scientific Associate Name:

Handwritten name

Date:

Handwritten date

The file is checked by: *Dr. Khalid E. Shihab*

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:



Approval of the Dean



١. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

٢. Program Mission

١. Providing students with distinctive educational experiences.
٢. Preparing highly qualified graduates to meet the needs of the labor market.
٣. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
٤. Enhancing creativity and critical thinking among students.
٥. Meeting the needs of society in the educational, research, media, and cultural fields.

٣. Program Objectives

١. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
٢. Excellence in scientific research, supporting it, and directing it to serve the community.
٣. Preparing specialists in the fields of community knowledge.
٤. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
٥. Sustainable professional development for faculty members.
٦. Activating cultural and scientific exchange with similar departments at home and abroad.
٧. Providing advisory and research services related to community fields to departments and local community institutions

٤. Program Accreditation

Does the program have program accreditation? And from which agency?

o. Other external influences

None

7 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | ε | λ | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | ٣٥ | ١٦٨ | | Mandatory |
| Summer Training | none | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

V. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|---------------------------|-------------|---|--------------|-----------|
| | | | theoretical | practical |
| First | SO1SIS.١ | Introduction to Sociology | ٣ | |
| First | SO1SIS.٢ | Introduction to Social Work | ٣ | |
| First | SO1SIS.٣ | Introduction to Anthropology | ٣ | |
| First | SO1SIS.٤ | English Language | ١ | |
| First | SO1SIS.٥ | Human Rights and Democracy | ١ | |
| First Learning Outcomes 2 | SO1SIS.٦ | Psychology Learning Outcomes Statement 2 | ٢ | |
| First Learning Outcomes 3 | | Learning Outcomes Statement 3 | 3 | |
| First | SO1SIS.٧ | Computer | ١ | |
| First Learning Outcomes 4 | SO1SIS.٨ | Arabic Language Learning Outcomes Statement 4 | ١ | |
| First Learning Outcomes 5 | SO1SIS.٩ | Philosophy Learning Outcomes Statement 5 | ٢ | |
| Second | SO1S2PS1.٠ | Social Psychology | ٢ | |
| Second | SO1S2PS1١ | Research Methods | ٣ | |
| Second | SO1S2PS1٢ | Social Problems | ٢ | |
| Second | SO1S2PS1٣ | Rural and Urban Sociology | ٢ | |
| Second | SO1S2PS1٤ | Computer | ١ | |
| Second | SO1S2PS1٥ | Educational Sociology | ٢ | |
| Second | SO1S2PS1٦ | Criminal Party | ١ | |
| Second | SO1S2PS1٧ | Iraqi Society | ٢ | |
| Second | SO1S2PS1٨ | English Language | ١ | |
| Second | SO1S2PS1٩ | Arabic Language | ١ | |
| Third | SO1SrST1٩ | Contemporary Social thought | ٣ | |
| Third | SO1SrST٢.٠ | Social Statistics | ٣ | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1SrST21 | Criminology | 2 | |
| Third | SO1SrST22 | Social Change | 2 | |
| Third | SO1SrST23 | Sociology of Law | 2 | |
| Third | SO1SrST24 | Cultural Sociology | 2 | |
| Third | SO1SrST25 | Sociology of Family | 2 | |
| Third | SO1SrST26 | English Language | 2 | |
| Third | SO1SrST27 | Demography | 2 | |
| Forth | SO1SεPD28 | Planning and Development | 2 | |
| Forth | SO1SεPD29 | Social theories | 2 | |
| Forth | SO1SεPD30 | Reforming Criminals | 2 | |
| Forth | SO1SεPD31 | Political Sociology | 2 | |
| Forth | SO1SεPD32 | Social Control | 2 | |
| Forth | SO1SεPD33 | Sociology of Religion | 2 | |
| Forth | SO1SεPD34 | Social organization | 2 | |
| Forth | SO1SεPD35 | Graduation research | 2 | |
| Forth | SO1SεPD36 | English Language | 2 | |

A. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
 2. Using technological educational tools as teaching aids (educational films, electronic lectures).
 3. Self-learning method by supporting the learner-centered learning environment.
 4. Encouraging students to use the library as one of the learning methods.
-

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
 - 5- The end exams
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---------------------------------------|--|--------------------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff | |
| Prof. Dr. Abdullah Saleh Ali | Society | Anthropology | | | Staff | |
| Prof. Dr. Moad Saber Rajab | History | Modern History | | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff | |
| Asst. Prof. Dr. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |

| | | | | | | |
|--|---------|-----------|--|--|-------|--|
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- ٢- Computer and electronic retrieval courses
- ٣- Conducting field research and studies
- ٤- Research teams

١٢. Acceptance Criterion

١- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)

٢- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (٦٠-٦٥) for the subject.

٣- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.

٤- The student must submit an examination showing that he is free from disabilities and diseases.

١٣. The most important sources of information about the program

١- The college and university website.

٢- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

٣- External books in the same specialty

٤- Research and periodicals published in Arab and international journals.

٥- Field visits

١٤. Program Development Plan

١- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.

٢- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.

٣- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Social thought | |
| 2. Course Code: | |
| SO1SrST19 | |
| 3. Semester / Year: | |
| ٢٠٢٣ – ٢٠٢٤ | |
| 4. Description Preparation Date: | |
| ٢٥/١/٢٠٢٥ | |
| ٥. Available Attendance Forms: | |
| My attendance in classrooms | |
| ٦. Number of Credit Hours (Total) / Number of Units (Total) | |
| ٣ hours per week, ١ units | |
| ٧. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. Prof. Dr. Ahmed Saleh Ahmed Dawoud Email: ahmedsahlih٧٦@tu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • This course aims to introduce students to the nature of social thought • It aims to introduce students to the history of social thought among Iraqis and ancient Egyptians. • It seeks to introduce students to the ways in which ancient societies (such as the Iraqis and Egyptians) thought. • It aims to introduce students to the sources of social thought. • It aims to introduce students to the influences that affect the course of social thought among societies and individuals. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> • Work to explain the curriculum's vocabulary in a way that is consistent with what was approved by the sectoral committee. • Preparing graduation projects for fourth-year students, each according to their research orientation. • Benefiting from some pictures and scientific materials to enhance the educational aspect • Field visits to some institutions in the government and private sectors. |

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|---|-----------------|--------------------------|
| ١ | ٣ | Knowing what social thought is | On the nature of social thought | Lectures | Questions and discussion |
| ٢ | ٣ | Knowledge of the historical roots of social thought | Historical roots of social thought | Lectures | Questions and discussion |
| ٣ | ٣ | Knowledge of the social thought of the ancient Egyptians | Social thought in ancient Egypt | Lectures | Questions and discussion |
| ٤ | ٣ | Educating students about the system of government in Egyptian society | The system of government in Egyptian society | Lectures | Questions and discussion |
| ٥ | ٣ | Introducing students to the situation of the family and women in Egyptian society | Family and women in Egyptian society | Lectures | Questions and discussion |
| ٦ | ٣ | Knowledge of social thought in ancient Iraqi society | Social thought in Mesopotamia | Lectures | Written tests |
| ٧ | ٣ | Knowledge of social legislation in Mesopotamian thought | Social legislation in Mesopotamian thought | Lectures | Questions and discussion |
| ٨ | ٣ | Students know the meaning of submission to the divine will | Submission to the divine will in Mesopotamian society | Lectures | Questions and discussion |
| ٩ | ٣ | Introducing students to Chinese social thought | Social thought in Confucian philosophy | Lectures | Questions and discussion |
| ١٠ | ٣ | Introducing students to social thought in Indian philosophy | Social thought in Hindu philosophy | Lectures | Questions and discussion |
| ١١ | ٣ | Knowing the roots of Greek social thought | Social thought in the Greek era | Lectures | Questions and discussion |
| ١٢ | ٣ | Knowledge of the most important theories of Socrates and Plato in education | Social thought of Socrates and Plato | Lectures | Written tests |
| ١٣ | ٣ | Students know the most important principles of Aristotle Thales | The social thought of Aristotle Thales | Lectures | Questions and discussion |
| ١٤ | ٣ | Introducing students to the social thought of Epicurus | Social thought according to Epicurus | Lectures | Questions and discussion |
| ١٥ | ٣ | Introducing students to Zeno's social thought | Zeno's social thought | Lectures | Questions and discussion |

| | | | | | |
|----|---|---|-------------------------------------|----------|--------------------------|
| ١٦ | ٣ | Introducing students to Seneca's social thought | Seneca's social thought | Lectures | Questions and discussion |
| ١٧ | ٣ | Introducing students to the roots of Christian social thought | Social thought in the Christian era | Lectures | Questions and discussion |
| ١٨ | ٣ | Introducing students to Augustine's social thought | Saint Augustine | Lectures | Written tests |
| ١٩ | ٣ | Introducing students to the social thought of Aquinas | Thomas Alaquini | Lectures | Questions and discussion |
| ٢٠ | ٣ | Knowledge of the historical roots of Islamic social thought | Social thought in the Islamic era | Lectures | Questions and discussion |
| ٢١ | ٣ | Knowledge of social thought according to Al-Mawardi | Al-Mawardi | Lectures | Questions and discussion |
| ٢٢ | ٣ | Introducing students to Al-Ghazali's social thought | Al-Ghazali | Lectures | Questions and discussion |
| ٢٣ | ٣ | Introducing students to Ibn Taymiyyah's social thought | Ibn Taymiyyah | Lectures | Questions and discussion |
| ٢٤ | ٣ | Introducing students to Al-Farabi's social thought | Al-Farabi | Lectures | Written tests |
| ٢٥ | ٣ | Introducing students to Ibn Khaldun's social thought | Abdul Rahman Ibn Khaldoun | Lectures | Questions and discussion |
| ٢٦ | ٣ | Knowing Ibn Khaldun's research methodology | Ibn Khaldun's approach | Lectures | Questions and discussion |
| ٢٧ | ٣ | Introducing students to social thought in the modern era | Social thought in the modern era | Lectures | Questions and discussion |
| ٢٨ | ٣ | Introducing students to the social thought of Karl Marx | Karl Marx | Lectures | Questions and discussion |
| ٢٩ | ٣ | Introducing students to Hegel's social thought | Hegel | Lectures | Questions and discussion |
| ٣٠ | ٣ | Students know the meaning of marginal utility | Marginal utility | Lectures | Written tests |

١١. Course Evaluation

- An annual periodic evaluation of the course and its conformity with what was approved by the sectoral body
- Updating the curriculum in light of the latest developments in the field of sociological studies

١٢. Learning and teaching resources

| | |
|--|--|
| Required textbooks (methodology if any) | According to what was approved by the sectoral committee developing curricula, and what is being prepared by the sub-professor |
| Main references (sources) | The main approaches to the study of social thought everything recently published in this regard. |
| Recommended supporting books and references (scientific journals, reports....) | All scientific journals with specialization, research and periodicals recognized by the Ministry of Higher Education |
| Electronic references, Internet sites | Everything found on international scientific platforms and websites of local, Arab and international academic institutions |

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



Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

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Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:



Abdullah Salah Ali

Head of Department Name:

Date: 9/2/2025

Signature:



Nizar Fadel Hussein

Scientific Associate Name:

Date: 9/2/2025



The file is checked by: Dr. Khaled Arhil Shihab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Khaled Arhil Shihab

Date: /2/2025

Signature:



1. I, the undersigned, do hereby certify that the above-named student has completed the requirements for the degree of Bachelor of Science in the field of [unintelligible] and is eligible for graduation.

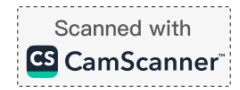
2. I, the undersigned, do hereby certify that the above-named student has completed the requirements for the degree of Bachelor of Science in the field of [unintelligible] and is eligible for graduation.

1. Conducting original research in the field of [unintelligible] and publishing scientific research in the field of [unintelligible]
2. Publishing research in the field of [unintelligible]
3. Conducting original research in the field of [unintelligible] and publishing scientific research in the field of [unintelligible]
4. Publishing research in the field of [unintelligible]
5. [unintelligible]

3. I, the undersigned, do hereby certify that the above-named student has completed the requirements for the degree of Bachelor of Science in the field of [unintelligible] and is eligible for graduation.

1. Conducting original research in the field of [unintelligible] and publishing scientific research in the field of [unintelligible]
2. Publishing research in the field of [unintelligible]
3. Publishing research in the field of [unintelligible]
4. Publishing research in the field of [unintelligible]
5. Publishing research in the field of [unintelligible]
6. Publishing research in the field of [unintelligible]

4. I, the undersigned, do hereby certify that the above-named student has completed the requirements for the degree of Bachelor of Science in the field of [unintelligible] and is eligible for graduation.



1. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

2. Program Mission

1. Providing students with distinctive educational experiences.
2. Preparing highly qualified graduates to meet the needs of the labor market.
3. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
4. Enhancing creativity and critical thinking among students.
5. Meeting the needs of society in the educational, research, media, and cultural fields.

3. Program Objectives

1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
2. Excellence in scientific research, supporting it, and directing it to serve the community.
3. Preparing specialists in the fields of community knowledge.
4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to community fields to departments and local community institutions

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

None

| 6 Program Structure | | | | |
|--------------------------|-------------------|--------------|------------|-----------|
| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | 35 | 168 | | Mandatory |
| Summer Training | none | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Learning Outcomes Statement Psychology | 2 | |
| First Learning Outcomes 3 | SO1SIS07 | Learning Outcomes Statement Computer | 3 | |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Learning Outcomes Statement Philosophy | 4 | |
| Second Learning Outcomes 5 | SO1S2PS10 | Learning Outcomes Statement Social Psychology | 5 | |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
2. Using technological educational tools as teaching aids (educational films, electronic lectures).
3. Self-learning method by supporting the learner-centered learning environment.
4. Encouraging students to use the library as one of the learning methods.

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
|---------------------------------------|--|--------------------------|---|------------------------------|----------|
| | General | Special | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff |
| Prof. Dr. Abdullah Saleh Ali | Society | Anthropology | | | Staff |
| Prof. Dr. Moad Saber Rajab | History | Modern History | | | Staff |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff |

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
- 3- Conducting field research and studies
- 4- Research teams

12. Acceptance Criterion

- 1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
- 2- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.
- 3- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.
- 4- The student must submit an examination showing that he is free from disabilities and diseases.

13. The most important sources of information about the program

- 1- The college and university website.
- 2- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

14. Program Development Plan

- 1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.
- 2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- 3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Program Skills Outline

Required program Learning outcomes

| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | Ethics | | | | | |
|------------|-------------|------------------------------|-------------------|-----------|----------|---------------------------|-------|----|--------|----|----|----|--------|----|----|---|---|---|
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | | | |
| | | | | First | SO1SIS01 | Introduction to Sociology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS02 | Introduction to Social Work | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS03 | Introduction to Anthropology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS04 | English Language | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS05 | Human Rights and Democracy | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS06 | Psychology | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS07 | Computer | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS08 | Arabic Language | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS09 | Philosophy | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Second | SO1S2PS10 | Social Psychology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1S2PS11 | Research Methods | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1S2PS12 | Social Problems | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1S2PS13 | Rural and Urban Sociology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1S2PS14 | Computer | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Course Description Form

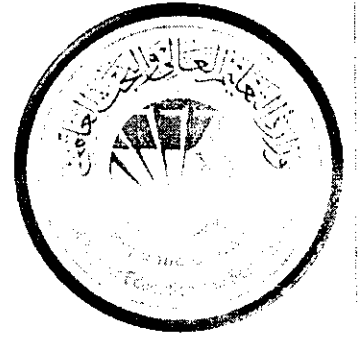
| 1. Course Name: | | | | | |
|--|-------|--|--|-----------------|--------------------------|
| Psychology | | | | | |
| 2. Course Code: | | | | | |
| SO1SIS06 | | | | | |
| 3. Semester / Year: | | | | | |
| 2024/2025 | | | | | |
| 4. Description Preparation Date: | | | | | |
| 1/2/2025 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| My presence | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| Weekly Units | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name; Ali Ibrahim Khalaf Email ; ali.ibrahim@tu.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | | <input type="checkbox"/> Understanding general psychology its field and stages of development • • | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | Explaining the material to students and using teaching strategies and techniques | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1. | 2 | Historical development of psychology | Historical development of psychology | lectures | Questions And discussion |
| 2. | 2 | The relationship of psychology to other | The relationship of psychology to other | lectures | Questions And discussion |
| 3. | 2 | Psychology in Islamic heritage | Psychology in Islamic heritage | lectures | Questions And discussion |

| | | | | | |
|-----|---|---|---|----------|--------------------------|
| 4. | 2 | Obgectives and fields of psychology | Obgectives and fields of psychology | lectures | Questions And discussion |
| 5. | 2 | Psychology schools | Psychology schools | lectures | Questions And discussion |
| 6. | 2 | Branches Psychology | Branches Psychology | lectures | Questions And discussion |
| 7. | 2 | Behavior and factors affecting it | Behavior and factors affecting it | lectures | Questions And discussion |
| 8. | 2 | Educational brocess and psychology | Educational brocess and psychology | lectures | Questions And discussion |
| 9. | 2 | Teaching methods in psychology | Teaching methods in psychology | lectures | Questions And discussion |
| 10. | 2 | Meaning of motivation | Meaning of motivation | lectures | Questions And discussion |
| 11. | 2 | Lnnate motivaions | Lnnate motivaions | lectures | Questions And discussion |
| 12. | 2 | Acquired motivation | Acquired motivation | lectures | Questions And discussion |
| 13. | 2 | Egybtian Motivation | Egybtian Motivation | lectures | Questions And discussion |
| 14. | 2 | Emotions | Emotions | lectures | Questions And discussion |
| 15. | 2 | Psychology trends | Psychology trends | lectures | Questions And discussion |
| 16. | 2 | Definition and measurement | Definition and measurement | lectures | Questions And discussion |
| 17. | 2 | Historical develobment of psychology | Historical develobment of psychology | lectures | Questions And discussion |
| 18. | 2 | The relationship of psychology to other | The relationship of psychology to other | lectures | Questions And discussion |
| 19. | 2 | Psychology in Islamic heritage | Psychology in Islamic heritage | lectures | Questions And discussion |
| 20. | 2 | Obgectives and fields of psychology | Obgectives and fields of psychology | lectures | Questions And discussion |
| 21. | 2 | Psychology schools | Psychology schools | lectures | Questions And discussion |
| 22. | 2 | Branches Psychology | Branches Psychology | lectures | Questions And discussion |
| 23. | 2 | Behavior and factors affecting it | Behavior and factors affecting it | lectures | Questions And discussion |
| 24. | 2 | Educational brocess and psychology | Educational brocess and psychology | lectures | Questions And discussion |
| 25. | 2 | Teaching methods in psychology | Teaching methods in psychology | lectures | Questions And discussion |
| 26. | 2 | Meaning of | Meaning of | lectures | Questions And discussion |

| | | | | | |
|-----|---|------------------------|------------------------|----------|-----------------------------|
| | | motivation | motivation | | |
| 27. | 2 | Lnnate motivaions | Lnnate motivaions | lectures | Questions And discussion |
| 28. | 2 | Acquired motivation | Acquired motivation | lectures | Questions And discussion |
| 29. | 2 | Egybtian Motivation | Egybtian Motivation | lectures | Questions And discussion |
| 30. | 2 | Lnnate motivaions | Lnnate motivaions | lectures | Questions And discussion |
| 31. | 2 | Acquired motivation | Acquired motivation | lectures | Questions And discussion |
| 32. | 2 | Egybtian Motivation | Egybtian Motivation | lectures | Questions And discussion |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| Annual periodic evaluation of the curriculum and its conformity with what was abbrevec | | | | | |
| Committees. Updating the curriculum in light of develobments in psychology | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

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



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2025

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Academic Program Description Form

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Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:

Head of Department Name:

Prof. Dr. Abdullah Salih Ali

Date: 9-2-2025

Signature:

Scientific Associate Name:

Prof. Dr. Nazar Fadhil Hussin

Date: 9/2



The file is checked by: Asst. Prof. Dr. Khalid J. Hayl Shehaab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean
Prof. Dr. Mubid Salih Dhamen

1. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

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4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to community fields to departments and local community institutions

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-----------------|------|-----|--|-----------|
| Department | 35 | 168 | | Mandatory |
| Requirements | | | | |
| Summer Training | None | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
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| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| Learning Outcomes 2 | SO1SIS06 | Psychology Learning Outcomes Statement | 2 | |
| Learning Outcomes 3 | SO1SIS07 | Computer Learning Outcomes Statement | 3 | |
| First | SO1SIS08 | Arabic Language | 1 | |
| Learning Outcomes 4 | SO1SIS09 | Philosophy Learning Outcomes Statement | 4 | |
| Learning Outcomes 5 | SO1SIS10 | Social Psychology Learning Outcomes Statement | 5 | |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
 2. Using technological educational tools as teaching aids (educational films, electronic lectures).
 3. Self-learning method by supporting the learner-centered learning environment.
 4. Encouraging students to use the library as one of the learning methods.
-

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
|---------------------------------------|--|--------------------------|---|------------------------------|----------|
| | General | Special | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff |
| Prof. Dr. Abdullah Salih Ali | Society | Anthropology | | | Staff |
| Prof. Dr. Maad Saber Rajab | History | Modern History | | | Staff |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff |

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
- 3- Conducting field research and studies
- 4- Research teams

12. Acceptance Criterion

- 1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
- 2- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.
- 3- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.
- 4- The student must submit an examination showing that he is free from disabilities and diseases.

13. The most important sources of information about the program

- 1- The college and university website.
- 2- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

14. Program Development Plan

- 1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.
- 2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- 3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

| | | | | | | | | | | |
|--------|-----------|-----------------------------|----------|---|---|---|---|---|---|---|
| | SO1S2PS15 | Educational Sociology | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S2PS16 | Criminal Party | Optional | √ | √ | √ | √ | √ | √ | √ |
| | SO1S2PS17 | Iraqi Society | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S2PS18 | English Language | Optional | √ | √ | √ | √ | √ | √ | √ |
| | SO1S2PS19 | Arabic Language | Optional | √ | √ | √ | √ | √ | √ | √ |
| Third | SO1S3ST19 | Contemporary Social thought | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S3ST20 | Social Statistics | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S3ST21 | Criminology | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S3ST22 | Social Change | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S3ST23 | Sociology of Law | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S3ST24 | Cultural Sociology | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S3ST25 | Sociology of Family | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S3ST26 | English Language | Optional | √ | √ | √ | √ | √ | √ | √ |
| | SO1S3ST27 | Demography | Basic | √ | √ | √ | √ | √ | √ | √ |
| Fourth | SO1S4PD28 | Planning and Development | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S4PD29 | Social theories | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S4PD30 | Reforming Criminals | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S4PD31 | Political Sociology | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S4PD32 | Social Control | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S4PD33 | Sociology of Religion | Basic | √ | √ | √ | √ | √ | √ | √ |
| | SO1S4PD34 | Social organization | Basic | √ | √ | √ | √ | √ | √ | √ |

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Social Change | |
| 2. Course Code: | |
| SO1S3ST22 | |
| 3. Semester / Year: | |
| 2025-2024 | |
| 4. Description Preparation Date: | |
| 2025/2/1 | |
| 5. Available Attendance Forms: | |
| In-person (classrooms) | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 3 hours per week / 6 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Prof. Dr. Samer Medhat Saed | |
| Email: samersaed@tu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • The Anthropology course aims to introduce students to the role of anthropology in understanding and studying the nature of society. • The course aims to familiarize students with the social structure, social cultural patterns, and cultural elements and components. • It acquaints students with modern trends in the field of cultural anthropology. • It acquaints students with the extent to which cultural anthropology contributes to enriching the scientific understanding of human nature and culture. |
| 9. Teaching and Learning Strategies | |

| | |
|-----------------|---|
| Strategy | <ul style="list-style-type: none"> • Study and clarify the curriculum vocabulary in line with what was approved by the sector committee for sociology departments. • Prepare graduation projects for the final stage and according to the department's policy. • Field visits. |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-------------|--------------|---|---|------------------------|--------------------------|
| 1 | 3 | Students' knowledge of the definition of anthropology and the nature of its study | Chapter One: | Lectures | Questions and Discussion |
| 2 | 3 | Knowledge of the concept of social change and its objectives | Definition of Social change and the Nature of Its Study | Lectures | Questions and Discussion |
| 3 | 3 | Knowledge of the origins of social change and its history | The Concept of Social change and Its Objectives | Lectures | Questions and Discussion |
| 4 | 3 | Knowledge of the relationship of social change to other sciences | The Origin and History of Social change | Lectures | Questions and Discussion |
| 5 | 3 | Knowledge of the relationship of social change to sociology | Chapter Two | Lectures | Questions and Discussion |
| 6 | 3 | Knowledge of the relationship of social change to geography | The Relationship of Social change to Other Sciences | Lectures | Questions and Discussion |
| 7 | 3 | Determine the relationship of social change to biology | First: The Relationship of Social change to Sociology | Lectures | Questions and Discussion |
| 8 | 3 | Review the relationship of social change to philosophy | Third: The Relationship of Social change to Geography | Lectures | Questions and Discussion |
| 9 | 3 | Knowledge of the relationship of social change to science to psychology | Second: The Relationship of Social change to Biology | Lectures | Questions and Discussion |
| 10 | 3 | Knowledge of the relationship of social change to science to archaeology | Third-The Relationship of Social change to Philosophy | Lectures | Questions and Discussion |
| 11 | 3 | Knowledge of the relationship of social change to science to history | Fourth-The Relationship of Social change to Psychology | Lectures | Questions and Discussion |

| | | | | | |
|----|---|--|---|----------|--------------------------|
| 12 | 3 | Aspiration to know the relationship of social change to science to religion | Fifth-The Relationship of Social change to Archeology | Lectures | Questions and Discussion |
| 13 | 3 | Knowledge of branches and sections of social change | Sixth-The Relationship of Social change to History | Lectures | Questions and Discussion |
| 14 | 3 | Knowledge of physical social change | Seventh-The Relationship of Social change to Religion | Lectures | Questions and Discussion |
| 15 | 3 | Knowledge of globalization and its impact on society | Chapter Three | Lectures | Questions and Discussion |
| 16 | 3 | Knowledge of psychological social change | Branches of Social change | Lectures | Questions and Discussion |
| 17 | 3 | Knowledge of cultural social change | First: Physical Social change | Lectures | Questions and Discussion |
| 18 | 3 | Knowledge of social social change | Second: Globalization Social change | Lectures | Questions and Discussion |
| 19 | 3 | Knowledge of economic social change | Second: Psychological Social change | Lectures | Questions and Discussion |
| 20 | 3 | Knowledge of trends in the study of social change | Third: Cultural Social change | Lectures | Questions and Discussion |
| 21 | 3 | Knowledge of the beginnings and history of social change | Fourth: Social Social change | Lectures | Questions and Discussion |
| 22 | 3 | Knowledge of contemporary trends in the study of social change | Fifth: Economic Social change | Lectures | Questions and Discussion |
| 23 | 3 | Knowledge of the trend | Chapter Four | Lectures | Questions and Discussion |
| 24 | 3 | Students' knowledge of the definition of social change and the nature of its study | Trends in the Study of Social change | Lectures | Questions and Discussion |
| 25 | 3 | Knowledge of the concept of social change and its objectives | First- Beginning | Lectures | Questions and Discussion |
| 26 | 3 | Knowledge of the origins of social change and its history | Chapter One: | Lectures | Questions and Discussion |
| 27 | 3 | Knowledge of the relationship of social change to other sciences | Definition of Social change and the Nature of Its Study | Lectures | Questions and Discussion |
| 28 | 3 | Knowledge of the relationship of social change to sociology | The Concept of Social change and Its Objectives | Lectures | Questions and Discussion |

| | | | | | |
|----|---|---|---|----------|--------------------------|
| 29 | 3 | Knowledge of the relationship of social change to geography | The Origin and History of Social change | Lectures | Questions and Discussion |
| 30 | 3 | Determine the relationship of social change to biology | Chapter Two | Lectures | Questions and Discussion |
| 31 | 3 | Review the relationship of social change to philosophy | The Relationship of Social change to Other Sciences | Lectures | Questions and Discussion |
| 32 | 3 | Knowledge of the relationship of social change to science to psychology | First: The Relationship of Social change to Sociology | Lectures | Questions and Discussion |

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| • Annual periodic evaluation of the curriculum and its conformity with what was approved by the sectorial committees. | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

عبدالله ابراهيم - ١٦ -

صاحب

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:

Head of Department Name:

Dr. Abdullah S. Ali

Date:

9-2-2025

Signature:

Scientific Associate Name:

Date:

9/2



The file is checked by:

Dr. H. H. Al-Hab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

| |
|--|
| 1. Program Vision |
| The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society. |
| 2. Program Mission |
| <ol style="list-style-type: none"> 1. Providing students with distinctive educational experiences. 2. Preparing highly qualified graduates to meet the needs of the labor market. 3. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society. 4. Enhancing creativity and critical thinking among students. 5. Meeting the needs of society in the educational, research, media, and cultural fields. |
| 3. Program Objectives |
| <ol style="list-style-type: none"> 1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development. 2. Excellence in scientific research, supporting it, and directing it to serve the community. 3. Preparing specialists in the fields of community knowledge. 4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development. 5. Sustainable professional development for faculty members. 6. Activating cultural and scientific exchange with similar departments at home and abroad. 7. Providing advisory and research services related to community fields to departments and local community institutions |
| 4. Program Accreditation |

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | 35 | 168 | | Mandatory |
| Summer Training | none | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Learning Outcomes Statement Psychology | 2 | |
| First Learning Outcomes 3 | SO1SIS07 | Learning Outcomes Statement Computer | 3 | |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Learning Outcomes Statement Philosophy | 4 | |
| Second Learning Outcomes 5 | SO1S2PS10 | Learning Outcomes Statement Social Psychology | 5 | |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

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Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
 2. Using technological educational tools as teaching aids (educational films, electronic lectures).
 3. Self-learning method by supporting the learner-centered learning environment.
 4. Encouraging students to use the library as one of the learning methods.
-

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

| 11. Faculty | | | | | | |
|---------------------------------------|--|--------------------------|---|--|------------------------------|----------|
| Faculty Members | | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
| | General | Special | | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff | |
| Prof. Dr. Abdullah Saleh Ali | Society | Anthropology | | | Staff | |
| Prof. Dr. Moad Saber Rajab | History | Modern History | | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

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The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
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- 1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
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- 1- The college and university website.
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- 2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- 3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

| | | | | | | | | | | | | | | | | | |
|--|-----------|------------------------|----------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | SO1S4PD35 | Graduation research | Basic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | SO1S4PD36 | English Language | Optional | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|-------|
| 1. Course Name: | |
| Computer | |
| 2. Course Code: | |
| SO1SIS07 | |
| 3. Semester / Year: | |
| 2023-2024 | |
| 4. Description Preparation Date: | |
| | |
| 5. Available Attendance Forms: | |
| Attend class | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 1 hours per week / 2 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Abdullah Ibrahim Shaban Email: abdo.ibra@tu.edu.iq | |
| 8. Course Objectives | |
| - Definition of information technology and its history of development | |
| - Explanation of the computer system with all its elements | |
| - Definition of artificial intelligence and its applications | |
| 9. Teaching and Learning Strategies | |
| <ul style="list-style-type: none"> - Work on explaining the curriculum vocabulary <p>In line with his peers from the sector committee.</p> <ul style="list-style-type: none"> - Put forward many ideas so that the student becomes an active thinker. - Translate topics related to computer technology - Ask the student to follow up on developments and make Scientific reports | |
| 10. Course Structure | |

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|--|-----------------|---------------------------|
| 1 | 1 | Identifying information and data and the difference between them | Identifying information and data and the difference between them | Lectures | Questions and discussions |
| 2 | 1 | The importance of information and its types | The importance of information and its types | Lectures | Questions and discussions |
| 3 | 1 | Information security and its types | Information security and its types | Lectures | Questions and discussions |
| 4 | 1 | Information security principles and its importance | Information security principles and its importance | Lectures | Questions and discussions |
| 5 | 1 | Information security tools and techniques | Information security tools and techniques | Lectures | Questions and discussions |
| 6 | 1 | Information security threats | Information security threats | Lectures | Questions and discussions |
| 7 | 1 | Advantages and challenges of information security | Advantages and challenges of information security | Lectures | Questions and discussions |
| 8 | 1 | Privacy and ways to maintain it | Privacy and ways to maintain it | Lectures | Questions and discussions |
| 9 | 1 | Defining computer viruses and their types | Defining computer viruses and their types | Lectures | Questions and discussions |
| 10 | 1 | The impact of viruses | The impact of viruses | Lectures | Questions and discussions |
| 11 | 1 | Methods of preventing computer viruses | Methods of preventing computer viruses | Lectures | Questions and discussions |
| 12 | 1 | Detecting and fixing errors 1 | Detecting and fixing errors 1 | Lectures | Questions and discussions |
| 13 | 1 | Detecting and fixing errors 2 | Detecting and fixing errors 2 | Lectures | Questions and discussions |
| 14 | 1 | Detecting and fixing errors 3 | Detecting and fixing errors 3 | Lectures | Questions and discussions |

| | | | | | |
|----|---|--|--|----------|---------------------------|
| 15 | 1 | Learning about computer networks | Learning about computer networks | Lectures | Questions and discussions |
| 16 | 1 | Internet technologies and its applications | Internet technologies and its applications | Lectures | Questions and discussions |
| 17 | 1 | Hacking and electronic fraud 1 | Hacking and electronic fraud 1 | Lectures | Questions and discussions |
| 18 | 1 | Hacking and electronic fraud 2 | Hacking and electronic fraud 2 | Lectures | Questions and discussions |
| 19 | 1 | E-commerce and its applications 1 | E-commerce and its applications 1 | Lectures | Questions and discussions |
| 20 | 1 | E-commerce and its applications 2 | E-commerce and its applications 2 | Lectures | Questions and discussions |
| 21 | 1 | Introduction to artificial intelligence | Introduction to artificial intelligence | Lectures | Questions and discussions |
| 22 | 1 | The role of artificial intelligence in smart devices 1 | The role of artificial intelligence in smart devices 1 | Lectures | Questions and discussions |
| 23 | 1 | The role of artificial intelligence in smart devices 2 | The role of artificial intelligence in smart devices 2 | Lectures | Questions and discussions |
| 24 | 1 | Artificial intelligence tools 1 | Artificial intelligence tools 1 | Lectures | Questions and discussions |
| 25 | 1 | Artificial intelligence tools 2 | Artificial intelligence tools 2 | Lectures | Questions and discussions |
| 26 | 1 | Artificial intelligence applications 1 | Artificial intelligence applications 1 | Lectures | Questions and discussions |
| 27 | 1 | Artificial intelligence applications 2 | Artificial intelligence applications 2 | Lectures | Questions and discussions |
| 28 | 1 | Artificial intelligence and society 1 | Artificial intelligence and society 1 | Lectures | Questions and discussions |
| 29 | 1 | Artificial intelligence and society 2 | Artificial intelligence and society 2 | Lectures | Questions and discussions |

| | | | | | |
|----|---|---|---|----------|---------------------------|
| 30 | 1 | Ethical challenges in artificial intelligence 1 | Ethical challenges in artificial intelligence 1 | Lectures | Questions and discussions |
| 31 | 1 | Ethical challenges in artificial intelligence 2 | Ethical challenges in artificial intelligence 2 | Lectures | Questions and discussions |
| 32 | 1 | The future of artificial intelligence | The future of artificial intelligence | Lectures | Questions and discussions |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| . Annual periodic evaluation of the curriculum and its conformity with what was approved by the sectoral body. | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

عبد البرار الصبيح - ١٦ -
ماجستير

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:

Head of Department Name:

Dr. Abdullah S. Ali

Date:

9-2-2025

Signature:

Scientific Associate Name:

Date:

9/2



The file is checked by:

Dr. Khatib Shihab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

2. Program Mission

1. Providing students with distinctive educational experiences.
2. Preparing highly qualified graduates to meet the needs of the labor market.
3. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
4. Enhancing creativity and critical thinking among students.
5. Meeting the needs of society in the educational, research, media, and cultural fields.

3. Program Objectives

1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
2. Excellence in scientific research, supporting it, and directing it to serve the community.
3. Preparing specialists in the fields of community knowledge.
4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to community fields to departments and local community institutions

4. Program Accreditation

| |
|---|
| Does the program have program accreditation? And from which agency? |
| |
| 5. Other external influences |
| None |

| 6 Program Structure | | | | |
|--------------------------|-------------------|--------------|------------|-----------|
| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | 35 | 168 | | Mandatory |
| Summer Training | none | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Learning Outcomes Statement Psychology | 2 | |
| First Learning Outcomes 3 | SO1SIS07 | Learning Outcomes Statement Computer | 1 | |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Learning Outcomes Statement Philosophy | 2 | |
| Second Learning Outcomes 5 | SO1S2PS10 | Learning Outcomes Statement Social Psychology | 2 | |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
 2. Using technological educational tools as teaching aids (educational films, electronic lectures).
 3. Self-learning method by supporting the learner-centered learning environment.
 4. Encouraging students to use the library as one of the learning methods.
-

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---------------------------------------|--|--------------------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff | |
| Prof. Dr. Abdullah Saleh Ali | Society | Anthropology | | | Staff | |
| Prof. Dr. Moad Saber Rajab | History | Modern History | | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
- 3- Conducting field research and studies
- 4- Research teams

12. Acceptance Criterion

1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)

2- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.

3- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.

4- The student must submit an examination showing that he is free from disabilities and diseases.

13. The most important sources of information about the program

1- The college and university website.

2- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

14. Program Development Plan

1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.

2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.

3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

| | | | | | | | | | | | | | | | | |
|--|-----------|------------------------|----------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | SO1S4PD35 | Graduation research | Basic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | SO1S4PD36 | English Language | Optional | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|--|
| 1. Course Name: | |
| Computer | |
| 2. Course Code: | |
| SO1SIS07 | |
| 3. Semester / Year: | |
| 2023-2024 | |
| 4. Description Preparation Date: | |
| | |
| 5. Available Attendance Forms: | |
| Attend class | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 1 hours per week / 2 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Abdullah Ibrahim Shaban Email: abdo.ibra@tu.edu.iq | |
| 8. Course Objectives | |
| <ul style="list-style-type: none"> - Definition of the computer and its history of development - Explanation of the computer system with all its elements - Definition of the nature of the work of the input and output units in the computer - Central processing unit and its accessories | <p>.....</p> <p>.....</p> <p>.....</p> |
| 9. Teaching and Learning Strategies | |
| <ul style="list-style-type: none"> - Work on explaining the curriculum vocabulary <p>In line with his peers from the sector committee.</p> <ul style="list-style-type: none"> - Put forward many ideas so that the student becomes an active thinker. - Translate topics related to computer technology - Ask the student to follow up on developments and make Scientific reports | |
| 10. Course Structure | |

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|---|-----------------|---------------------------|
| 1 | 1 | Introduction to the computer and its generations | Introduction to the computer and its generations | Lectures | Questions and discussions |
| 2 | 1 | How the computer works and its tasks | How the computer works and its tasks | Lectures | Questions and discussions |
| 3 | 1 | The computer as a system and the pros and cons of its use | The computer as a system and the pros and cons of its use | Lectures | Questions and discussions |
| 4 | 1 | Computer components | Computer components | Lectures | Questions and discussions |
| 5 | 1 | Types of computers and their areas of use | Types of computers and their areas of use | Lectures | Questions and discussions |
| 6 | 1 | Similarities and differences between types of computers | Similarities and differences between types of computers | Lectures | Questions and discussions |
| 7 | 1 | The appropriate surrounding environment for working on the computer | The appropriate surrounding environment for working on the computer | Lectures | Questions and discussions |
| 8 | 1 | Getting to know the screen and external accessories | Getting to know the screen and external accessories | Lectures | Questions and discussions |
| 9 | 1 | Device alternatives and the nature of use | Device alternatives and the nature of use | Lectures | Questions and discussions |
| 10 | 1 | Motherboard and its accessories | Motherboard and its accessories | Lectures | Questions and discussions |
| 11 | 1 | Computer ports and getting to know the nature of their work | Computer ports and getting to know the nature of their work | Lectures | Questions and discussions |
| 12 | 1 | Expansion cards and peripherals | Expansion cards and peripherals | Lectures | Questions and discussions |
| 13 | 1 | Storage units and getting to know them | Storage units and getting to know them | Lectures | Questions and discussions |

| | | | | | |
|----|---|---|---|----------|---------------------------|
| 14 | 1 | Main memory units and their types | Main memory units and their types | Lectures | Questions and discussions |
| 15 | 1 | Secondary memory units and their types | Secondary memory units and their types | Lectures | Questions and discussions |
| 16 | 1 | Factors affecting the performance of the computer | Factors affecting the performance of the computer | Lectures | Questions and discussions |
| 17 | 1 | Specifications that must be available in the computer | Specifications that must be available in the computer | Lectures | Questions and discussions |
| 18 | 1 | Methods of representing data in the computer system | Methods of representing data in the computer system | Lectures | Questions and discussions |
| 19 | 1 | Software and its types | Software and its types | Lectures | Questions and discussions |
| 20 | 1 | Operating system and its function | Operating system and its function | Lectures | Questions and discussions |
| 21 | 1 | Types of systems and the differences between them | Types of systems and the differences between them | Lectures | Questions and discussions |
| 22 | 1 | Applications | Applications | Lectures | Questions and discussions |
| 23 | 1 | Programming languages and their development | Programming languages and their development | Lectures | Questions and discussions |
| 24 | 1 | Software life cycle | Software life cycle | Lectures | Questions and discussions |
| 25 | 1 | Software quality | Software quality | Lectures | Questions and discussions |
| 26 | 1 | Getting to know the Windows operating system | Getting to know the Windows operating system | Lectures | Questions and discussions |
| 27 | 1 | Getting to know the desktop and basic icons | Getting to know the desktop and basic icons | Lectures | Questions and discussions |
| 28 | 1 | Getting to know the Office suite | Getting to know the Office suite | Lectures | Questions and discussions |

| | | | | | |
|----|---|---|---|----------|---------------------------|
| 29 | 1 | Word writing program | Word writing program | Lectures | Questions and discussions |
| 30 | 1 | Getting to know the networks and the Internet | Getting to know the networks and the Internet | Lectures | Questions and discussions |
| 31 | 1 | Emails and communications | Emails and communications | Lectures | Questions and discussions |
| 32 | 1 | Getting to know the cloud storage | Getting to know the cloud storage | Lectures | Questions and discussions |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| . Annual periodic evaluation of the curriculum and its conformity with what was approved by the sectoral body. | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

علم نفس الأحياء
د/ب.س.و - 9

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



**Academic Program
and Course
Description Guide**

2025

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Program Description: Provides a brief summary of the program and the objectives of the course and the learning outcomes expected of the students. It also provides information on whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An aspirational picture for the future of the academic program. It is a statement that is inspiring, motivating, and applicable.

Program Mission: Briefly outlines the objectives and objectives necessary to achieve them and defines the program's development plans and directions.

Program Objectives: They are statements that describe the program's goals and objectives. They are designed to be measurable and achievable within a specific period of time.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna, etc.) whether it is a requirement (ministry, university, college, and academic requirements) with the number of credit hours.

Learning Outcomes: A measurable set of knowledge, skills and values required by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that reflects the objectives of the program.

Assessment and Learning Strategies: They are the strategies used by the faculty members to develop students' learning and learning, and the plans that are followed to reach the learning goals. They cover all assignments and assessment activities to achieve the learning outcomes of the program.

Concepts and terminology:

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

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Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:



Head of Department Name:

Prof. Dr. Abdullah Salih Ali

Date: 9-2-2025

Signature:



Scientific Associate Name:

Prof. Dr. Nazar Fadhil Hussin

Date:

9/2

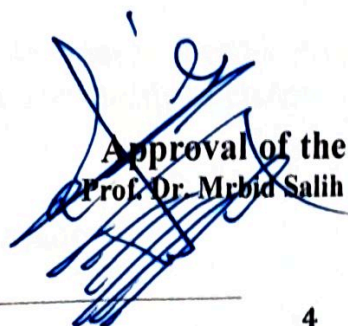
The file is checked by: Asst. Prof. Dr. Shaled Fahmy Shehaab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:



Approval of the Dean
Prof. Dr. Mrbid Salih Dhamen

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4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to community fields to departments and local community institutions

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-----------------|------|-----|--|-----------|
| Department | 35 | 168 | | Mandatory |
| Requirements | | | | |
| Summer Training | None | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|----------------------------|-------------|---|--------------|-----------|
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Psychology Learning Outcomes Statement | 2 | 2 |
| First Learning Outcomes 3 | SO1SIS07 | Computer Learning Outcomes Statement | 3 | 1 |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Philosophy Learning Outcomes Statement | 4 | 2 |
| Second Learning Outcomes 5 | SO1S2PS10 | Social Psychology Learning Outcomes Statement | 5 | 2 |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
2. Using technological educational tools as teaching aids (educational films, electronic lectures).
3. Self-learning method by supporting the learner-centered learning environment.
4. Encouraging students to use the library as one of the learning methods.

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
|---------------------------------------|--|--------------------------|---|------------------------------|----------|
| | General | Special | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | Staff | |
| Prof. Dr. Abdullah Salih Ali | Society | Anthropology | | Staff | |
| Prof. Dr. Maad Saber Rajab | History | Modern History | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | Staff | |

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
- 3- Conducting field research and studies
- 4- Research teams

12. Acceptance Criterion

- 1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
- 2- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.
- 3- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.
- 4- The student must submit an examination showing that he is free from disabilities and diseases.

13. The most important sources of information about the program

- 1- The college and university website.
- 2- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

14. Program Development Plan

- 1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.
- 2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- 3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Social Psychology | |
| 2. Course Code: | |
| SO1S2PS10 | |
| 3. Semester / Year: | |
| 2025-2024 | |
| 4. Description Preparation Date: | |
| 2025/2/1 | |
| 5. Available Attendance Forms: | |
| In-person (classrooms) | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 2 hours per week / 4 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Prof. Dr. Ban Saber Qaddouri | |
| Email: bansaber84@tu.edu.iq | |
| 8. Course Objectives | |
| <p>Course Objectives</p> | <ul style="list-style-type: none"> • The course aims to introduce students to the nature of the relationship between social psychology and other social sciences. • The course aims to introduce students to research methods in social psychology. • It acquaints students with the most important modern trends and theories that explain crowds. • It acquaints students with group dynamics and the types of relationships that indicate it |
| 9. Teaching and Learning Strategies | |
| <p>Strategy</p> | <ul style="list-style-type: none"> • Study and clarify the curriculum vocabulary in line with what was approved by the sector committee for sociology departments. • Prepare graduation projects for the final stage and according to the |

department's policy.

- Field visits.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|--|-----------------|--------------------------|
| 1 | 2 | Students' knowledge of social psychology Chapter One:- Definition of social psychology | A historical overview of the development of social psychology Lectures | Lectures | Questions and Discussion |
| 2 | 2 | Knowledge of the relationship of social psychology to other sciences | The relationship of social psychology to other sciences Social psychology and general psychology Social psychology and social science Social psychology And anthropology Anthropology | Lectures | Questions and Discussion |
| 3 | 2 | Knowledge of research methods in social psychology Chapter Two | Research methods in social psychology Survey method Historical method Case study method Experimental method | Lectures | Questions and Discussion |
| 4 | 2 | Knowledge of observation and its types Observation and its types | Psychological tests Documents and records Content analysis Interview and its types | Lectures | Questions and Discussion |
| 5 | 2 | Knowledge of attitudes specific to social psychology | Attitudes specific to psychology Social Methods of statistical investigation in social psychology | Lectures | Questions and Discussion |
| 6 | 2 | Knowledge of the sample and its types The sample and its types | Knowledge of the sample and its types The sample and its types | Lectures | Questions and Discussion |
| 7 | 3 | Knowledge of the methods adopted in selecting the sample | Sources of error in selecting the sample Steps for selecting the sample Methods adopted in selecting the sample Sources of error in selecting the sample Steps for selecting the sample | Lectures | Questions and Discussion |
| 8 | 3 | Knowledge of collective behavior Chapter Three:- - Collective behavior | Definition of collective behavior | Lectures | Questions and Discussion |

| | | | | | |
|----|---|---|---|----------|--------------------------|
| 9 | 2 | Knowledge of the phenomena of collective behavior and its types | Mass or mass behavior Crowds Phenomena of collective behavior and its types Mass or mass behavior Crowds Public opinion Affection Heresy Obsession | Lectures | Questions and Discussion |
| 10 | 2 | Knowledge of crowds Social movements | Worships and fascinations Crowd behavior Causes of crowd behavior Crowds Social movements Worships and fascinations Crowd behavior Causes of crowd behavior | Lectures | Questions and Discussion |
| 11 | 2 | Knowing the most important trends in explaining the reasons for forming crowds The first trend, those who emphasize the role of the crowd | The most important trends in explaining the reasons for forming crowds The first trend, those who emphasize the role of the crowd Gustave Le Bon's theory Martin's theory of crowd behavior | Lectures | Questions and Discussion |
| 12 | 2 | Knowing the trend, those who emphasize the role of the individual The second trend, those who emphasize the role of the individual Port The third trend, those who emphasize the role of external factors on the individual and the crowd (Miller and Dollar) | Knowing the trend, those who emphasize the role of the individual The second trend, those who emphasize the role of the individual Port The third trend, those who emphasize the role of external factors on the individual and the crowd (Miller and Dollar) | Lectures | Questions and Discussion |
| 13 | 2 | Knowing some other phenomena of collective behavior (crowd behavior) | Some other phenomena of collective behavior (crowd behavior) Affection Causes of the spread and decline of affection Rumor Propaganda | Lectures | Questions and Discussion |
| 14 | 2 | Knowing psychological warfare Psychological warfare | Objectives of psychological warfare Methods and tools used | Lectures | Questions and Discussion |
| 15 | 2 | Knowledge of the types of psychological warfare Types of psychological | Types of psychological warfare Tactical level in | Lectures | Questions and Discussion |

| | | warfare | psychological warfare Modern methods of psychological warfare | | |
|----|---|--|---|----------|--------------------------|
| 16 | 2 | Knowledge of mass communication and public opinion Mass communication and public opinion | Concept of public opinion Importance of public opinion | Lectures | Questions and Discussion |
| 17 | 2 | Knowledge of mass communication | Means of mass communication | Lectures | Questions and Discussion |
| 18 | 2 | Knowledge of group dynamics Group dynamics | The relationship of group dynamics to other social sciences | Lectures | Questions and Discussion |
| 19 | 2 | Knowledge of the relationship between group dynamics and sociology | The relationship between group dynamics and sociology The relationship between group dynamics and psychology | Lectures | Questions and Discussion |
| 20 | 2 | Knowledge of the trends of studying anthropology Freud's theory and the criticisms directed at it | The theory of totality of needs between individuals The group and the sense of we | Lectures | Questions and Discussion |
| 21 | 2 | Knowledge of personal social integration, intellectual union and integration into the group | Knowledge of personal social integration, intellectual union and integration into the group | Lectures | Questions and Discussion |
| 22 | 2 | Knowing the types of personality and their meanings Types of personality and their meanings | Social civilizational parties for integration into society Civilization and society Rules and forms of behavior Social roles and positions | Lectures | Questions and Discussion |
| 23 | 2 | Knowing the group Defining the group Group standards Building the group | Knowing the group Defining the group Group standards Building the group | Lectures | Questions and Discussion |
| 24 | 2 | Knowing the classification of groups Classification of groups | Group cohesion Methods of studying the group)Natural method, experimental method, Therapeutic method, psychiatric method(, | Lectures | Questions and Discussion |
| 25 | 2 | Knowing the sociometric method (social measurement) | Transcription of sociogram tests Building the group Group interaction | Lectures | Questions and Discussion |
| 26 | 2 | Knowing maerifat eazl aljamaea | maerifat eazl aljamaea | Lectures | Questions and Discussion |

| | | | | | |
|----|---|--------------------------------|-----------------------------|----------|--------------------------|
| 27 | 2 | Knowing Maerifataniwae alqiada | Maerifataniwae alqiada | Lectures | Questions and Discussion |
| 28 | 2 | Maerifat bialiatijahat | Maerifat bialiatijahat | Lectures | Questions and Discussion |
| 29 | 2 | Maerifat aliatijah walsuluk | Maerifat aliatijah walsuluk | Lectures | Questions and Discussion |
| 30 | 2 | Maerifat inazariatelijah | Maerifat inazariatelijah | Lectures | Questions and Discussion |
| 31 | 2 | Maerifat iqias aliatijahat | Maerifat iqias aliatijahat | Lectures | Questions and Discussion |
| 32 | 2 | Maerifat bitawzie alara | Maerifat bitawzie alara | Lectures | Questions and Discussion |

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| • | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

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**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:

Head of Department Name:

Prof. Dr. Abdullah Salih Ali

Date: 9-2-2025

Signature:

Scientific Associate Name:

Prof. Dr. Fazar Fadhil Hussin

Date:

9/2



The file is checked by: Asst. Prof. Dr. Khaled Ibrahim Shehaab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean
Prof. Dr. Mrbid Salih Dhamen

1. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

2. Program Mission

1. Providing students with distinctive educational experiences.
2. Preparing highly qualified graduates to meet the needs of the labor market.
3. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
4. Enhancing creativity and critical thinking among students.
5. Meeting the needs of society in the educational, research, media, and cultural fields.

3. Program Objectives

1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
2. Excellence in scientific research, supporting it, and directing it to serve the community.
3. Preparing specialists in the fields of community knowledge.
4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to community fields to departments and local community institutions

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | 35 | 168 | | Mandatory |
| Summer Training | None | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Psychology Learning Outcomes Statement | 2 | 2 |
| First Learning Outcomes 3 | SO1SIS07 | Computer Learning Outcomes Statement | 3 | 1 |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Philosophy Learning Outcomes Statement | 4 | 2 |
| Second Learning Outcomes 5 | SO1S2PS10 | Social Psychology Learning Outcomes Statement | 5 | 2 |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
2. Using technological educational tools as teaching aids (educational films, electronic lectures).
3. Self-learning method by supporting the learner-centered learning environment.
4. Encouraging students to use the library as one of the learning methods.

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | | |
|---|--|--------------------------|---|------------------------------|--------------|--|
| | General | Special | | Staff | Lecturer | |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff | |
| Prof. Dr. Abdullah Salih Ali | Society | Anthropology | | | Staff | |
| Prof. Dr. Maad Saber Rajab | History | Modern History | | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff | |
| Dr. Omar Muayad Mahmood | Law | Commercial Law | | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff | |

| | | | | | | |
|---|--|------------------------|--|--|-------|--|
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
- 3- Conducting field research and studies
- 4- Research teams

12. Acceptance Criterion

1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)

2- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.

3- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.

4- The student must submit an examination showing that he is free from disabilities and diseases.

13. The most important sources of information about the program

1- The college and university website.

2- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

14. Program Development Plan

1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.

2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.

3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Course Description Form

| | |
|---|--|
| 1. Course Name: | |
| Social Control | |
| 2. Course Code: | |
| SO1S4PD32 | |
| 3. Semester / Year: | |
| 2025 \ 2024 | |
| 4. Description Preparation Date: | |
| 2025 \ 2 \ 2 | |
| 5. Available Attendance Forms: | |
| In-person (classrooms) | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 2 hours per week 4 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name. Asst. Prof. Sarmed Jassim Mohammed | |
| Email: sa.a761@tu.edu.iq | |
| 8. Course Objectives | |
| <p>Course Objectives</p> | <p>1) The course aims to provide students with social control variables and their importance in social studies and adopt them as indicators to measure social phenomena.</p> <p>2) One of the goals of social control is to study the management of control in social institutions, introduce social institutions to that, and identify the organizational units or levels of society, etc.</p> <p>3) It aims to critically review the most important contemporary theoretical approaches, as it presents a general social awareness that aims to advance social reality, and focuses on a social system that is summed up in deepening and concentrating the role of the social researcher in the field of social control as it is a civilizational crisis for all societies that aspire to advancement and aspire to advancement.</p> <p>4) This science aims to present applied studies in control, which reveal that the theory of social control has a high degree of growth and integration, such that it serves as a guide for research conducted in various social, industrial, and other organizations.</p> |
| 9. Teaching and Learning Strategies | |

| | |
|-----------------|---|
| Strategy | <p>In-depth group discussion, choosing the best and most appropriate solution, brainstorming, education to train the student on</p> <p>The basic skills of the subject, presenting many ideas so that the student becomes an active thinker and investigates</p> <p>Deeper topics in their applied fields, creating an atmosphere of interest and excitement for thought to lead to deeper understanding.</p> |
|-----------------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|---|-----------------|--------------------------|
| 1 | 2 | Know what the concept is | Chapter One: | Lectures | Questions and Discussion |
| 2 | 2 | Social control | What is the concept of social control? | Lectures | Questions and Discussion |
| 3 | 2 | The concept of historical genesis | Historical genesis | Lectures | Questions and Discussion |
| 4 | 2 | Social control | Social control | Lectures | Questions and Discussion |
| 5 | 2 | Knowing the origins and history of social control | Knowing the origins and history of social control | Lectures | Questions and Discussion |
| 6 | 2 | Learn about early attempts to study social control | Chapter Two | Lectures | Questions and Discussion |
| 7 | 2 | Knowing the relationship between forms of social control | How do we study social control? | Lectures | Questions and Discussion |
| 8 | 2 | View the development trend in control | First: automatic and routine forms | Lectures | Questions and Discussion |
| 9 | 2 | | Second: The forms are highly spontaneous | Lectures | Questions and Discussion |
| 10 | 2 | Knowing ideological orientation and its relationship to social control | Second: Social control and social organization | Lectures | Questions and Discussion |
| 11 | 2 | Knowledge of social control and sanctions | Social values | Lectures | Questions and Discussion |
| 12 | 2 | Knowledge of social control and values | Social role | Lectures | Questions and Discussion |
| 13 | 2 | Social control aspiration and role | The issue of deviance and control in society | Lectures | Questions and Discussion |

| | | | | | |
|----|---|---|---|----------|--------------------------|
| 14 | 2 | Knowing the relationship of social control and power to society | First: The general theory of social control | Lectures | Questions and Discussion |
| 15 | 2 | Criticism of social control theory | Edward Ross | Lectures | Questions and Discussion |
| 16 | 2 | Knowledge of social control scholars | Lapierre | Lectures | Questions and Discussion |
| 17 | 2 | Knowledge of social control methods | Positive methods | Lectures | Questions and Discussion |
| 18 | 2 | Knowing the interest of scientists in studying social control | Vilfredo Barreto | Lectures | Questions and Discussion |
| 19 | 2 | Knowledge of sediments with social precision | Sediments of connection, self-expression, cohesion and desire | Lectures | Questions and Discussion |
| 20 | 2 | Knowledge of the duties imposed on the state | human rights | Lectures | Questions and Discussion |
| 21 | 2 | Factors that have a controlling effect in society | Religion in social control | Lectures | Questions and Discussion |
| 22 | 2 | Knowledge of social norms | Individual behaviour | Lectures | Questions and Discussion |
| 23 | 2 | Knowing the factors affecting an individual's life | Socialization and family preparation | Lectures | Questions and Discussion |
| 24 | 2 | Knowledge of relationships, connections and social ties | Preparation and self-configuration processes | Lectures | Questions and Discussion |
| 25 | 2 | Knowing the balance of self-concept | Transition | Lectures | Questions and Discussion |
| 26 | 2 | Knowledge of religion and a course in social control | Guidance and behavioral modification | Lectures | Questions and Discussion |
| 27 | 2 | Knowledge of religion and a course in social control | Intrinsic motivation | Lectures | Questions and Discussion |
| 28 | 2 | Knowing social motives | Social behavior between custom and law | Lectures | Questions and Discussion |
| 29 | 2 | Knowledge of social behavior with social precision | Freedom precisely social | Lectures | Questions and Discussion |
| 30 | 2 | Knowing freedom by social definition | Enjoying good and forbidding evil | Lectures | Questions and Discussion |
| 31 | 2 | Knowledge of social control through religion | Stages of feeling, need, interest, and generalization | Lectures | Questions and Discussion |

| | | | | | |
|----|---|--|--------------------|----------|--------------------------|
| 32 | 2 | Knowing the stages of social control in an individual's life | Family and society | Lectures | Questions and Discussion |
|----|---|--|--------------------|----------|--------------------------|

11. Course evaluation

- 1- Written exams
- 2- Oral questions
- 3- Finding out how to analyze and find relationships between social variables.
- 4- How to analyze and interpret the results of these social variables

12. Learning and teaching resources

. According to what is approved by the responsible authorities in this field, as well as what is provided by the subject professor.

The main approaches to sociology, and everything issued is up to date to keep pace with the development of science.

All scientific journals concerned with the social sciences and published by reputable and recognized scientific institutions.

Everything found on international scientific platforms, and the websites of local, Arab and international academic institutions

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:



Head of Department Name:

Dr. Abdullah S. Ali

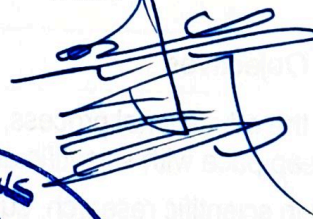
Date: 9-2-2025

Signature:

Scientific Associate Name:

Leif. F. H. M.

Date:



The file is checked by: Dr. Khadija M. Al-Hab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

2. Program Mission

1. Providing students with distinctive educational experiences.
2. Preparing highly qualified graduates to meet the needs of the labor market.
3. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
4. Enhancing creativity and critical thinking among students.
5. Meeting the needs of society in the educational, research, media, and cultural fields.

3. Program Objectives

1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
2. Excellence in scientific research, supporting it, and directing it to serve the community.
3. Preparing specialists in the fields of community knowledge.
4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to community fields to departments and local community institutions

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-----------------|------|-----|--|-----------|
| Department | 35 | 168 | | Mandatory |
| Requirements | | | | |
| Summer Training | none | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Learning Outcomes Statement Psychology | 2 | |
| First Learning Outcomes 3 | SO1SIS07 | Learning Outcomes Statement Computer | 3 | |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Learning Outcomes Statement Philosophy | 4 | |
| Second Learning Outcomes 5 | SO1S2PS1 | Learning Outcomes Statement Social Psychology | 5 | |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
2. Using technological educational tools as teaching aids (educational films, electronic lectures).
3. Self-learning method by supporting the learner-centered learning environment.
4. Encouraging students to use the library as one of the learning methods.

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
|---------------------------------------|--|--------------------------|---|------------------------------|----------|
| | General | Special | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | Staff | |
| Prof. Dr. Abdullah Saleh Ali | Society | Anthropology | | Staff | |
| Prof. Dr. Moad Saber Rajab | History | Modern History | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | Staff | |

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
- 3- Conducting field research and studies
- 4- Research teams

12. Acceptance Criterion

- 1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
- 2- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.
- 3- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.
- 4- The student must submit an examination showing that he is free from disabilities and diseases.

13. The most important sources of information about the program

- 1- The college and university website.
- 2- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

14. Program Development Plan

- 1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.
- 2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- 3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Course Description Form

1- Name of Course

"Crimes of the Ba'ath Regime / Second Year"

2- Code of Course

Bachelor

3- Semester – Year

2024-2025

4- Date of Writing the Course Description

1 - 2 - 2025

5- Attendance Types

Daily

6- Total Study Hours / Total Units

30 hrs

7- Name of the Course Coordinator (if there is more than one, list them)

Assist Lec: samar jasim Email: s.jasim@tu.edu.iq .

8- Course Objectives

Course Objectives

- Introducing students to the history of the defunct Ba'ath Party in Iraq.
- Understanding the violations that occurred during the rule of the defunct Ba'ath Party.
- Enabling students to understand the economic and political impact of the wars that took place during the Ba'ath Party's rule.

9. Teaching and Learning Strategies

Strategies

Lecture method, student discussion, and posing and exchanging questions with students.

10 – Course Structure

| Week | Hrs | Required Learning Outputs | Unit Name | Learning Method | Evaluation Method |
|------|-----|--|---|-----------------|-------------------|
| 1 | 1 | Chapter One: Violations of Rights and Freedoms | A brief on the political system in Iraq | Lecture | No |
| 2 | 1 | | Royal Regime | Lecture | Discussion |

| | | | | | |
|----|---|---|--|------------------------|---------------------|
| 3 | ✓ | | Republic Regime Period | Lectures | Discussion |
| 4 | ✓ | | Republic-Baath Period | Lecture and Discussion | Quiz |
| 5 | ✓ | Violation of freedoms and rights by Baath | Violation of intellectual rights and public freedoms | Lecture | Discussion |
| 6 | ✓ | | Intellectual property violations | Lecture | Quiz |
| 7 | ✓ | | Violation of public freedoms | Lecture and Discussion | Discussion |
| 8 | ✓ | | Violation of the right to multi-partyism | Lecture and Discussion | Discussion |
| 9 | ✓ | | | Monthly Exam | Monthly Exam |
| 10 | ✓ | Violations of social, political and cultural rights | Violation of freedom of opinion | Lecture and Discussion | Discussion |
| 11 | ✓ | | Revocation of citizenship | Lecture and Discussion | Discussion |
| 12 | ✓ | | Other social rights | Lecture and Discussion | Discussion |
| 13 | ✓ | | Violation of cultural rights and freedoms | Workshop | Discussion |
| 14 | ✓ | Violation of international law | First and second Gulf war | Lecture and Discussion | Discussion |
| 15 | ✓ | | International blockade on Iraq due to the invasion of Kuwait | Monthly Exam | Monthly Exam |
| 16 | ✓ | | The impact of the Baath regime's behavior on society | Lectures | Discussion |
| 17 | ✓ | | Random arrests, torture of prisoners and executions | Lectures | Quiz and Discussion |
| 18 | ✓ | | Arbitrary | Lecture | Discussion |

| | | | | | |
|----|---|---|--|-----------------------------|---------------------|
| | | | detention of suspects | and Discussion | |
| 19 | ✓ | | Execution of military personnel and civilians | Lectures | |
| 20 | ✓ | Limiting the three powers to the Baath regime | Separation of Powers | Lecture and Discussion | Discussion |
| 21 | ✓ | | Governing Powers Under the Regime | Lectures and Brain Storming | Discussion |
| 22 | ✓ | Ch. 2 | Psychological Field | Lecture and Discussion | Discussion |
| 23 | ✓ | | Social Field | Lecture and Discussion | |
| 24 | ✓ | | Religion and State | Lectures | Quiz and Discussion |
| 25 | ✓ | | Culture, Media and the Militarization of Society | Lectures | Discussion |
| 26 | ✓ | Ch 3 | The Impact of Repression and Wars on the Environment and Population | Lecture and Discussion | Discussion |
| 27 | ✓ | | Use of internationally banned weapons and environmental pollution | Lecture and Discussion | Discussion |
| 28 | ✓ | | Scorched earth policy | Lecture and Discussion | Discussion |
| 29 | ✓ | | Draining marshes and forced migration | Brain Storming | Discussion |
| 30 | ✓ | | Destruction of agricultural and animal environment and radioactive contamination | Lecture and Discussion | Discussion |
| 31 | ✓ | | Mass graves and bombing of places of worship | Lecture and Discussion | Discussion |

| | | | | | |
|----|--|--|--|--------------|--------------|
| 32 | | | | Monthly Exam | Monthly Exam |
|----|--|--|--|--------------|--------------|

11- Course Evaluation

Daily exams score: ١٠, Homework and reports score: ١٥, Monthly exams score: ٢٥
 Final exam score: ٥٠

12- Teaching References

| | |
|---|---|
| Papers on (Crimes of the Baath Regime in Iraq) | Required textbooks (methodology if any) |
| Crimes of the defunct Baath Party Curriculum ٢٠٢٣, Ministry of Higher Education and Scientific Research | Main references (sources) |
| None | Recommended supporting books and references (scientific journals, reports...) |
| Official Arab and foreign websites that talk about the crimes of the Baath Party in Iraq | Electronic references, Internet sites |

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



Academic Program and Course Description Guide

2025

Introduction:

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Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:

Head of Department Name:

Prof. Dr. Abdullah Salih Ali

Date: 9-2-2025

Signature:

Scientific Associate Name:

Prof. Dr. Nazar Fadhil Hussin

Date: 9/2

The file is checked by: Asst. Prof. Dr. Khaled Ibrahim Shehaab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean
Prof. Dr. Mubid Sabih Dhamen

| |
|--|
| 1. Program Vision |
| The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society. |
| 2. Program Mission |
| <ol style="list-style-type: none"> 1. Providing students with distinctive educational experiences. 2. Preparing highly qualified graduates to meet the needs of the labor market. 3. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society. 4. Enhancing creativity and critical thinking among students. 5. Meeting the needs of society in the educational, research, media, and cultural fields. |
| 3. Program Objectives |
| <ol style="list-style-type: none"> 1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development. 2. Excellence in scientific research, supporting it, and directing it to serve the community. 3. Preparing specialists in the fields of community knowledge. 4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development. 5. Sustainable professional development for faculty members. 6. Activating cultural and scientific exchange with similar departments at home and abroad. 7. Providing advisory and research services related to community fields to departments and local community institutions |
| 4. Program Accreditation |

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | 35 | 168 | | Mandatory |
| Summer Training | None | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Psychology Learning Outcomes Statement 2 | 2 | |
| First Learning Outcomes 3 | SO1SIS07 | Computer Learning Outcomes Statement 3 | 3 | |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Philosophy Learning Outcomes Statement 4 | 4 | |
| Second Learning Outcomes 5 | SO1S2PS10 | Social Psychology Learning Outcomes Statement 5 | 5 | |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
2. Using technological educational tools as teaching aids (educational films, electronic lectures).
3. Self-learning method by supporting the learner-centered learning environment.
4. Encouraging students to use the library as one of the learning methods.

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

| 11. Faculty | | | | | | |
|---------------------------------------|--|--------------------------|---|--|------------------------------|----------|
| Faculty Members | | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
| | General | Special | | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff | |
| Prof. Dr. Abdullah Salih Ali | Society | Anthropology | | | Staff | |
| Prof. Dr. Maad Saber Rajab | History | Modern History | | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
- 3- Conducting field research and studies
- 4- Research teams

12. Acceptance Criterion

1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)

2- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.

3- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.

4- The student must submit an examination showing that he is free from disabilities and diseases.

13. The most important sources of information about the program

1- The college and university website.

2- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

14. Program Development Plan

1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.

2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.

3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

| | | | | | | | | | | | | | | | | | | | | |
|--|-----------|---------------------|----------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | SO1S4PO35 | Graduation research | Basic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | SO1S4PO36 | English Language | Optional | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | | | | | |
|---|--------------|--|---|------------------------|--------------------------|
| 1. Course Name: | | | | | |
| Planning and development | | | | | |
| 2. Course Code: | | | | | |
| SO1S4PD28 | | | | | |
| 3. Semester / Year: | | | | | |
| 2025-2024 | | | | | |
| 4. Description Preparation Date: | | | | | |
| 2025/2/1 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| In-person (classrooms) | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| 3 hours per week / 6 units | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Lecturer. Dr. Yousef Ghassan | | | | | |
| Email: yousif.ghasan@tu.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | | <ol style="list-style-type: none"> 1- Providing students with basic information about the foundations, principles, theories and trends of planning and social development and the extent of their importance in their social research. 2- Treating social phenomena as the outcome of dialectical interaction between the forces of planning and development and the forces of natural and social environmental conditions 3- . Community development 4- Benefiting from planning and development models at the global level <p style="margin-left: 20px;">Applying the Malaysian and Japanese experience</p> | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | <p>In-depth group discussion, choosing the best and most appropriate solution, brainstorming, education to train the student on</p> <p>The basic skills of the subject, presenting many ideas so that the student becomes an active thinker and investigates</p> <p>Deeper topics in their applied fields, creating an atmosphere of interest and excitement for thought to lead to deeper understanding.</p> <p>And make more accurate and realistic decisions.</p> | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |

| | | | | | |
|----|---|--|---|----------|--------------------------|
| 1 | 3 | Students know the definition of roots Historical planning | Chapter One: What is social planning? | Lectures | Questions and Discussion |
| 2 | 3 | The concept of planning and its objectives | The concept of planning and its objectives | Lectures | Questions and Discussion |
| 3 | 3 | Knowledge of the origins and history of planning | Knowledge of the origins and history of planning | Lectures | Questions and Discussion |
| 4 | 3 | Knowing the relationship of planning to other sciences | Chapter Two The relationship of planning to other sciences | Lectures | Questions and Discussion |
| 5 | 3 | Knowing the relationship of planning to sociology | First: The relationship of planning to sociology | Lectures | Questions and Discussion |
| 6 | 3 | Knowing the relationship of planning to geography | Second: The relationship of planning to geography | Lectures | Questions and Discussion |
| 7 | 3 | Determine the relationship of planning to economics | Third: The relationship of anthropology to economics | Lectures | Questions and Discussion |
| 8 | 3 | Learn about the relationship between planning and philosophy | Fourth: The relationship of planning to the science of philosophy | Lectures | Questions and Discussion |
| 9 | 3 | Knowing the relationship of planning to demographics | Fifth: The relationship of anthropology to demographics | Lectures | Questions and Discussion |
| 10 | 3 | Knowing the relationship between planning and science Business Administration | Sixth: The relationship between planning and science Business Administration | Lectures | Questions and Discussion |
| 11 | 3 | Knowing the relationship between planning and history | Seventh: The relationship of planning to history | Lectures | Questions and Discussion |
| 12 | 3 | Looking to know the planning relationship With politics | Eighth: The relationship between planning and politics | Lectures | Questions and Discussion |
| 13 | 3 | Social management and behaviour Traditional rational methods Society development | Chapter Three Social management | Lectures | Questions and Discussion |
| 14 | 3 | Knowledge of social management | First: The nature of social management | Lectures | Questions and Discussion |
| 15 | 3 | Knowledge of behavior Traditional rationalism and methods Society development | Second: Behavior Traditional rationalism and methods Society development | Lectures | Questions and Discussion |
| 16 | 3 | Know the divisions of thinking | Second: Divisions of thinking | Lectures | Questions and Discussion |

| | | | | | |
|----|---|---|---|----------|--------------------------|
| | | Rational in planning | Rational in planning | | |
| 17 | 3 | Know the divisions of thinking Rational in planning | Third: Realism | Lectures | Questions and Discussion |
| 18 | 3 | Know the divisions of thinking Rational in planning | Fourth: Commitment and implementation | Lectures | Questions and Discussion |
| 19 | 3 | Know the divisions of thinking Rational in planning | Fifth: Reaching a goal | Lectures | Questions and Discussion |
| 20 | 3 | Knowledge of examples of planning experiences at the global level | Fourth lobe Examples of planning experiments on Global level | Lectures | Questions and Discussion |
| 21 | 3 | Learn about international experiences | First - the beginning of planning experiments around the world | Lectures | Questions and Discussion |
| 22 | 3 | Introductory knowledge of experiences and how they arise | Second: Introduction to experiences and how they arise | Lectures | Questions and Discussion |
| 23 | 3 | Know the Indian experience | 1- The Indian experience | Lectures | Questions and Discussion |
| 24 | 3 | Knowledge of the German experience | 2- The German experience | Lectures | Questions and Discussion |
| 25 | 3 | Know the Korean experience | 3- The Korean experience | Lectures | Questions and Discussion |
| 26 | 3 | Knowledge of development concepts | 4- Development concepts | Lectures | Questions and Discussion |
| 27 | 3 | Knowledge of sustainable development | 5- Sustainable development | Lectures | Questions and Discussion |
| 28 | 3 | Know the trends around the world Development topics | 6- World trends about Development topics | Lectures | Questions and Discussion |
| 29 | 3 | Knowledge of models of development globally | 7- Models of development globally | Lectures | Questions and Discussion |
| 30 | 3 | Knowledge of domestic and international output For each model | Domestic and international output For each model | Lectures | Questions and Discussion |
| 31 | 3 | Knowledge of development and environment | Development and environment | Lectures | Questions and Discussion |
| 32 | 3 | Looking forward to planning a development project | Planning a development project | Lectures | Questions and Discussion |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

11. Course Evaluation

• Annual periodic evaluation of the curriculum and its conformity with what was approved by the sectorial committees.

12. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

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



Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:

Head of Department Name:

Prof. Dr. Abdullah Salih Ali

Date: 9-2-2025

Signature:

Scientific Associate Name:

Prof. Dr. Nazar Fadhil Hussin

Date: 9/2

The file is checked by: Asst. Prof. Dr. Khaled Ibrahim Shehaab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean
Prof. Dr. Mubid Sabih Dhamen

| |
|--|
| 1. Program Vision |
| The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society. |
| 2. Program Mission |
| <ol style="list-style-type: none"> 1. Providing students with distinctive educational experiences. 2. Preparing highly qualified graduates to meet the needs of the labor market. 3. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society. 4. Enhancing creativity and critical thinking among students. 5. Meeting the needs of society in the educational, research, media, and cultural fields. |
| 3. Program Objectives |
| <ol style="list-style-type: none"> 1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development. 2. Excellence in scientific research, supporting it, and directing it to serve the community. 3. Preparing specialists in the fields of community knowledge. 4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development. 5. Sustainable professional development for faculty members. 6. Activating cultural and scientific exchange with similar departments at home and abroad. 7. Providing advisory and research services related to community fields to departments and local community institutions |
| 4. Program Accreditation |

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | 35 | 168 | | Mandatory |
| Summer Training | None | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Psychology Learning Outcomes Statement 2 | 2 | |
| First Learning Outcomes 3 | SO1SIS07 | Computer Learning Outcomes Statement 3 | 3 | |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Philosophy Learning Outcomes Statement 4 | 4 | |
| Second Learning Outcomes 5 | SO1S2PS10 | Social Psychology Learning Outcomes Statement 5 | 5 | |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

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Skill in implementing applications and the ability to diagnose problems facing the individual and society

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Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

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9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
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3. Self-learning method by supporting the learner-centered learning environment.
4. Encouraging students to use the library as one of the learning methods.

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

| 11. Faculty | | | | | | |
|---------------------------------------|--|--------------------------|---|--|------------------------------|----------|
| Faculty Members | | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
| | General | Special | | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff | |
| Prof. Dr. Abdullah Salih Ali | Society | Anthropology | | | Staff | |
| Prof. Dr. Maad Saber Rajab | History | Modern History | | | Staff | |
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| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

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- 2- Computer and electronic retrieval courses
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13. The most important sources of information about the program

1- The college and university website.

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1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.

2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.

3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Course Description Form

| 1. Course Name: | | | | | |
|---|--|---|----------------------|-----------------|-------------------|
| Educational sociology | | | | | |
| 2. Course Code: | | | | | |
| SO1S2PS15 | | | | | |
| 3. Semester / Year: | | | | | |
| 2025-2024 | | | | | |
| 4. Description Preparation Date: | | | | | |
| 2025/2/1 | | | | | |
| 5. Available Attendance Forms: | | | | | |
| In-person (classrooms) | | | | | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | | | | | |
| 2 hours per week / 4 units | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: Lecturer. Dr. Yousef Ghassan | | | | | |
| Email: yousif.ghasan@tu.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | <ul style="list-style-type: none"> • The educational sociology course aims to introduce students to the concept of sociology according to some scholars and its origins • Knowing the most important social theories that are adopted in the study of education and its relationship with society and institutions • Identifying research methods in educational sociology and its relationship with other sciences. • Knowing the types of societies and the mechanisms of social interaction that take place within each society and their repercussions on the individual's behavior and social relationships. | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | Explaining the scientific material to students in detail Discussion and dialogue about vocabulary related to the topic Students participate in field visits Applying sociological knowledge in circles and institutions related to social aspects | | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |

| | | | | | |
|----|---|---|--|----------|--------------------------|
| 1 | 2 | Know what the concept is Pedagogical science | Chapter One: What is the concept of educational sociology? | Lectures | Questions and Discussion |
| 2 | 2 | The concept of historical genesis For educational sociology | Historical genesis For educational sociology | Lectures | Questions and Discussion |
| 3 | 2 | Knowing the origins and history of educational society | Knowing the origins and history of educational society | Lectures | Questions and Discussion |
| 4 | 2 | Knowledge of the relationship between educational sociology In other sciences | Chapter Two The relationship between educational sociology In other sciences | Lectures | Questions and Discussion |
| 5 | 2 | Knowing the relationship of education to sociology | First: the relationship of education to sociology | Lectures | Questions and Discussion |
| 6 | 2 | Knowing the relationship of educational sociology to geography | Second: The relationship of educational sociology to geography | Lectures | Questions and Discussion |
| 7 | 2 | Determine the relationship of educational sociology to economics | Third: The relationship between educational sociology With economics | Lectures | Questions and Discussion |
| 8 | 2 | Explore the relationship between educational sociology With philosophy | Fourth: The relationship between educational sociology and philosophy | Lectures | Questions and Discussion |
| 9 | 2 | Knowing the relationship of educational sociology to demographics | Fifth: The relationship of educational sociology to demographics | Lectures | Questions and Discussion |
| 10 | 2 | Knowing the relationship between educational sociology and science Business Administration | Sixth: The relationship between educational sociology and science Business Administration | Lectures | Questions and Discussion |
| 11 | 2 | Knowing the relationship of educational sociology to history | Seventh: The relationship of educational sociology to history | Lectures | Questions and Discussion |
| 12 | 2 | Looking forward to knowing the relationship between educational sociology With politics | Eighth: The relationship between planning and educational sociology | Lectures | Questions and Discussion |
| 13 | 2 | Student knowledge of areas Research in educational sociology | Chapter Three Areas of research in educational sociology | Lectures | Questions and Discussion |

| | | | | | |
|----|---|---|---|----------|--------------------------|
| 14 | 2 | Knowledge of the most important educational institutions | First: The most important educational institutions | Lectures | Questions and Discussion |
| 15 | 2 | Knowing the family | Second: Family | Lectures | Questions and Discussion |
| 16 | 2 | Knowledge of the community | Second: Society | Lectures | Questions and Discussion |
| 17 | 2 | Knowledge of educational institutions | Third: Educational institutions | Lectures | Questions and Discussion |
| 18 | 2 | Know the community relationship Educational operations | Fourth: Community relationship Educational operations | Lectures | Questions and Discussion |
| 19 | 2 | Know the most important trends Theoretical and intellectual For sociology and education | Fifth: The most important trends Theoretical and intellectual For sociology and education | Lectures | Questions and Discussion |
| 20 | 2 | Find out the classic trend | Fourth lobe Classic trend | Lectures | Questions and Discussion |
| 21 | 2 | Know the contemporary trend | Contemporary trend | Lectures | Questions and Discussion |
| 22 | 2 | Knowing the updated trend in education | The updated trend in education | Lectures | Questions and Discussion |
| 23 | 2 | Knowledge of global experiences in education | 1- International experiences in education | Lectures | Questions and Discussion |
| 24 | 2 | Knowledge of the German experience | 2- The German experience | Lectures | Questions and Discussion |
| 25 | 2 | Know the Korean experience | 3- The Korean experience | Lectures | Questions and Discussion |
| 26 | 2 | Knowledge of the Japanese experience | 4- Japanese experience | Lectures | Questions and Discussion |
| 27 | 2 | Know the Singaporean experience | 5- The Singaporean experience | Lectures | Questions and Discussion |
| 28 | 2 | Know the role of the social researcher In breeding operations | The role of the social researcher In breeding operations | Lectures | Questions and Discussion |
| 29 | 2 | Knowing his role at the family level | Its role at the family level | Lectures | Questions and Discussion |
| 30 | 2 | Knowing his role at the community level | His role at the community level | Lectures | Questions and Discussion |
| 31 | 2 | Knowing his role at the level of formal educational institutions | Its role at the institutional level Official educational | Lectures | Questions and Discussion |
| 32 | 2 | Diagnose the pros and cons | Diagnose the pros and cons | Lectures | Questions and Discussion |

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| 11. Course Evaluation | | | | | |
| • Annual periodic evaluation of the curriculum and its conformity with what was approved by the sectorial committees. | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | | | |
| Recommended books and references (scientific journals, reports...) | | | | | |
| Electronic References, Websites | | | | | |

علم اهنما سكرت

د / مهنز - 21 -

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



**Academic Program
2025
and Course
Description Guide**

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

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In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

25/1/2025

File Completion Date: 1/2/2025

Signature:



Head of Department Name:

Prof. Dr. Abdullah Salih Ali

Date: 9-2-2025

Signature:



Scientific Associate Name:

Prof. Dr. Nazar Fadhil Hussin

Date:

9/2



The file is checked by: Asst. Prof. Dr. Khaled Irhayb Shehaab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean
Prof. Dr. Mrbid Salih Dhamen



1. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

2. Program Mission

1. Providing students with distinctive educational experiences.
2. Preparing highly qualified graduates to meet the needs of the labor market.
3. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
4. Enhancing creativity and critical thinking among students.
5. Meeting the needs of society in the educational, research, media, and cultural fields.

3. Program Objectives

1. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
2. Excellence in scientific research, supporting it, and directing it to serve the community.
3. Preparing specialists in the fields of community knowledge.
4. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
5. Sustainable professional development for faculty members.
6. Activating cultural and scientific exchange with similar departments at home and abroad.
7. Providing advisory and research services related to community fields to departments and local community institutions

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

None

6 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | 4 | 8 | | Mandatory |
| College Requirements | | | | |

| | | | | |
|-----------------|------|-----|--|-----------|
| Department | 35 | 168 | | Mandatory |
| Requirements | | | | |
| Summer Training | None | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| 7. Program Description | | | | |
|---------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS01 | Introduction to Sociology | 3 | |
| First | SO1SIS02 | Introduction to Social Work | 3 | |
| First | SO1SIS03 | Introduction to Anthropology | 3 | |
| First | SO1SIS04 | English Language | 1 | |
| First | SO1SIS05 | Human Rights and Democracy | 1 | |
| First Learning Outcomes 2 | SO1SIS06 | Psychology Learning Outcomes Statement 2 | 2 | |
| First Learning Outcomes 3 | SO1SIS07 | Computer Learning Outcomes Statement 3 | 1 | |
| First | SO1SIS08 | Arabic Language | 1 | |
| First Learning Outcomes 4 | SO1SIS09 | Philosophy Learning Outcomes Statement 4 | 2 | |
| First Learning Outcomes 5 | SO1SIS10 | Social Psychology Learning Outcomes Statement 5 | 2 | |
| Second | SO1S2PS11 | Research Methods | 3 | |
| Second | SO1S2PS12 | Social Problems | 2 | |
| Second | SO1S2PS13 | Rural and Urban Sociology | 2 | |
| Second | SO1S2PS14 | Computer | 1 | |
| Second | SO1S2PS15 | Educational Sociology | 2 | |
| Second | SO1S2PS16 | Criminal Party | 1 | |
| Second | SO1S2PS17 | Iraqi Society | 2 | |
| Second | SO1S2PS18 | English Language | 1 | |
| Second | SO1S2PS19 | Arabic Language | 1 | |
| Third | SO1S3ST19 | Contemporary Social thought | 3 | |
| Third | SO1S3ST20 | Social Statistics | 3 | |
| Third | SO1S3ST21 | Criminology | 2 | |

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO1S3ST22 | Social Change | 2 | |
| Third | SO1S3ST23 | Sociology of Law | 2 | |
| Third | SO1S3ST24 | Cultural Sociology | 2 | |
| Third | SO1S3ST25 | Sociology of Family | 2 | |
| Third | SO1S3ST26 | English Language | 2 | |
| Third | SO1S3ST27 | Demography | 2 | |
| Forth | SO1S4PD28 | Planning and Development | 3 | |
| Forth | SO1S4PD29 | Social theories | 3 | |
| Forth | SO1S4PD30 | Reforming Criminals | 2 | |
| Forth | SO1S4PD31 | Political Sociology | 3 | |
| Forth | SO1S4PD32 | Social Control | 2 | |
| Forth | SO1S4PD33 | Sociology of Religion | 2 | |
| Forth | SO1S4PD34 | Social organization | 2 | |
| Forth | SO1S4PD35 | Graduation research | 2 | |
| Forth | SO1S4PD36 | English Language | 2 | |

8. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

1. Giving lectures (explanation and clarification, discussion).
2. Using technological educational tools as teaching aids (educational films, electronic lectures).
3. Self-learning method by supporting the learner-centered learning environment.
4. Encouraging students to use the library as one of the learning methods.

10. Evaluation methods

- 1- Oral questions
 - 2- Written exams
 - 3- Daily participation
 - 4- Completing daily reports and meals
-

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | | |
|---------------------------------------|--|--------------------------|---|------------------------------|----------|--|
| | General | Special | | Staff | Lecturer | |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff | |
| Prof. Dr. Abdullah Salih Ali | Society | Anthropology | | | Staff | |
| Prof. Dr. Maad Saber Rajab | History | Modern History | | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- 1- English language courses
- 2- Computer and electronic retrieval courses
- 3- Conducting field research and studies
- 4- Research teams

12. Acceptance Criterion

- 1- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
- 2- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (60-65) for the subject.
- 3- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.
- 4- The student must submit an examination showing that he is free from disabilities and diseases.

13. The most important sources of information about the program

- The college and university website.
- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

14. Program Development Plan

- 1- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.
- 2- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- 3- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Program Skills Outline

| Year/Level | Course Code | Course Name | Basic or optional | Required program Learning outcomes | | | | | | | | | | | | | | | | | | | | |
|------------|-------------|------------------------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|---|---|---|---|---|---|---|---|---|
| | | | | Knowledge | | | | Skills | | | | Ethics | | | | | | | | | | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | | | | | | | | | |
| First | SO1SIS01 | Introduction to Sociology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | SO1SIS02 | Introduction to Social Work | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO1SIS03 | Introduction to Anthropology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO1SIS04 | English Language | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO1SIS05 | Human Rights and Democracy | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO1SIS06 | Psychology | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO1SIS07 | Computer | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO1SIS08 | Arabic Language | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS09 | Philosophy | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Second | SO1S2PS10 | Social Psychology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO1S2PS11 | Research Methods | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO1S2PS12 | Social Problems | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO1S2PS13 | Rural and Urban Sociology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO1S2PS14 | Computer | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO1S2PS15 | Educational | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Population Sociology | |
| 2. Course Code: | |
| SO1S3ST27 | |
| 3. Semester / Year: | |
| 2024-2025 | |
| 4. Description Preparation Date: | |
| 1/2/2025 | |
| 5. Available Attendance Forms: | |
| In-person (classrooms) | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 2 hours per week / 4 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. Lect. Moataz Nawar Mutta Email: moataz.n.motar@tu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>To understand the principles of population sociology.</p> <p>The course aims to introduce the fundamental concepts of population sociology.</p> <p>To learn about key scholars and researchers who have contributed to the study of population sociology.</p> <p>To explore the origins of population sociology.</p> |

To recognize various forms of urban environments.

To study the characteristics of population sociology.

9. Teaching and Learning Strategies

- Strategy**
- Studying and clarifying the course content in accordance with the standards set by the Sectorial Committee for Sociology Departments.
 - Preparing graduation projects for final-year students according to departmental policies.
 - Conducting field visits.
 - Developing plans and papers related to the course topics.
 - Applying some classical scholarly perspectives and utilizing them in contemporary contexts..

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|--|-----------------|--------------------------|
| 1 | 3 | Introduction to Population Sociolog | Studying Population Structure and Social Phenomena Related to Population. | Lectures | Questions and Discussion |
| 2 | 3 | Population Phenomena | Study of population changes such as migration, mortality, and population growth, and how they affect society. | Lectures | Questions and Discussion |
| 3 | 3 | Population Growth | Analysis of population increase and the factors influencing population growth. | Lectures | Questions and Discussion |
| 4 | 3 | Demographic Transition | Examination of major changes in population structure and geographic distribution, such as the shift from rural to urban areas. | Lectures | Questions and Discussion |
| 5 | 3 | Pioneers of Classical and Modern Demographic Thought | Highlighting the thinkers who have influenced population sociology. | Lectures | Questions and Discussion |
| 6 | 3 | Karl Marx | Studying the impact of Karl Marx's ideas on social classes and population growth | Lectures | Questions and Discussion |

| | | | | | |
|----|---|--|---|----------|--------------------------|
| | | | within population theory. | | |
| 7 | 3 | Population Theories | Reviewing the key theories that explain population changes and growth. | Lectures | Questions and Discussion |
| 8 | 3 | Social Position Theory | Studying how social classes and economic factors influence demographic changes. | Lectures | Questions and Discussion |
| 9 | 3 | Factors of Population Growth | Analyzing the factors affecting population growth, including fertility, mortality, and migration. | Lectures | Questions and Discussion |
| 10 | 3 | Demographic Information | Collecting and analyzing demographic data to study population characteristics. | Lectures | Questions and Discussion |
| 11 | 3 | Population Census | The process of comprehensive data collection on population numbers and demographic features. | Lectures | Questions and Discussion |
| 12 | 3 | Characteristics of Population Census | Studying the characteristics of the population census and methods for accurate data collection and analysis. | Lectures | Questions and Discussion |
| 13 | 3 | Methods, Techniques, and Tools of Research in Population Sociology | Presenting the methodologies and tools used in researching and analyzing population issues, such as field studies and interviews. | Lectures | Questions and Discussion |
| 14 | 3 | Research Methodologies | Studying various research methods used in analyzing population phenomena. | Lectures | Questions and Discussion |
| 15 | 3 | Steps of Social Survey | Reviewing Methodological Steps for Collecting Population Data from the Field. | Lectures | Questions and Discussion |
| 16 | 3 | Data Collection Tools | Introduction to tools used for data collection, such as | Lectures | Questions and Discussion |

| | | | | | |
|----|---|--|---|----------|--------------------------|
| | | | within population theory. | | |
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| | | | | | |
|----|---|---------------------------------------|--|----------|--------------------------|
| | | | questionnaires and interviews. | | |
| 17 | 3 | Types of Interviews | Studying types of interviews, such as individual and group interviews, and how they are used in population research. | Lectures | Questions and Discussion |
| 18 | 3 | Questionnaire | Presenting methods for designing questionnaires to collect accurate population data. | Lectures | Questions and Discussion |
| 19 | 3 | Focus Groups | Studying how to use focus groups to gather data from small groups of individuals on population issues. | Lectures | Questions and Discussion |
| 20 | 3 | Factors Influencing Population Growth | Climate, Topography, Soil. | Lectures | Questions and Discussion |
| 21 | 3 | Fertility | Studying fertility rates and how they affect population growth and distribution. | Lectures | Questions and Discussion |
| 22 | 3 | Population Composition | Contemporary Trends in the Study of Anthropology. | Lectures | Questions and Discussion |
| 23 | 3 | Population Problems in the Arab World | Studying population challenges facing Arab countries, such as unemployment, poverty, and migration. | Lectures | Questions and Discussion |
| 24 | 3 | Migration | Studying types of migration (internal and external) and their impacts on both sending and receiving countries. | Lectures | Questions and Discussion |
| 25 | 3 | Unemployment | Analyzing the relationship between unemployment and population growth and its effects on the economy. | Lectures | Questions and Discussion |
| 26 | 3 | Population Explosion | Studying the effects of rapid population growth on resources and the environment. | Lectures | Questions and Discussion |

11. Course Evaluation

- Annual periodic evaluation of the course: The course is evaluated annually to ensure it aligns with the standards set by the sector committees.
- Updating the course: The course is updated based on the latest developments in the fields of sociological and anthropological studies.

12. Learning and Teaching Resources:

| | |
|---|--|
| Required textbooks (if available): | Sociology of Population Lectures on the Sociology of Population - Dr. Bassam Mohammad Abu Alyan. |
| Main references (sources): | Sociology of Population - Dr. Mustafa Khalaf Abdel Gawad. Sociology of Population - Dr. Zafras Al-Bayati. Lectures on the Sociology of Population - Dr. Bassam Mohammad Abu Alyan. |
| Supporting books and references recommended (scientific journals, reports...): | All scientific journals and studies published in reputable scientific journals. |
| Electronic references, websites: | Research, studies, and scientific articles published on global and local online platforms. |

الوزارة

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



**Academic Program
and Course
Description Guide**

٢٠٢٥

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Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

٢٥/١/٢٠٢٥

File Completion Date: ١/٢/٢٠٢٥

Signature:

Head of Department Name:

Prof. Dr. Abdullah Salih Ali

Date: 9-2-2025

Signature:

Scientific Associate Name:

Prof. Dr. Nazar Fadhil Hussin

Date: 9/2

The file is checked by: Asst. Prof. Dr. Khaled Ibrahim Shehaab

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean
Prof. Dr. Mrbid Salih Dhamen

١. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

٢. Program Mission

١. Providing students with distinctive educational experiences.
٢. Preparing highly qualified graduates to meet the needs of the labor market.
٣. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
٤. Enhancing creativity and critical thinking among students.
٥. Meeting the needs of society in the educational, research, media, and cultural fields.

٣. Program Objectives

١. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
٢. Excellence in scientific research, supporting it, and directing it to serve the community.
٣. Preparing specialists in the fields of community knowledge.
٤. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
٥. Sustainable professional development for faculty members.
٦. Activating cultural and scientific exchange with similar departments at home and abroad.
٧. Providing advisory and research services related to community fields to departments and local community institutions

٤. Program Accreditation

Does the program have program accreditation? And from which agency?

o. Other external influences

None

7 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | ξ | λ | | Mandatory |
| College Requirements | | | | |

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

٩. Teaching and Learning Strategies

١. Giving lectures (explanation and clarification, discussion).
٢. Using technological educational tools as teaching aids (educational films, electronic lectures).
٣. Self-learning method by supporting the learner-centered learning environment.
٤. Encouraging students to use the library as one of the learning methods.

١٠. Evaluation methods

- ١- Oral questions
 - ٢- Written exams
 - ٣- Daily participation
 - ٤- Completing daily reports and meals
-

| | | | | |
|-------|------------|--------------------------|---|--|
| Third | SO\ SṛSTṛṛ | Social Change | ṽ | |
| Third | SO\ SṛSTṛṛ | Sociology of Law | ṽ | |
| Third | SO\ SṛSTṛṛ | Cultural Sociology | ṽ | |
| Third | SO\ SṛSTṛṛ | Sociology of Family | ṽ | |
| Third | SO\ SṛSTṛṛ | English Language | ṽ | |
| Third | SO\ SṛSTṛṛ | Demography | ṽ | |
| Forth | SO\ SṛPDṛṛ | Planning and Development | ṽ | |
| Forth | SO\ SṛPDṛṛ | Social theories | ṽ | |
| Forth | SO\ SṛPDṛṛ | Reforming Criminals | ṽ | |
| Forth | SO\ SṛPDṛṛ | Political Sociology | ṽ | |
| Forth | SO\ SṛPDṛṛ | Social Control | ṽ | |
| Forth | SO\ SṛPDṛṛ | Sociology of Religion | ṽ | |
| Forth | SO\ SṛPDṛṛ | Social organization | ṽ | |
| Forth | SO\ SṛPDṛṛ | Graduation research | ṽ | |
| Forth | SO\ SṛPDṛṛ | English Language | ṽ | |

ṽ. Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | ٣٥ | ١٦٨ | | Mandatory |
| Summer Training | none | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| ٧. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO1SIS.1 | Introduction to Sociology | ٣ | |
| First | SO1SIS.٢ | Introduction to Social Work | ٣ | |
| First | SO1SIS.٣ | Introduction to Anthropology | ٣ | |
| First | SO1SIS.٤ | English Language | ١ | |
| First | SO1SIS.٥ | Human Rights and Democracy | ١ | |
| First Learning Outcomes 2 | SO1SIS.٦ | Learning Outcomes Statement Psychology | ٢ | |
| First Learning Outcomes 3 | SO1SIS.٧ | Learning Outcomes Statement Computer | ١ | |
| First | SO1SIS.٨ | Arabic Language | ١ | |
| First Learning Outcomes 4 | SO1SIS.٩ | Learning Outcomes Statement Philosophy | ٢ | |
| Second Learning Outcomes 5 | SO1S٢PS | Learning Outcomes Statement Social Psychology | ٥ | |
| Second | SO1S٢PS11 | Research Methods | ٣ | |
| Second | SO1S٢PS1٢ | Social Problems | ٢ | |
| Second | SO1S٢PS1٣ | Rural and Urban Sociology | ٢ | |
| Second | SO1S٢PS1٤ | Computer | ١ | |
| Second | SO1S٢PS1٥ | Educational Sociology | ٢ | |
| Second | SO1S٢PS1٦ | Criminal Party | ١ | |
| Second | SO1S٢PS1٧ | Iraqi Society | ٢ | |
| Second | SO1S٢PS1٨ | English Language | ١ | |
| Second | SO1S٢PS1٩ | Arabic Language | ١ | |
| Third | SO1S٣ST1٩ | Contemporary Social thought | ٣ | |
| Third | SO1S٣ST٢٠ | Social Statistics | ٣ | |
| Third | SO1S٣ST٢١ | Criminology | ٢ | |

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | | |
|---------------------------------------|--|--------------------------|---|------------------------------|----------|--|
| | General | Special | | Staff | Lecturer | |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff | |
| Prof. Dr. Abdullah Saleh Ali | Society | Anthropology | | | Staff | |
| Prof. Dr. Moad Saber Rajab | History | Modern History | | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as *completing the teaching methods* course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- ١- English language courses
- ٢- Computer and electronic retrieval courses
- ٣- Conducting field research and studies
- ٤- Research teams

١٢. Acceptance Criterion

- ١- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
- ٢- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (٦٠-٦٥) for the subject.
- ٣- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.
- ٤- The student must submit an examination showing that he is free from disabilities and diseases.

١٣. The most important sources of information about the program

- ١- The college and university website.
- ٢- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

١٤. Program Development Plan

- ١- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.
- ٢- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- ٣- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Program Skills Outline

| | | Required program Learning outcomes | | | | | | | | | | | | | | | | | | | | | | | | |
|------------|-------------|------------------------------------|-------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---|---|---|---|---|---|---|---|---|---|---|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | | Skills | | | | | Ethics | | | | | | | | | | | | |
| | | | | A ¹ | A ^Y | A ^r | A ^ε | B ¹ | B ^Y | B ^r | B ^ε | C ¹ | C ^Y | C ^r | C ^ε | | | | | | | | | | | |
| First | SO\SIS.1 | Introduction to Sociology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | SO\SIS.2 | Introduction to Social Work | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | SO\SIS.3 | Introduction to Anthropology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | SO\SIS.4 | English Language | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO\SIS.5 | Human Rights and Democracy | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO\SIS.6 | Psychology | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO\SIS.7 | Computer | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | SO\SIS.8 | Arabic Language | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO\SIS.9 | Philosophy | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Second | SO\SrPS1.1 | Social Psychology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| SO\SrPS1.1 | | Research Methods | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SO\SrPS1.2 | | Social Problems | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SO\SrPS1.3 | | Rural and Urban Sociology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| SO\SrPS1.4 | | Computer | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

Course Description Form

| | |
|--|--|
| 1. Course Name: | |
| reform criminals | |
| 2. Course Code: | |
| SO\ S&PD* | |
| 3. Semester / Year: | |
| ٢٠٢٣-٢٠٢٤ | |
| 4. Description Preparation Date: | |
| | |
| ٥. Available Attendance Forms: | |
| Attend class | |
| ٦. Number of Credit Hours (Total) / Number of Units (Total) | |
| ٢ hours per week / ٢ units | |
| ٧. Course administrator's name (mention all, if more than one name) | |
| Name: Dhafer Ahmed Mandeel Email: daferahmed@tu.edu.iq | |
| 8. Course Objectives | |
| <ul style="list-style-type: none"> . Overview of the development of the idea of reforming and treating criminals . Introducing students to the systems of correctional institutions and types of penal institutions . Explaining the administrative apparatus in the correctional institution . Introducing the sociology student to the rules of minimum treatment of criminals and offenders . Teaching and learning strategies | <p>.....</p> <p>.....</p> <p>.....</p> |
| 9. Teaching and Learning Strategies | |
| <ul style="list-style-type: none"> . Work on explaining the curriculum vocabulary in a manner that is consistent with his peers from the sector committee. . Preparing graduation projects for fourth-year students, each according to his interest. | <ul style="list-style-type: none"> . Benefit from some scientific materials to enhance the scientific aspect . Field visits. |

Course Description Form

| | |
|---|--|
| 1. Course Name: | |
| reform criminals | |
| 2. Course Code: | |
| SO1S&PDr. | |
| 3. Semester / Year: | |
| 2022-2023 | |
| 4. Description Preparation Date: | |
| | |
| 5. Available Attendance Forms: | |
| Attend class | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 2 hours per week / 2 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Dhafer Ahmed Mandeel Email: daferahmed@tu.edu.iq | |
| 8. Course Objectives | |
| <ul style="list-style-type: none"> . Overview of the development of the idea of reforming and treating criminals . Introducing students to the systems of correctional institutions and types of penal institutions . Explaining the administrative apparatus in the correctional institution . Introducing the sociology student to the rules of minimum treatment of criminals and offenders \. Teaching and learning strategies | <p>.....</p> <p>.....</p> <p>.....</p> |
| 9. Teaching and Learning Strategies | |
| <ul style="list-style-type: none"> . Work on explaining the curriculum vocabulary in a manner that is consistent with his peers from the sector committee. . Preparing graduation projects for fourth-year students, each according to his interest. | <ul style="list-style-type: none"> . Benefit from some scientific materials to enhance the scientific aspect . Field visits. |

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|---|-----------------|---------------------------|
| 1 | 2 | Giving students an overview of the development of the idea of reforming and treating criminals. | Giving students an overview of the development of the idea of reforming and treating criminals. | Lectures | Questions and discussions |
| 2 | 2 | Teaching students the types of penal systems. | Teaching students the types of penal systems. | Lectures | Questions and discussions |
| 3 | 2 | Teaching students the types of penal systems. | Teaching students the types of penal systems. | Lectures | Questions and discussions |
| 4 | 2 | Punishment, its definition and types. | Punishment, its definition and types. | Lectures | Questions and discussions |
| 5 | 2 | Making students understand what penal institutions are. | Making students understand what penal institutions are. | Lectures | Questions and discussions |
| 6 | 2 | Modern prisons. | Modern prisons. | Lectures | Questions and discussions |
| 7 | 2 | Their emergence and characteristics. | Their emergence and characteristics. | Lectures | Questions and discussions |
| 8 | 2 | The administrative body of the institution. | The administrative body of the institution. | Lectures | Questions and discussions |
| 9 | 2 | The correctional institution. | The correctional institution. | Lectures | Questions and discussions |
| 10 | 2 | Reform within the correctional institution and its basic elements. | Reform within the correctional institution and its basic elements. | Lectures | Questions and discussions |
| 11 | 2 | Problems facing the process of reforming criminals. | Problems facing the process of reforming criminals. | Lectures | Questions and discussions |
| 12 | 2 | Reform treatment. | Reform treatment. | Lectures | Questions and discussions |
| 13 | 2 | Purposes of reform. | Purposes of reform. | Lectures | Questions and discussions |

| | | | | | |
|----|---|--|--|----------|---------------------------|
| ١٤ | ٢ | According to the contemporary concept. | According to the contemporary concept. | Lectures | Questions and discussions |
| ١٥ | ٢ | Classification of prisoners and its purposes. | Classification of prisoners and its purposes. | Lectures | Questions and discussions |
| ١٦ | ٢ | Classification of prisoners. | Classification of prisoners. | Lectures | Questions and discussions |
| ١٧ | ٢ | Benefits of classifying prisoners. | Benefits of classifying prisoners. | Lectures | Questions and discussions |
| ١٨ | ٢ | Types of services provided to prisoners inside the correctional institution. | Types of services provided to prisoners inside the correctional institution. | Lectures | Questions and discussions |
| ١٩ | ٢ | Therapeutic programs inside the correctional institution. | Therapeutic programs inside the correctional institution. | Lectures | Questions and discussions |
| ٢٠ | ٢ | The role of the social worker in the study stage. | The role of the social worker in the study stage. | Lectures | Questions and discussions |
| ٢١ | ٢ | The role of the social worker in the classification stage. | The role of the social worker in the classification stage. | Lectures | Questions and discussions |
| ٢٢ | ٢ | The role of the social worker in the treatment stage. | The role of the social worker in the treatment stage. | Lectures | Questions and discussions |
| ٢٣ | ٢ | The administrative body of the correctional institutions. | The administrative body of the correctional institutions. | Lectures | Questions and discussions |
| ٢٤ | ٢ | Treatment and reform outside the correctional institution | Treatment and reform outside the correctional institution | Lectures | Questions and discussions |
| ٢٥ | ٢ | Alternatives to the punishment | Alternatives to the punishment | Lectures | Questions and discussions |
| ٢٦ | ٢ | Short term | Short term | Lectures | Questions and discussions |
| ٢٧ | ٢ | Suspension of the execution of the punishment | Suspension of the execution of the punishment | Lectures | Questions and discussions |
| ٢٨ | ٢ | Images of suspension of the punishment | Images of suspension of the punishment | Lectures | Questions and discussions |

| | | | | | |
|----|---|--------------------------|--------------------------|----------|---------------------------|
| २९ | २ | Judicial probation | Judicial probation | Lectures | Questions and discussions |
| ३० | २ | And judicial supervision | And judicial supervision | Lectures | Questions and discussions |
| ३१ | २ | Indeterminate sentence | Indeterminate sentence | Lectures | Questions and discussions |
| ३२ | २ | Precautionary measures | Precautionary measures | Lectures | Questions and discussions |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

11. Course Evaluation

. Annual periodic evaluation of the curriculum and its conformity with what was approved by the sectoral body.

12. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

11. Course Evaluation

. Annual periodic evaluation of the curriculum and its conformity with what was approved by the sectoral body.

12. Learning and Teaching Resources

| | |
|---|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

| | | | | | |
|----|---|---|---|----------|---------------------------|
| ٢٧ | ٢ | Mechanism for selecting judges | Mechanism for selecting judges | Lectures | Questions and discussions |
| ٢٨ | ٢ | The role of the social worker in the courts | The role of the social worker in the courts | Lectures | Questions and discussions |
| ٢٩ | ٢ | First month exam, chapter ٢ | First month exam, chapter ٢ | Lectures | Questions and discussions |
| ٣٠ | ٢ | Organizational conflict in the courts | Organizational conflict in the courts | Lectures | Questions and discussions |
| ٣١ | ٢ | Factors affecting the independence and integrity of the judiciary | Factors affecting the independence and integrity of the judiciary | Lectures | Questions and discussions |
| ٣٢ | ٢ | Litigation procedures | Litigation procedures | Lectures | Questions and discussions |

| | | | | | |
|----|---|---|---|----------|---------------------------|
| ١٣ | ٢ | Social control | Social control | Lectures | Questions and discussions |
| ١٤ | ٢ | Types of theories of social control | Types of theories of social control | Lectures | Questions and discussions |
| ١٥ | ٢ | Types of authorities in a democratic state | Types of authorities in a democratic state | Lectures | Questions and discussions |
| ١٦ | ٢ | Types of authorities in a democratic state | Types of authorities in a democratic state | Lectures | Questions and discussions |
| ١٧ | ٢ | Types of authorities in a democratic state | Types of authorities in a democratic state | Lectures | Questions and discussions |
| ١٨ | ٢ | First month test, semester ١ | First month test, semester ١ | Lectures | Questions and discussions |
| ١٩ | ٢ | The principle of separation of powers and its importance in building a democratic society | The principle of separation of powers and its importance in building a democratic society | Lectures | Questions and discussions |
| ٢٠ | ٢ | Knowledge of the changes that occur in laws after social change | Knowledge of the changes that occur in laws after social change | Lectures | Questions and discussions |
| ٢١ | ٢ | Knowledge of the extent of the conflict between law and customary law | Knowledge of the extent of the conflict between law and customary law | Lectures | Questions and discussions |
| ٢٢ | ٢ | Knowledge of the role of customary law in society and the prevailing culture | Knowledge of the role of customary law in society and the prevailing culture | Lectures | Questions and discussions |
| ٢٣ | ٢ | The role of customary laws in the lives of individuals and its difference from law | The role of customary laws in the lives of individuals and its difference from law | Lectures | Questions and discussions |
| ٢٤ | ٢ | Sociology of the judiciary and the importance of studying it as a means of official control | Sociology of the judiciary and the importance of studying it as a means of official control | Lectures | Questions and discussions |
| ٢٥ | ٢ | The emergence and development of the judiciary | The emergence and development of the judiciary | Lectures | Questions and discussions |
| ٢٦ | ٢ | The judiciary in Islam | The judiciary in Islam | Lectures | Questions and discussions |

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|--|-----------------|---------------------------|
| 1 | 2 | What is Legal Sociology? | What is Legal Sociology? | Lectures | Questions and discussions |
| 2 | 2 | The student's knowledge of the concept of legal sociology | The student's knowledge of the concept of legal sociology | Lectures | Questions and discussions |
| 3 | 2 | The student's knowledge of the branches of law | The student's knowledge of the branches of law | Lectures | Questions and discussions |
| 4 | 2 | The relationship of legal sociology to other sciences | The relationship of legal sociology to other sciences | Lectures | Questions and discussions |
| 5 | 2 | The student's knowledge of the branches of law such as constitutional, administrative, commercial, civil | The student's knowledge of the branches of law such as constitutional, administrative, commercial, civil | Lectures | Questions and discussions |
| 6 | 2 | Statement of the concept of law | Statement of the concept of law | Lectures | Questions and discussions |
| 7 | 2 | Identification of the sources of law | Identification of the sources of law | Lectures | Questions and discussions |
| 8 | 2 | Statement of the characteristics of the legal rule | Statement of the characteristics of the legal rule | Lectures | Questions and discussions |
| 9 | 2 | Identification of an introduction to the study of law as a rule | Identification of an introduction to the study of law as a rule | Lectures | Questions and discussions |
| 10 | 2 | The legal rule for controlling social behavior | The legal rule for controlling social behavior | Lectures | Questions and discussions |
| 11 | 2 | Study of theories of social control | Study of theories of social control | Lectures | Questions and discussions |
| 12 | 2 | Types of theories | Types of theories | Lectures | Questions and discussions |

Course Description Form

| | |
|---|-------------------------|
| 1. Course Name: | |
| Legal Sociology | |
| 2. Course Code: | |
| SO\SrSTyr | |
| 3. Semester / Year: | |
| ٢٠٢٣-٢٠٢٤ | |
| 4. Description Preparation Date: | |
| 5. Available Attendance Forms: | |
| Attend class | |
| ٦. Number of Credit Hours (Total) / Number of Units (Total) | |
| ٢ hours per week / ٢ units | |
| ٧. Course administrator's name (mention all, if more than one name) | |
| Name: Dhafer Ahmed Mandeel Email: daferahmed@tu.edu.iq | |
| 8. Course Objectives | |
| The subject of legal sociology aims to identify the role of law and its importance in society. To familiarize the student with legal institutions and their role in developing society. To follow up on developments in the field of legal sociology. To familiarize the student with the extent to which legal sociology contributes to enriching the scientific understanding of legal culture and its importance in society. | |
| 9. Teaching and Learning Strategies | |
| . Work on explaining the curriculum vocabulary in a manner that is consistent with his peers from the sector committee. . Preparing graduation projects for fourth-year students, each according to his interest. | |

Program Skills Outline

Required program Learning outcomes

| Year/Level | Course Code | Course Name | Basic or optional | Required program Learning outcomes | | | | | | | | | | | | | | |
|------------|-------------|------------------------------|-------------------|------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---|---|---|
| | | | | Knowledge | | | | Skills | | | | Ethics | | | | | | |
| | | | | A ¹ | A ² | A ³ | A ⁴ | B ¹ | B ² | B ³ | B ⁴ | C ¹ | C ² | C ³ | C ⁴ | | | |
| First | SO1SIS.1 | Introduction to Sociology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS.2 | Introduction to Social Work | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS.3 | Introduction to Anthropology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS.4 | English Language | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS.5 | Human Rights and Democracy | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS.6 | Psychology | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS.7 | Computer | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS.8 | Arabic Language | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SIS.9 | Philosophy | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SYPS1.0 | Social Psychology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Second | SO1SYPS1.1 | Research Methods | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SYPS1.2 | Social Problems | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SYPS1.3 | Rural and Urban Sociology | Basic | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SO1SYPS1.4 | Computer | Optional | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

١٢. Acceptance Criterion

- ١- The admission criterion in the department (Central Admission) affiliated with the Department of Studies and Planning (Ministry of Higher Education and Scientific Research)
- ٢- The comparison criterion in choosing the department for first-year students is the comparison score for the scientific subject, which is usually between (٦٠-٦٥) for the subject.
- ٣- The preparatory certificate must be submitted in both its branches (scientific and literary) certified by the Education Directorate.
- ٤- The student must submit an examination showing that he is free from disabilities and diseases.

١٣. The most important sources of information about the program

- ١- The college and university website.
- ٢- The curriculum books approved by the Ministry of Higher Education and Scientific Research.

١٤. Program Development Plan

- ١- Updating curricula according to the directives and data of the sectoral body to keep pace with developments in these topics.
- ٢- Updating lecture methods and enhancing the rate of student participation and interaction with the curriculum.
- ٣- Writing scientific books that raise the level of the educational and pedagogical process in a way that achieves the goals of the Ministry of Higher Education and Scientific Research.

Professional Development

Mentoring new faculty members

The necessity of completing teaching requirements such as completing the teaching methods course, validity testing, and publishing research in local journals and international containers.

Professional development of faculty members

- ١- English language courses
- ٢- Computer and electronic retrieval courses
- ٣- Conducting field research and studies
- ٤- Research teams

| | | | | | | |
|---|--|------------------|--|--|-------|--|
| | | y | | | | |
| Asst. Lecturer Ali Ibrahim Khalaf | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Asst. Lecturer Hanouf Namik Vizi | Society | Sociology | | | Staff | |
| Asst. Lecturer Samar Jassim Khanjar | Quranic Sciences | Quranic Sciences | | | Staff | |
| Asst. Lecturer Anwar Tawfiq Abdel | Society | Sociology | | | Staff | |
| Asst. Lecturer Moataz Nawar Matar | Society | Sociology | | | Staff | |
| Asst. Lecturer Alaa El Din Mohammed Khalifa | Society | Sociology | | | Staff | |

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | | Number of the teaching staff | |
|---------------------------------------|--|--------------------------|---|--|------------------------------|----------|
| | General | Special | | | Staff | Lecturer |
| Prof. Dr. Samir Medhat Saeed | Libraries | Digital Libraries | | | Staff | |
| Prof. Dr. Abdullah Saleh Ali | Society | Anthropology | | | Staff | |
| Prof. Dr. Moad Saber Rajab | History | Modern History | | | Staff | |
| Prof. Dr. Tariq Hashem Khamis | Philosophy | Philosophy | | | Staff | |
| Prof. Dr. Raad Khalaf Mahmoud | Educational and Psychological Sciences | Teaching Methods | | | Staff | |
| Prof. Dr. Haitham Faisal Ali | Society | Political Sociology | | | Staff | |
| Asst. Prof. Dr. Faisal Mohammed Aliwi | Society | Political Sociology | | | Staff | |
| Asst. Prof. Shalal Ali Khalaf | Society | Anthropology | | | Staff | |
| Asst. Prof. Ban Saber Qaddouri | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Tahrir Nazhan Rashid | Psychology | Educational Psychology | | | Staff | |
| Asst. Prof. Dhafer Ahmed Mandeel | Law | Constitutional Law | | | Staff | |
| Asst. Prof. Sarmed Jassim Mohammed | Society | Anthropology | | | Staff | |
| Asst. Prof. Ahmed Saleh Ahmed | Society | Organizational Sociology | | | Staff | |
| Lecturer Youssef Ghassan Abdel Hamid | Society | Anthropology | | | Staff | |
| Lecturer Abdullah Ibrahim Shaban | Computers | Information Technology | | | Staff | |

Skills

Conducting research and field studies

Skill in implementing applications and the ability to diagnose problems facing the individual and society

Ethics

Skills in conducting sociological and anthropological applications and being familiar with the latest methods adopted by scientific institutions

Field and applied research skills

9. Teaching and Learning Strategies

١. Giving lectures (explanation and clarification, discussion).
٢. Using technological educational tools as teaching aids (educational films, electronic lectures).
٣. Self-learning method by supporting the learner-centered learning environment.
٤. Encouraging students to use the library as one of the learning methods.

١٠. Evaluation methods

- ١- Oral questions
 - ٢- Written exams
 - ٣- Daily participation
 - ٤- Completing daily reports and meals
-

| | | | | |
|-------|-----------|--------------------------|---|--|
| Third | SO\S\ST\Y | Social Change | Y | |
| Third | SO\S\ST\Y | Sociology of Law | Y | |
| Third | SO\S\ST\Z | Cultural Sociology | Y | |
| Third | SO\S\ST\O | Sociology of Family | Y | |
| Third | SO\S\ST\G | English Language | Y | |
| Third | SO\S\ST\Y | Demography | Y | |
| Forth | SO\S\PD\A | Planning and Development | Y | |
| Forth | SO\S\PD\G | Social theories | Y | |
| Forth | SO\S\PD\K | Reforming Criminals | Y | |
| Forth | SO\S\PD\I | Political Sociology | Y | |
| Forth | SO\S\PD\Y | Social Control | Y | |
| Forth | SO\S\PD\T | Sociology of Religion | Y | |
| Forth | SO\S\PD\Z | Social organization | Y | |
| Forth | SO\S\PD\O | Graduation research | Y | |
| Forth | SO\S\PD\G | English Language | Y | |

^ Expected learning outcomes of the program

Knowledge

Full knowledge of human nature and the development of his behavior and customs in society.

Qualification on how to apply anthropology and sociology in addressing human problems.

Understanding how to ensure proper treatment through integrated sociological and anthropological knowledge.

Distinguishing between the reality of developments affecting humans and their effects on societies and their development.

Familiarity with research methods through direct observation.

| | | | | |
|-------------------------|------|-----|--|-----------|
| Department Requirements | ٣٥ | ١٦٨ | | Mandatory |
| Summer Training | none | | | |
| Other | | | | |

This can include notes whether the course is basic or optional.

| ٧. Program Description | | | | |
|----------------------------|-------------|---|--------------|-----------|
| Year/Level | Course Code | Course Name | Credit Hours | |
| | | | theoretical | practical |
| First | SO\1SIS.١ | Introduction to Sociology | ٣ | |
| First | SO\1SIS.٢ | Introduction to Social Work | ٣ | |
| First | SO\1SIS.٣ | Introduction to Anthropology | ٣ | |
| First | SO\1SIS.٤ | English Language | ١ | |
| First | SO\1SIS.٥ | Human Rights and Democracy | ١ | |
| First Learning Outcomes 2 | SO\1SIS.٦ | Psychology Learning Outcomes Statement | ٢ | |
| First Learning Outcomes 3 | SO\1SIS.٧ | Computer Learning Outcomes Statement | ١ | |
| First | SO\1SIS.٨ | Arabic Language | ١ | |
| First Learning Outcomes 4 | SO\1SIS.٩ | Philosophy Learning Outcomes Statement | ٢ | |
| Second Learning Outcomes 5 | SO\1S٢PS | Social Psychology Learning Outcomes Statement | ٥ | |
| Second | SO\1S٢PS١١ | Research Methods | ٣ | |
| Second | SO\1S٢PS١٢ | Social Problems | ٢ | |
| Second | SO\1S٢PS١٣ | Rural and Urban Sociology | ٢ | |
| Second | SO\1S٢PS١٤ | Computer | ١ | |
| Second | SO\1S٢PS١٥ | Educational Sociology | ٢ | |
| Second | SO\1S٢PS١٦ | Criminal Party | ١ | |
| Second | SO\1S٢PS١٧ | Iraqi Society | ٢ | |
| Second | SO\1S٢PS١٨ | English Language | ١ | |
| Second | SO\1S٢PS١٩ | Arabic Language | ١ | |
| Third | SO\1S٣ST١٩ | Contemporary Social thought | ٣ | |
| Third | SO\1S٣ST٢٠ | Social Statistics | ٣ | |
| Third | SO\1S٣ST٢١ | Criminology | ٢ | |

Does the program have program accreditation? And from which agency?

o. Other external influences

None

7 Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews• |
|--------------------------|-------------------|--------------|------------|-----------|
| Institution Requirements | £ | ^ | | Mandatory |
| College Requirements | | | | |

١. Program Vision

The department seeks to be distinguished among the departments of the college corresponding to it in the faculties of arts in all universities, by providing an educational program that relies on the method of solid and modern scientific research in sociology and advanced teaching methods using modern technologies, which establishes a new generation of graduates in their specialization and who are efficiently able to perform their role to achieve academic leadership and its applications in building Iraqi society.

٢. Program Mission

١. Providing students with distinctive educational experiences.
٢. Preparing highly qualified graduates to meet the needs of the labor market.
٣. Conducting distinguished research in the field of community studies, and directing scientific research to serve and advance society.
٤. Enhancing creativity and critical thinking among students.
٥. Meeting the needs of society in the educational, research, media, and cultural fields.

٣. Program Objectives

١. Upgrading the educational process, and developing academic programs and curricula to keep pace with scientific development.
٢. Excellence in scientific research, supporting it, and directing it to serve the community.
٣. Preparing specialists in the fields of community knowledge.
٤. Motivating students to think critically and analytically, knowledge, good citizenship, and self-development.
٥. Sustainable professional development for faculty members.
٦. Activating cultural and scientific exchange with similar departments at home and abroad.
٧. Providing advisory and research services related to community fields to departments and local community institutions

٤. Program Accreditation

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Art

Scientific Department: Sociology

Academic or Professional Program Name: Bachelor of Sociology

Final Certificate Name: Bachelor of Sociology

Academic System: Annual

Description Preparation Date:

٢٥/١/٢٠٢٥

File Completion Date: ١/٢/٢٠٢٥

Signature:

Head of Department Name:

Dr. Abdullah S. Ali:

Date:

9-2-2025

Signature:

Scientific Associate Name:

Date:

9-2

The file is checked by:

Dr. Kh. E. Shihab
كلية الآداب
جامعة تكريت
قسم ضمان الجودة وأداء الجامعة

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T ٣/٢٩٠٦ on ٣/٥/٢٠٢٣ regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description 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 brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have 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 sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They 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 / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

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



Academic Program and Course Description Guide

2025