



High education ministry
Supervision device
Academic and reliance Quality a guarantee circle
Accreditation to divide

دليل وصف البرنامج الأكاديمي والمقرر الدراسي

2026-2025

:Introduction

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

s a brief summary of the program's main features The academic program description provide and courses, indicating the skills that students are working to acquire based on the academic program's objectives. The importance of this description is evident in that it represents the aining program accreditation, and it is written by the teaching staff under cornerstone for obt .the supervision of the scientific committees in the academic departments

This second edition of the guide includes a description of the academic program after ary and paragraphs of the previous guide in light of the developments updating the vocabul and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester system), as well as adopting the generalized academic program description according to the Department of Studies' letter T M3/2906 dated 3/5/2023 with regard to programs that adopt the Bologna Process as the basis for their .work

riptions of academic In this regard, we cannot but emphasize the importance of writing desc .programs and courses to ensure the smooth running of the educational process

:Concepts and terminology

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

This provides a concise summary of the course's key features and : Course description student has made the most of the expected learning outcomes, demonstrating whether the .available learning opportunities. It is derived from the program description

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

Briefly outlines the goals and activities necessary to achieve them, and :Program Mission .identifies the program's development paths and directions

These are statements that describe what the academic program intends to :Program objectives .ve within a specific time period and are measurable and observableachie

All courses/study materials included in the academic program :Curriculum structure according to the approved learning system (semester, annual, Bologna track), whether University, College and Scientific Department), with the number of ,required (Ministry .study units

A consistent set of knowledge, skills, and values acquired by the student :Learning outcomes each after the successful completion of the academic program. The learning outcomes for .course must be defined in a way that achieves the program's objectives are the strategies used by faculty members to enhance Teaching and learning strategies student teaching and learning. They are plans followed to achieve learning objectives. In her words, they describe all classroom and extracurricular activities aimed at achieving the ot .program's learning outcomes

Academic Program Description Template

University Name: Tikrit University

College/Institute: Arts

Scientific Department: Psychology

Professional program Name of the academic or professional program: Psychology

Final degree title: Bachelor of Psychology

Academic system: Annual

Prepared Description on: 1/9/2025

Date of file completion: 1/9/2025.

Signature: 

Head of Department Name:

Dr. Tariq Ali Hathour

Date: 2/9/2026

Signature:  أ. د. عطية مساهر حماد
معاون العميد للشؤون العلمية
والدراسات العليا

Scientific Associate Name:

Prof. Dr. Atiya Musahir Hamad

Date:

The file was reviewed by:

Quality Assurance and University Performance Division

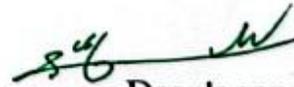
Name of the Director of the Quality Assurance and University Performance

Signature

Date



تلت



Dean's approval

Program Vision .1

a leader at the local and regional level, by aspires to be Psychology
graduating researchers of a high degree of scientific, intellectual ,
excellence, and by creating a spirit of belonging psychological and social
rk that in students, faculty and staff to activate teamwork in research wo
.serves the continuous progress of the educational and research process

Program message .2

The number of distinguished and pioneering personnel to achieve _
.progress in social activity and scientific research
departments at the local and global Communicating with other similar -2
levels to keep up with the advancement of knowledge in the field of
.specialization
on the nation's needs for human resources, his work Focusing -3
. psychology scientific research, and
stitutions, colleges, research centers Communicating with all state in _4
and the local community to achieve the best scientific and advisory
.services for the local community

Program objectives .3

:The department works to achieve the following goals .1

. education in the field of psychology Providing a solid university –1 .2
 Working to produce competent social researchers with sufficient basic –2 .3
 knowledge of all branches of this study, which have permeated all areas of
 .our daily lives
 .abilitiesDeveloping the student's scientific and research c .3 .4
 Providing scientific consultations and social services to the community _4 .5
 .and state institutions

Program accreditation .4
nothing

Other external influences .5				
Nothing				
Program structure .6				
* comments	Percentage	Study unit	Number of courses	Program structure
	%37	7	4	Institutional requirements
			/	College requirements
	%63	12	5	Department requirements
			nothing	Summer training
			/	Other

.The notes may include whether the course is core or elective *

Program Description .7				
Credit Hours		Course name	Course code	Level / Year

Expected learning outcomes of the program .8	
Knowledge	
<p>The student should be able to understand the concept of psychology, its theories, .1 .and its branches</p> <p>.and its specializations Students gain knowledge in the field of psychology .2</p> <p>To gain a comprehensive understanding of the most prominent aspects of .3 .psychology and its branches that are employed to serve humanity in various fields</p> <p>Acquiring the necessary theoretical knowledge and scientific background to .4 enefit from psychology and its specializationsb</p> <p>Helping students to utilize scientific expertise in communication techniques and .5 .methods and benefit from them in the field of psychology and its specializations</p> <p>.the study materials The student should understand the topics of .6</p>	
based and emotional–Skill Skills	
<p>Promoting cooperation and –1 understanding among students</p> <p>Employing psychology to instill moral –2 values and noble principles in students</p> <p>Training students to take responsibility –3 and work as a team</p> <p>Working to build the individual morally –4 nd ethically in accordance with the a philosophy of society and the state</p> <p>Working to spread the principles of –5 peaceful coexistence, human rights, freedom and justice</p>	<p>Students should possess the –1 ability to deal with people in need of psychological .support in all areas</p> <p>Students must possess the –2 skills to conduct field psychological research that problems addresses societal with psychological and .social dimensions</p> <p>Students should have the –3 ability to identify psychological problems and work to find appropriate .solutions for them</p> <p>Students should have the –4</p>

	ability to apply psychology in various fields of life and .it from its findingsbenef
Evaluation	
,Students with Discussions ,actual daily And the attendance Participation ,Direct Questions Monthly Exams , weekly Duties	

Teaching and learning strategies .9	
oral tests, personality, aptitude, and attitude	Written and oral and interviews debates -1
programs blended learning , Google Classroom, video lectures , and the use of :assessments FCC and Google Meet, etc. such as	
Field visits, workshops and seminars	

Assessment methods .10	
.Reports	-2
.Lectures given by students and their daily attendance	-3
.Research	-4
Written exams	-5
Oral questions	-6
participants in them Social activities and assigning grades to	-7
Contributing to activities	-8
Preparing reports on field visits	-9

Faculty .11					
Faculty members					
Faculty preparation		Special requirements/skills (if any)	Specialization		academic rank
lecturer	angel		private	general	

	Permanent Angel		Psychology skills y	Educational Psychology	Psychology	Dr. Tariq Ali Hadhur
	Permanent Angel			Educational Psychology	Psychology	Dr. Sarab Abdul Sattar Mohammed
	Permanent Angel			Anthropology	Sociology	Prof. Dr. Abdullah Saleh Ali
	permanent angel			Educational Psychology	Psychology	Dr. Tahreer Nazhan Rashid
	permanent angel			Educational Psychology	Psychology	Dr. Ban Saber Qaddouri
	permanent angel			Educational Psychology	Psychology	Dr. Intisar Ali Ajil
	permanent angel			General curricula and teaching methods	Educational and psychological sciences	Dr. Hussein Ali Saleh
	permanent angel			general	law	M.M. Noha Ahmed Khader
	permanent angel			Teaching methods	Psychology	A.M. Abdelilah Moulana Matlab
	permanent angel			Curricula and teaching methods	Educational and psychological	Dr. Raad Khalaf Mohammed

					sciences	d
	Permanent Angel			Islamic philosophy	philosophy	Prof. Dr. Tariq Hashim Khamis
	permanent angel			Islamic history	date	Dr. Rezin Ahmed Ali

Professional Development

Orienting new faculty members

New and visiting faculty members are involved in lectures to teach the delivery mechanism and how to discuss the content of the course material with students

Professional development of faculty members

1. Self-learning and communication skills

2. The skill of analysis and discussion

3. The skill of managing and motivating people

4. Use of strategies in education and technologies development like Skills and capabilities

lectures, discussion, exams presentation, and questions To arouse Thinking, and so on

Admission standard

1. **The student must have obtained Islamic Preparatory School – Central**

2. **According to the department's plan**

3. **Academic institution/university plan**

4. **The ministry's plan**

5. **The student's wish**

12. Key sources of information about the program

The program is based on all available information sources, including books, periodicals, utilizing all available communication methods and traditional means such as libraries and lectures, and research

Program development plan .13

Working on material and human development, which includes development in infrastructure
.as well as the human development of students in all aspects

Program Skills Plan															
Learning outcomes required from the program															
Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year / Level
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√				2026-2025

Please check the boxes corresponding to the individual learning outcomes program that are being assessed from the



● **Course Description Template**

1. Course Name:	
Psychological statistics	
2. Course code:	
Bachelor's	
3. Term/Year:	
Annual/ 2025-2026	
4. Date this description was prepared:	
9/11/2025	
5. Available forms of attendance: Attending (giving lectures)	
My attendance with classroom activities in a practical way.	
6. Number of study hours (total) / Number of units (total):	
90 hours 3hours per week	
7. Name of the course coordinator (if there is more than one,	
Name: Dr. Intisar Ali Ajil Email:entisar.ali@tu.edu.iq	
8. Course Objectives	
<p>This curriculum provides students with an introduction to Applications of statistics in everyday life and how to create tables and graphs for the following purposes:</p> <ul style="list-style-type: none"> 1- Creating organized lists of students, pupils, and teachers in educational institutions and recording the data of each individual. 2- Compiling statistics on the staffing of government institutions and departments 3- Creating graphs of statistics, figures, and achievements 4- Methods of displaying data Statistics 	<p>Course objectives</p>
9. Teaching and learning strategies	

1- Delivery 2- Displaying data using the whiteboard 3- Classroom assignments and extracurricular questions 4- Practical application in Statistics Descriptive 5- Displaying drawings and graphs	Strategy
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10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
A Daily oral and written exam exercises Computer application	Present the lecture on blackboard	Statistics: Definition and Importance of Studying It	Understanding statistics and statistical symbols	3	the first
	Present the lecture on blackboard	Statistics: its definition and the importance of studying it	Understanding how to measure and apply	3	the second
	Present the lecture on blackboard	Data display methods	Learn about statistical presentation methods (tables and figures)	3	the third
	Present the lecture on blackboard	Measurement Statistics	Getting to know Descriptive and Inferential Statistics Y	3	Fourth

	Present the lecture on blackboard	arithmetic mean	Knowing how to find the arithmetic mean of data	3	Fifth
	Present the lecture on blackboard	The mediator	Knowing how to find the data media	3	Sixth
	Present the lecture on blackboard	The loom	Knowing how to find the mode of data	3	Seventh
	Present the lecture on blackboard	Measures of dispersion	Understanding the meaning of dispersion and the most important measures of dispersion	3	Eighth
	Present the lecture on blackboard	Correlation transactions	To understand the meaning of the relationship and its most important aspects	3	Ninth
	Present the lecture on blackboard	Pearson connection	Understanding Pearson's relationship and applications	3	Tenth
	Present the lecture on blackboard	Spearman's connection	Understanding Spearman's correlation and its applications	3	eleventh

	Present the lecture on blackboard	Inferential statistics	Identifying hypotheses and levels of significance	3	twelfth
			First month exam		thirteenth
	Present the lecture on blackboard	Measures of dispersion	Recognizing the range	3	fourteenth
	Present the lecture on blackboard	Measures of dispersion	Identifying vernal deviation	3	fifteenth
	Present the lecture on blackboard	Measures of dispersion	Identifying the mean deviation	3	Sixteenth
	Present the lecture on blackboard	Measures of dispersion	Identifying the difference	3	seventeenth
	Present the lecture on blackboard	Measures of dispersion	Identifying standard deviation	3	eighteen
	Present the lecture on blackboard	Measures of dispersion	Identifying the coefficient of variation	3	th ten
	Present the lecture on blackboard	Measures of dispersion	Identifying standard scores	3	Twenty
	Present the lecture on blackboard	Measures of central tendency		3	Twenty
	Present the lecture on blackboard	Measures of central tendency	Identifying springs	3	Twenty
	Present the lecture on blackboard	Measures of central tendency	Method of calculating quartiles	3	Twenty
			Second month exam	3	Twenty
	Present the lecture on blackboard	Measures of central tendency	Understanding how to calculate ionization values	3	Twenty
	Present the lecture on blackboard	Measures of central tendency	Understanding how to calculate	3	Twenty

			percentile rank		
	Present the lecture on blackboard	Measures of central tendency	Identifying the relationship between the relative status measures	3	en enty
	Present the lecture on blackboard	Measures of central tendency	Understanding the difference between relative situational scales	3	ht enty
		Daily test		3	e enty
		Third month exam		3	rt y

11. Course Evaluation

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

12. Learning and teaching resources

Lectures in Statistics Educational Psychology (University of Baghdad)	Required textbooks (methodology, if applicable)
Statistics Descriptive and inferential analysis and its applications in the social sciences	Main references (sources)
principles Statistics Education and its applications	Recommended supporting books and references (scientific journals, reports...)
https://www.noor-book.com/%D9%83%D8%AA%D8%A7%D8%A8-%D8%A7%D9%84%D8%A7%D8%AD%D8%B5%D8%A7%D8%A1-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%88%D9%8A-pdf	Electronic references, websites

General Psychology - First Stage - Bachelor's Degree
Annual
9/11/2005
My presence
120 hours
Assistant Professor Dr. Sarab Abdul Sattar Mohammed, Email: Sarab.abd@tu.edu.iq
8. Course Objectives
<p>1. Developing Students' Abilities</p> <p>2. Studying and understanding the concept of general psychology, which relates to an individual's ability to grasp the general principles of this field, as the student is encountering it for the first time.</p> <p>3. Enhancing the functional understanding of the learning and teaching process and becoming familiar with the many details of the concept of general psychology.</p> <p>4. Ensuring the student's broad and in-depth knowledge of life in its entirety. Also, ensuring the student's ability to understand themselves first and, consequently, to understand others.</p> <p>5. Evaluating the subject of general psychology studies, so that the student can isolate the psychological phenomenon and evaluate it scientifically from others, and move away from subjective interpretation and superstitious evaluation</p> <p>6. Evaluating the subject matter of general psychology to enable students to isolate and scientifically evaluate psychological phenomena, moving beyond subjective interpretations and superstitious assessments.</p>

7. Studying the history and origins of general psychology, from the dawn of humanity to the modern schools of thought, tracing the evolutionary stages of this science.
8. Enriching psychological and educational thought through understanding and applying the foundations and principles of general psychology, which may inevitably overlap with those of other related sciences concerning the family and society as a whole.

9. Teaching and Learning Strategies

Strategy Debates, interviews, oral and written lectures, and discussions

10. Course Structure

Week	Hours	Required	Unit or subject name	Learning method	Evaluation
		Outcomes			method
1.	3	Introducing the student to an introduction to the subject of general psychology.	General psychology: its definition and historical development (Greek, Islamic, and European).	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
2.	3	Introducing the student to schools of psychology and its relationship to other sciences	Structuralism, Functionalism, Psychoanalysis, Behaviorism, Gestalt Therapy, and Humanism	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
3.	3	Introducing the student to the branches of psychology	Branches of theoretical psychology, branches of applied psychology	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
4.	3	Introducing the student to sensation	Its definition, characteristics, steps, and types of sensations	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
5.	3	Continuing the topic of sensation	Its definition, characteristics, steps, and types of sensations	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
6.	3	Introducing the student to attention	Its definition, characteristics, types, and external and internal influencing factors.	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
7.	3	Continuing the topic of attention	External and internal influencing factors	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
8.	3	Introducing the student to sensory perception	Its definition, nature, characteristics, conditions for the occurrence of	Lecture and discussion,	Dialogue, discussion, and exchange of

			perception, factors affecting perception		opinions
9.	3	Introducing the student to motivation	Definition, types, importance, theories of motivation, and measuring motivation.	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
10.	3	Completing the motivation	Theories of motivation, measuring motivation	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
11.	3	Introducing the student to emotions	Its definition, characteristics, components, functions and theories of emotion, factors affecting emotion, and emotional maturity.	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
12.	3	Completing the emotions	Theories of emotion and influencing factors, measuring emotion, emotional maturity	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
13.	3	Mental abilities	Definition of intelligence, levels of intelligence, the impact of heredity and environment on intelligence, development of intelligence, IQ score	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
14.	3	Mental abilities	Types of mental abilities, personality traits that manifest intelligence, theories of intelligence	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
15.	3	Mental abilities	Types of intelligence and the characteristics of each type	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
16.	3	Introducing the student to learning	Definition of learning, its goals, types, and conditions; factors influencing learning.	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
17.	3	Learning	Behavioral learning theories, Pavlov's theory, Thorndike	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
18.	3	Learning	Skinner, Field Theory	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
19.	3	Learning	Gestalt theory, and Levine	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
20.	3	Learning	Cognitive theories, information processing theory,	Lecture and discussion,	Dialogue, discussion, and exchange of opinions

21.	3	Learning	Tickson - Schiffrin Theory	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
22.	3	Introducing the student to the person	Its concept, importance, and theories	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
23.	3	Personality	Freud's theory, the theory of patterns,	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
24.	3	Personality	Allport's trait theory	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
25.	3	Introducing the student to research methodologies	Definition of research methodology, its fields and history	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
26.	3	Research Methods	Classifications of scientific research, ethics of scientific research, conditions of scientific research	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
27.	3	Research Methods	Scientific research steps and research plan	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
28.	3	Research Methods	Search tools	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
29.	3	Introducing the student to mental health	Its concept, importance, standards, and characteristics	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
30.	3	Introducing the student to mental health	Continuing the topics of mental health	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
31.	3	review	Review of curriculum vocabulary	Lecture and discussion,	Dialogue, discussion, and exchange of opinions
32.	3	review	Review of curriculum vocabulary	Lecture and discussion,	

Course Evaluation
.Reports .Student lectures and daily attendance .Research papers .Written exams Oral questions
Learning and teaching resources

thing	Required textbooks (methodology, if applicable)
Educational Psychology: Theory and Application by Dr. Yousef Qatami	(Main references (sources))
Introduction to General Psychology by Dr. Abdul Amir Al-Shamsi	Recommended supporting books and (...references (scientific journals, reports
roduction to General Psychology by Dr. Abdul Amir Shamsi	Electronic references, websites

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	University of tikrit / faculty of arts
2. University Department/Centre	Department of psychology
3. Course title/code	Human Rights
4. Programme(s) to which it contributes	COMPACT EDUCATION
5. Modes of Attendance offered	
6. Semester/Year Teacher	2026 Prof. Dr . Tariq h. Khamees Assist. Lecturer. Noha Ahmed Khudher

	60 hours
8. Date of production/revision of this Specification	2026 / 2 /1
9. Aims of the Course	
Introduce students to human rights and duties towards society	
Follow the historical roots to know human rights and the stages of their development through the ages	-1
Consolidating the concepts of right, freedom and duties on the individual and society	
Explanation of the constitutional articles in the Iraqi constitution that pertain to human rights and their explanation to students.	
To highlight the importance of knowing the rights of the individual in carrying out his duties to the fullest	
Shedding light on democracy, and knowing its many forms	

10- Learning Outcomes, Teaching, Learning and Assessment Methods

A1- Students benefit from knowledge of the types of rights and the scope of their application.

A2- Clarify the historical stages of human rights and their development.

A3- Understand the concept of freedoms and democracy correctly.

A4- Providing the student with the moral values that require adherence to and clarifying the most important rights and duties assigned to the individual.

A5- Knowing the rights and duties of the Iraqi individual

B. Subject-specific skills

B1- Defining the history of human rights and the stages of development

B2- Spreading culture and student nutrition from the Islamic side

B3-How to preserve society and the homeland by strengthening the country's love for them.

B4- Knowing the most important rights granted to them in accordance with international norms and laws.

B5- Enhancing student citizenship.

Teaching and Learning Methods

Electronic lectures -
Video recordings -
Audio recordings -
Panel discussions
Reports -

Assessment methods

-Written exams
-Oral exams
-Duties assigned to students
- Reports

C. Thinking Skills

C1- Teaching students to search for real problems and link them to the scientific material and put them in a logical order and sequence
C2- Urging students to be objective in discussions about the challenges facing the country
C3-Embodying the concept of freedoms for students and clarifying wrong practices and their consequences and how to avoid them
C 4 - Giving the highest priority to the expression of rights
C 5 - Emphasis on the importance of human rights
C6 - objectivity in the discussions..

Teaching and Learning Methods

-Relying
on evidence and realistic tangible examples of human rights and the concept of democracy that reflect the nature of society and the environment that embraces the individual
-Teaching students the mechanism of scientific thinking, analysis and deduction
- Motivating students to find realistic problems and solve them in a scientific way
-Brainstorming that gave students an opportunity to present and discuss their ideas
-Lectures
-Intellectual questions and discussions

Assessment methods

Written exams
 -Oral exams
 -Duties assigned to students
 - Reports

D. General and Transferable Skills (other skills relevant to employability and personal development)

D1 -Skills of searching for books and research closely related to the history of human rights and the concept of democracy.

D 2 - peruse the international laws and conventions on human rights.

D3- Skills of using the Internet and the electronic search mechanism.

11. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2		Study Plan	Lectures	-
2	2	Chapter 1:	Chapter 1: concept of human rights Characteristics and types of human ..rights	Lectures	Discussions
3	2	Chapter 1:	Chapter 1 :The historical development of .human rights Human rights in .antiquity	Lectures	Discussions

4	2	Chapter 2	Chapter 2: Human rights in the Middle Ages - Human rights in the present era	Lectures	Discussions
5	2	Chapter 2	Chapter 2: Human rights in divine laws	Lectures	Discussions
6	2	Chapter 2	Chapter 2: The most important human rights enshrined in Sharia (the Qur'an and Sunnah), governments and organizations	Lectures	Discussions
7	2	Chapter 2	Chapter 2: Human rights in Islam Imam Ali bin Abi Talib between man and his duties	Brainstorm	Discussions
8	2		EXAM1		
9	2	Chapter 3	Chapter 3: Imam al-Sajjad (peace be upon him) message on human rights	Lectures	Discussions
10	2	Chapter 3	Chapter 3: The concept of citizenship - the rights of the citizen	Brainstorm	Discussions
11	2	Chapter 4	Chapter 4: Non-governmental organizations and their role in defending human rights	Lectures	Discussions
12	2	Chapter 4	Chapter 4: Rights and Freedoms in the Iraqi Constitution of 2005	Lectures	Discussions
13	2	Chapter 4	Chapter 4: Universal Declaration of Human Rights and Freedoms	Lectures	Discussions
14	2	Chapter 4	Chapter 4: Women's Right - Children's Right in Islam	Brainstorm	Discussions

15	2		Exam2		
16	2	Chapter 5	Chapter 5: The concept of .democracy	Lectures	Discussions
17	2	Chapter 5	Chapter 5 : The historical development of the concept of .democracy	Lectures	Discussions
18	2	Chapter 6	Chapter 6: The development of democracy in the ancient era	Lectures	Discussions
19	2	Chapter 6	Chapter 6: Forms and characteristics of democracy	Lectures	Discussions
20	2	Chapter 6	Chapter 6: pillars of democracy	Lectures	Discussions
21	2	Chapter 6	Chapter 6: Principles of the democratic system and factors leading to democratic transformation	Brainstorm	Discussions
22	2		Exam3		
23	2	Chapter 7	Chapter 7: Basic or individual freedom	Lectures	Discussions
24	2	Chapter 7	Chapte 7: intellectual and cultural freedom	Lectures	Discussions
25	2	Chapter 7	Chapter 7: The future of public liberties	Lectures	Discussions
26	2	Chapter 8	Chapt 8: Scientific and technical progress and public .liberties	Lectures	Discussions
27	2	Chapter 8	Chapter8: freedoms .in islam	Lectures	Discussions
28	2	Chapter 9	chapter 9: The nature .of freedoms in Islam	Lectures	Discussions
29	2	Chapter 9	chapter 9: Holding a symposium on	Lectures	Discussions

			dealing with negative phenomena resulting from wrong practices .of human rights		
30	2		Exam4		

2

12. Infrastructure

1-Required prescribed books are obligatory (human rights).

2- Main references (sources).

A-Recommended books and references.

1- Human rights and democracy).dr mahir salih allawe

13. Admissions	
Pre-requisites	
Minimum number of students	30
Maximum number of students	90