



High education ministry
Academic Supervision device
Assurance Quality a guarantee circle
Academic division

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 and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit .procedures and programs, such as the external examiner program

The academic program description provides a brief summary of the program's main features 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 cornerstone for obtaining program accreditation, and it is written by the teaching staff under the supervision of the scientific committees in the academic .departments

This second edition of the guide includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments 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

In this regard, we cannot but emphasize the importance of writing descriptions of academic .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 summary of its vision, mission, and objectives, including an accurate description of the .targeted learning outcomes according to specific learning strategies

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

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

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

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

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

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

Teaching and learning strategies are the strategies used by faculty members to enhance student teaching and learning. They are plans followed to achieve learning objectives. In

other words, they describe all classroom and extracurricular activities aimed at achieving
.the program's learning outcomes

Academic Program Description Template

University Name: Tikrit University

College/Institute: Arts

Scientific Department: Psychology

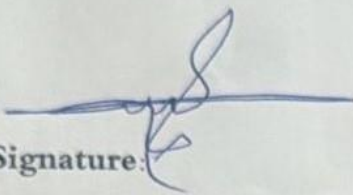
Professional program Name of the academic or professional program: Psychology

Final degree title: Bachelor of Psychology

Academic system: Annual

Prepared Description on: 10/9/2025

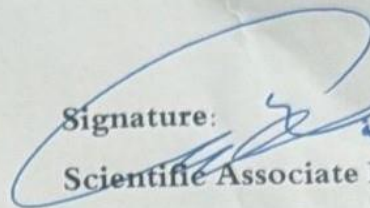
Date of file completion: 10/9/2025.

Signature: 

Head of Department Name:

Dr. Tariq Ali Hathour

Date: 11/9/2025

Signature:  أ. د. عطية مساهر حماد
رئيسة قسم الشؤون العلمية
والدراسات العليا

Scientific Associate Name:

Prof. Dr. Atiya Musahir Hamad

Date: 15/9/2025

The file was reviewed by:

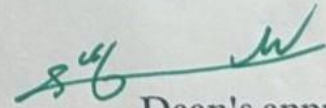
Quality Assurance and University Performance Division

Name of the Director of the Quality Assurance and University Performance

Signature

Date: 15/9/2025





Dean's approval

Program Vision .1

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

Communicating with other similar departments at the local and global -2 levels to keep up with the advancement of knowledge in the field of .specialization

Focusing his work on the nation’s needs for human resources, -3 . scientific research, and psychology

Communicating with all state institutions, colleges, research centers _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

.Providing a solid university education in the field of psychology -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

.Developing the student's scientific and research capabilities .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 | Year / Level |
| | | | |

| | |
|---|----|
| Expected learning outcomes of the program | .8 |
|---|----|

Knowledge

- .1 The student should be able to understand the concept of psychology, its theories, and its branches
- .2 .Students gain knowledge in the field of psychology and its specializations
- .3 To gain a comprehensive understanding of the most prominent aspects of psychology and its branches that are employed to serve humanity in various fields
- .4 Acquiring the necessary theoretical knowledge and scientific background to benefit from psychology and its specializations
- .5 Helping students to utilize scientific expertise in communication techniques and methods and benefit from them in the field of psychology and its specializations
- .6 .The student should understand the topics of the study materials

Skills Skill-based and emotional

- | | |
|---|---|
| Promoting cooperation and understanding among students -1 | Students should possess the ability to deal with people in need of -1 |
| Employing psychology to instill moral -2 | |

| | |
|---|---|
| <p>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 and ethically in accordance with the philosophy of society and the state</p> <p>Working to spread the principles of -5 peaceful coexistence, human rights, freedom and justice</p> | <p>psychological support in .all areas</p> <p>Students must possess the -2 skills to conduct field psychological research that addresses societal problems 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 ability to apply psychology in various fields of life and benefit .from its findings</p> |
|---|---|

Evaluation

with Discussions ,actual daily And the attendance Participation ,Direct Questions
Monthly Exams , weekly Duties ,Students

Teaching and learning strategies .9

Written and oral tests, personality, aptitude, and oral and interviews debates -1
blended learning , Google Classroom, video lectures , and the use of :attitude assessments
FCC and Google Meet, etc. programs 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
Social activities and assigning grades to participants in them -7
Contributing to activities -8

| Faculty .11 | | | | | | |
|---------------------|-----------------|--------------------------------------|-------------------|--|--|---------------------------------|
| Faculty members | | | | | | |
| Faculty preparation | | Special requirements/skills (if any) | | Specialization | | academic rank |
| lecturer | angel | | | private | general | |
| | Permanent Angel | | Psychology skills | 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 sciences | Dr. Raad Khalaf Mohammed |
| | 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

Self-learning and communication skills .1

.The skill of analysis and discussion .2

.The skill of managing and motivating people .3

Like and capabilities Skills development in education and technologies Strategies Use .4

. Thinking, and so on To arouse Questions presentation , and exams Discussion ,lectures

Admission standard

The student must have obtained Central - Islamic Preparatory School .1

.According to the department's plan .2

.Academic institution/university plan .3

.The ministry's plan .4

.The student's wish .5

Key sources of information about the program .12

The program is based on all available information sources, including books,

periodicals, and research , utilizing all available communication methods and .traditional means such as libraries and lectures

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 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |

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



● **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 | Course objectives |
| 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 |
|---|----------|

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 | t w e l f t h |
| | | | 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 | rty |



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

1. Developing Students' Abilities

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.

3. Enhancing the functional understanding of the learning and teaching process and becoming familiar with the many details of the concept of general psychology.

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.

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

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.

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 Outcomes | Unit or subject name | Learning method | Evaluation 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 Al-amsi | 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 | 2026 |
| Teacher | 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 |

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|----|---|-----------|---|------------|-------------|
| 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 dealing with negative phenomena resulting from wrong practices .of human rights | Lectures | Discussions |
| 30 | 2 | | Exam4 | | |

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 |