

**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

2026

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: Wasit University
College/Institute: College of Education for Human Sciences
Scientific Department: Department of History
Academic or Professional Program Name: Bachelor's Degree Program
in History
Final Degree Awarded: Bachelor of in History

Signature:

Prof. Dr.
Nasser Wali Faryeh
Deputy Dean For Academic
and Postgraduate Affairs

Head of Department Name: Ahmed B. Jumaah

Name of the Scientific Assistant:

Date: 16/11/2025

Date: 16/11/2025

The file is checked by

Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance

Department:

Date: 16/11/2025

Signature:

Prof. Dr.
Mahmoud Hammod Arrak Al-Quraishi
Dean of the College of Education
for Humanities
Approval of the Dean

Academic System: annual
Description Preparation Date: 21/9/2025
File Completion Date: 20/10/2025

Program Vision .١

It believes in extremism and intellectual personality that does not revolution, and it believes in dialogue, openness to others, the human right to live together in peace, and strengthening the value of And what its pages .he land, inspired by our historybelonging to t contain of human values, ideals, and tolerance towards others in its . different eras

Program message .٢

The mission of the history curricula is to find sound ways and means to study human history in a comprehensive manner that focuses on drawing inspiration from its civilizational, human and moral values process as the and emphasizing the student's role in the educational focus of the educational and pedagogical process at the university level, as well as preparing a cadre of teachers who believe in the educational system in Iraq, which is based on the principles of the from all global experiences in new Iraqi constitution, and benefiting the field of history curricula, especially the curricula of countries . that are similar in their social structure to Iraq

Program objectives .٣

- ١- Graduating and preparing students in the History Department, science and knowledge, to become teachers and armed with .instructors in schools specializing in the subject of history**
- ٢- To benefit from the science of history in developing free thinking skills based on studying, analyzing, and reconstructing historical g students in order to reach historical truths, on the basis facts amon . that history is a science with its own rules and principles**

**Developing the ability to critique ideas, opinions, and historical - ٣
t narratives with the aim of building the student's independent
personality capable of analyzing and understanding historical
events, contributing to understanding the present reality, and
.attempting to anticipate the future**

**To learn about human experiences and the experiences of man - ٤
gives the student a clear understanding throughout the ages, which
and awareness of the development and progress of human societies
throughout history, embodying the will of the Creator and His care
for that progress, and to promote the values of coexistence among
o benefit from those experiences in building an the student and t
Iraqi society that is in harmony with itself and is dominated by the
spirit of love and tolerance that characterizes the peoples of the
.civilized world**

**objectively and Enabling the student to recognize himself - ٥
impartially and to be open to others in order to put historical events
and issues in their proper context, which facilitates the resolution of
historical problems that are still present today and cast their heavy
.cial and cultural sceneshadow on the political, so**

**To give the student the ability to perceive and understand the - ٦
message of man on earth and the purpose of his existence, which is to
worship God, develop the earth, and understand the messages of
.gesthroughout the a to man heaven**

**Providing the student with the skills and mechanisms of historical - ٧
research in a way that makes him proficient in the science in which
he specialized, and what follows from that in terms of the ability to
try to anticipate the understand and comprehend the present and
. future**

Program accreditation .٤
We are seeking Iraqi national accreditation and work is underway to meet the requirements of Iraqi standards for educational colleges

Other external influences .٥
in accommodating the number of The government's planning is weak graduates from the department

Program structure .٦				
* comments	Percentage	Study unit	Number of courses	Program structure
	%٨,٩٤	١٦	٨	Institutional requirements
	%٢٥,٧٠	٤٦	١٢	College requirements
	%٦٣,١٣	١١٣	٢٤	Department requirements
	%٢,٢٣	٤	١	Summer training
				Other

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

Program Description .٧

First stage					
Subject code	Name of the subject in English	Hours	Units	Name of the material	T
UWA26 - CEH - HIS - 101	The ancient history of Iraq	2	4	Ancient Iraqi history	1
UWA26 - CEH - HIS - 102	The History of the Arabs before Islam	2	4	History of the Arabs before Islam	2
UWA26 - CEH - HIS - 103	The history of the era of the message and The Rashidun	3	6	History of the era of the Prophet and the Rightly	3

	Caliphate			Guided Caliphate	
UWA26 - CEH - HIS - 104	The History of European medieval	3	6	History of medieval Europe	4
UWA26 - CEH - HIS - 105	General geographical	2	4	General Geography	5
UWA26 - CEH - HIS - 106	Educational Psychology Development al	2	4	Educational and Developmen tal Psychology	6
UWA26 - CEH - HIS - 107	Fundamenta ls of Education and Teaching	2	4	Principles of Education	7
UWA26 - CEH - HIS - 108	Arabic language	1	2	Arabic	8
UWA26 - CEH - HIS - 109	English Language	1 Practic al	2	English language	9
UWA26 - CEH - HIS - 110	Human rights and democracy	1	2	Human rights and democracy	10
UWA26 - CEH - HIS - 111	computers science	1 Practic al	1	Computer Science	11
UWA26 - CEH - HIS	Professional	1	2	Professional	12

- 112	ethics			ethics	
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Phase Two					
Subject code	Name of the subject in English	Hours	Units	Name of the material	T
UWA26 - CEH - HIS - 201	The History of the Umayyad state	2	4	History of the Umayyad State	1
UWA26 - CEH - HIS - 202	The ancient history of the Arab countries	3	6	Ancient Arab history	2
UWA26 - CEH - HIS - 203	The modern history of the Arab countries	2	4	Modern history of the Arab countries	3
UWA26 - CEH - HIS - 204	The history of civilizations in the ancient world	2	4	History of ancient world civilizations	4
UWA26 - CEH - HIS - 205	The Methodology of Historical Research	2	4	Historical research methodology	5
UWA26 - CEH - HIS - 206	The history of Arab civilization in Andalusia	2	4	History of Arab Civilization	6

				in Andalusia	
UWA26 - CEH - HIS - 207	The History of Europe in the Renaissance	2	4	History of Europe during the Renaissance	7
UWA26 - CEH - HIS - 208	The subaltern Education "Educational Administration"	2	4	Secondary education is an educational administration	8
UWA26 - CEH - HIS - 209	Developmental psychology	2	4	Developmental psychology	9
UWA26 - CEH - HIS - 210	The geography of the Arab homeland	2	4	Geography of the Arab World	10
UWA26 - CEH - HIS - 211	computers science	Th eor y + Pr act ical \'	2	Computer Science	11
UWA26 - CEH - HIS - 212	English Language	1	2	English language	12
UWA26 - CEH - HIS - 213	Arabic language	1	2	Arabic	13

UWA26 - CEH - HIS - 214	The crimes of the Baath regime in Iraq	1	2	Crimes of the Ba'ath regime in Iraq	1 4
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Phase Three					
Subject code	Name of the subject in English	Hour s	Unit s	Name of the material	T
UWA26 - CEH - HIS - 301	The History of the Abbasid state	3	6	History of the Abbasid Caliphate	1
UWA26 - CEH - HIS - 302	The history of the Arab Islamic civilization	3	6	History of Islamic -Arab Civilization	2
UWA26 - CEH - HIS - 303	The Modern History of Iraq	2	4	Modern History of Iraq	3
UWA26 - CEH - HIS - 304	The History of Asia	2	4	History of Asia	4
UWA26 - CEH - HIS - 305	History of Europe in the	2	4	History of Europe in the	5

	nineteenth century			th Century^{١٩}	
UWA26 - CEH - HIS - 306	philosophy of history	2	4	Philosophy of History	6
UWA26 - CEH - HIS - 307	Modernization in Islamic countries	2	4	Modernization in Islamic countries	7
UWA26 - CEH - HIS - 308	Geography of Iraq	2	4	of Geography Iraq	8
UWA26 - CEH - HIS - 309	Syllabuses, and teaching methods	2	4	Curricula and teaching methods	9
UWA26 - CEH - HIS - 310	Guidance and psychological health	2	4	Guidance and mental health	10
UWA26 - CEH - HIS - 311	educational techniques and technology of learning	2	4	Educational technologies and teaching technology	11

Phase Four					
Subject code	Name of the subject in English	Hours	Units	Name of the material	T
UWA26 - CEH - HIS - 401	The History of contemporary Iraq	3	6	Contemporary History of Iraq	1
UWA26 - CEH - HIS - 402	The History of Islamic stateslets and principalities	2	4	History of Islamic states and emirates	2
UWA26 - CEH - HIS - 403	The History of Contemporary Arab Countries	3	6	Contemporary history of the Arab countries	3
UWA26 - CEH - HIS - 404	The History of Contemporary world	3	6	Contemporary world history	4
UWA26 - CEH - HIS - 405	History of the Americas	2	4	History of the Americas	5
UWA26 - CEH - HIS - 406	Historical texts in English	2	4	Historical texts in English	6
UWA26 - CEH -	Graduation	2	2	Graduation	7

HIS - 407	research			research	
UWA26 - CEH - HIS - 408	Viewing and application	2	4	Viewing and applying	8
UWA26 - CEH - HIS - 409	Measurement and Evaluation	2	4	Measurement and evaluation	9

Expected learning outcomes of the program .^	
Knowledge	
	To understand - 1 historical facts and have a general

	understanding of the science of .history To describe, -۲ explain, and define matters related to science of the history and its auxiliary sciences The student's -۳ exposure to history contributes to enhancing the abilities he .possesses To distinguish the -۴ facts, highlight the differences between them, and arrive at their causes and .consequences ds, He understand -۵ studies, deduces, and arrives at Important concepts in his studies and life public
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Skills	
	The student should -١ be able to teach this subject and prepare a report or research in this field, which will contribute to learning from the experience of .predecessors The student should -٢ learn skills to communicate what he learns, utilize his abilities, and .develop them The student is -٣ introduced to the new terms and concepts included in the history curriculum, then he discards his ncepts in existing co order to compare .and develop them
Values	
	The student should -١ understand his

	characteristics, ideas, and values The student should -۲ be aware of his own abilities and the abilities of .others Helping him -۳ acquire spiritual, ‘social, economic and political values To develop his -۴ human relationships and positive attitudes in light of what he has studied and .learned
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Teaching and learning strategies .۹	
The question and answer method for -۲ . The lecture method -۱ The brainstorming -۴ .The discussion method -۳ students. The method of motivating students to present and -۵ method. .explain	

Assessment methods .۱۰	
Student -۴ Daily preparation -۳ Daily tests -۲ Monthly tests -۱ -۱ Student behavior and -۶ Daily attendance -۵ class participation .within the classroom discipline	

Faculty				
of the History Department Faculty members - ١١				
Specialization	General jurisdiction	Scientific title	Certificate	The full name of the instructor
Recent history	date	.Mr	PhD	Prof. Dr. Talib Muhaibis Hassan
Recent history	date	.Mr	PhD	Prof. Dr. Fahd Abdul Owaid
Recent history	date	.Mr	PhD	Prof. Dr. Rahim Kadhim Mohammed
Ancient history	date	.Mr	PhD	Prof. Dr. Fadhil Kadhim Hannoun
Ancient history	date	Professor	.Ph.D	Prof. Dr. Majid Mushir Ghaib
Islamic History	date	Professor	.Ph.D	Dr. Riad Abdel Hussein Rady
Recent History	date	Professor	.Ph.D	has. Abbas Farhan Zahir

Islamic History	date	Professor	.Ph.D	has. Esra Mehdi Mazban
Recent History	date	Professor	.Ph.D	has. Hassanein Abdel Kazim Ajah
Ancient history	date	Professor	.Ph.D	has. Mohamed Fahad Hussain
Recent History	date	Professor	.Ph.D	has. Ali Khairi expelled
Islamic History	date	Professor	.Ph.D	Dr. Thamer Hakim-Noman Al
Recent History	date	Professor	.Ph.D	has. Javad Reza Rozoghi
Ancient history	date	Professor	.Ph.D	has. Saadoun Abdelhadi Barghash
Islamic History	date	Professor	.Ph.D	has. Aqeel Abdullah Yassin
Islamic History	date	Professor	.Ph.D	has. Haider Mazhar Askar

Islamic History	date	Professor	.Ph.D	at. Ahmed . . I Mohamed Jodi
Islamic history	date	assistant professor	PhD	Badr Dr. Shaimaa Abdullah
Islamic history	date	assistant professor	PhD	Dr. Shamkhi Yaber Owaid
Islamic history	date	assistant professor	PhD	Dr. Sawsan Fadhil Kadhim
Ancient history	date	assistant professor	PhD	Dr. Ahmed Bashar Juma
Recent history	date	assistant professor	PhD	Dr. Ali Abdul Hammadi
Ancient history	date	assistant professor	PhD	Dr. Hussein -Hassan Majeed Al Anzi
Ancient	date	assistant	PhD	Assistant Professor Dr. Ali Jabbar

history		professor		Aziz
Arabic	date	assistant professor	PhD	Nidal Hasib .Dr -Felfel Obeid Al Zalimi
Recent History	date	Teacher	.Ph.D	Dr. Karim Ahmed Hami
Islamic History	date	Teacher	.Ph.D	Zainab Nouri .M.D Ahmed
Recent History	date	Teacher	.Ph.D	Linda Reza .M.D Attia
Islamic History	date	Teacher	.Ph.D	Iman Farhan .M.D Kazem
Recent history	date	Teacher	.Ph.D	M.D. Majid Hamid Houidi
Educational Psychology	Educational and psychological sciences	teacher	PhD	Dr. Hazem Abdul Kadhim Hussein
Islamic history	date	teacher	PhD	Dr. Hassanein Ali -Al Dali Sadkhan Atabi

Educational Psychology	Educational and psychological sciences	teacher	PhD	Abdel Maher .Dr Rahim Habash
Islamic history	date	teacher	PhD	Nazim Haider .Dr Mayous
Recent history	date	teacher	PhD	Raad Anwar .Dr Fadhil Sultan
Recent history	date	teacher	PhD	Dr. Qais Ja'yul is traveling
Recent History	date	Teacher	.Ph.D	Shiyal Fatima .Dr Saboun
Islamic History	date	Teacher	.Ph.D	Ghafran .Dr .m Berto Shakhitar
Islamic History	date	Teacher	.Ph.D	Nazim .at .m Mutair Mohamed Jabr
Islamic History	date	Teacher	Masters	m. Jalila Faisal Barghsh

Network engineering	Comp uter Scienc e	teacher	Master's	Abdul Rasoul .M Abdul Razzaq
history Islamic	date	Assistan t teacher	Master's	M.M. Haider Nasser Abdullah Ali
Recent history	date	Assistan t teacher	Master's	M.M. Duaa Sadiq Abdul Khazal
Andalusian literature	Arab	Assistan t teacher	Master's	M.M. Ahmed Mukhaif Banai
Ancient history	date	Assistan t teacher	Master's	M.M. Rasel Asaad Nais
Recent history	date	Assistan t teacher	Master's	M.M. Muntadhar Sabah Shadhan Kadhim

Internal lecturers - ٢

Scientific title	Specialization	Certificate	the name	T
assistant professor	Teaching methods	PhD	Afrah Jalal Abdul Latif	١
teacher	Arab	PhD	Khalaf Sabreen Mutair	٢
teacher	psychology	PhD	-Noura Karim Al Hashemi	٣
teacher	Foundations of Education	PhD	Shatha Jabbar Omran	٤

Assistant teacher	law	Master's	Marwa Ibrahim Aziz	٥
Assistant teacher	geography	Master's	Ali Fadel Rahim	٦
Assistant teacher	psychology	Master's	Ayat Riyadh Hadi	٧
Assistant teacher	Psychological and Educational Sciences	Master's	Zahraa Abbas Jiyad	٨
Assistant teacher	Geography	Master's	Muhammad Sabr Tabar	٩
Assistant teacher	date	Master's	Mohammed Hussein Hassouni	١٠
Assistant teacher	geography	Master's	Duaa Mishari Muhammad	١١
Assistant teacher	date	Master's	Hassan Salman Hassani	١٢
Assistant teacher	date	Master's	Maitham Saleh Salman	١٣

Assistant teacher	geography	Master's	Mohammed Qasim Hamid	١٤
Assistant teacher	Arab	Master's	Huda Hassan Musa Awda	١٥
Assistant teacher	date	Master's	Ahmed Qasim Salman	١٦
Assistant teacher	Calculators	Master's	Abdulahdi Nazim Mohsen	١٧
Assistant teacher	Calculators	Master's	Mukhlid Muhsin Hassan-Abdul	١٨
Assistant teacher	English	Master's	Diaa Hamid Thabet	١٩
Assistant teacher	psychology	Master's	Rasel Tariq Hassan	٢٠
Assistant teacher	geography	Master's	Anfal Mohammed Kazem Abdul	٢١
Assistant teacher	geography	Master's	Ruler Mohammed Salman	٢٢

Orienting new faculty members
Developing new teaching staff through holding courses, workshops, seminars and discussion panels, and their training is supervised by .experience in the department competent professors with
Professional development of faculty members
Through local and international seminars and workshops, and by establishing agreements with professors from departments similar to ences and holding the department, by transferring successful experi .scientific and cultural conferences that serve the department

Admission standard .١٢
Central admission, as well as student selection based on GPA and .oral exams
Program development plan .١٣
of the country's Developing the material according to the dictates situation that helps stabilize it, and taking into account modern studies that bring new facts and theories based on changing convictions about some historical events and facts. This results in rding to the adding new vocabulary to the curriculum acco recommended methods and instructions or suggestions through the .channels

Program Skills Plan						
outcomes required from the program Learning						
Values	Skills	Knowledge	Essential or optional	Course Name	Course code	Year / Level

ξQ	Part ٣	Part ٢t	Part ١t	ξB	B ٣	٢B	B ١	A ξ	٣A	٢A	١A				
	—					—					—				2025- 2026
												essential	Ancient Iraqi history	UWA26 - CEH - HIS - 101	First stage

												essential	History of the Arabs before Islam	UWA26 - CEH - HIS - 102	First stage
												essential	History of the era of the Prophet and the Rightly Guided Caliphate	UWA26 - CEH - HIS - 103	First stage

												essential	History of medieval Europe	UWA26 - CEH - HIS - 104	First stage
												essential	General Geograph hy	UWA26 - CEH - HIS - 105	First stage
													Educatio nal and Develop mental Psycholo gy	UWA26 - CEH - HIS - 106	First stage

												essential	Principles of Education	UWA26 - CEH - HIS - 107	First stage
												essential	Arabic	UWA26 - CEH - HIS - 108	First stage
												essential	English language	UWA26 - CEH - HIS - 109	First stage

												essential	Human rights and democra cy	UWA26 - CEH - HIS - 110	First stage
												essential	Compute r Science	UWA26 - CEH - HIS - 111	First stage
												essential	Professio nal ethics	UWA26 - CEH - HIS - 112	First stage

												essential	History of the Umayyad State	UWA26 - CEH - HIS - 201	Phase Two
												essential	Ancient Arab history	UWA26 - CEH - HIS - 202	Phase Two
												essential	Modern history of the Arab countries	UWA26 - CEH - HIS - 203	Phase Two

												essential	History of ancient world civilizati ons	UWA26 - CEH - HIS - 204	Phase Two
												essential	Historica l research methodo logy	UWA26 - CEH - HIS - 205	Phase Two
												essential	History of Arab Civilizati on in Andalusi a	UWA26 - CEH - HIS - 206	Phase Two

												essential	History of Europe during the Renaissance	UWA26 - CEH - HIS - 207	Phase Two
												essential	Secondary education is an educational administration	UWA26 - CEH - HIS - 208	Phase Two

												essential	Develop mental psycholo gy	UWA26 - CEH - HIS - 209	Phase Two
												essential	Geograp hy of the Arab World	UWA26 - CEH - HIS - 210	Phase Two
												essential	Compute r Science	UWA26 - CEH - HIS - 211	Phase Two
												essential	English language	UWA26 - CEH - HIS - 212	Phase Two

												essential	Arabic	UWA26 - CEH - HIS - 213	Phase Two
												essential	Crimes of the Ba'ath regime in Iraq	UWA26 - CEH - HIS - 214	Phase Two
												essential	History of the Abbasid Caliphate	UWA26 - CEH - HIS - 301	Phase Three

												essential	History -of Arab Islamic Civilizati on	UWA26 - CEH - HIS - 302	Phase Three
												essential	Modern History of Iraq	UWA26 - CEH - HIS - 303	Phase Three
												essential	History of Asia	UWA26 - CEH - HIS - 304	Phase Three

												essential	History of Europe in the 19 th Century	UWA26 - CEH - HIS - 305	Phase Three
												essential	Philosophy of History	UWA26 - CEH - HIS - 306	Phase Three
												essential	Modernization in Islamic countries	UWA26 - CEH - HIS - 307	Phase Three

												essential	Geography of Iraq	UWA26 - CEH - HIS - 308	Phase Three
												essential	Curriculum and teaching methods	UWA26 - CEH - HIS - 309	Phase Three
												essential	Guidance and mental health	UWA26 - CEH - HIS - 310	Phase Three

												essential	Educational technologies and teaching technology	UWA26 - CEH - HIS - 311	Phase Three
												essential	Contemporary History of Iraq	UWA26 - CEH - HIS - 401	Phase Four
												essential	History of Islamic states and emirates	UWA26 - CEH - HIS - 402	Phase Four

												essential	Contemporary history of the Arab countries	UWA26 - CEH - HIS - 403	Phase Four
												essential	Contemporary world history	UWA26 - CEH - HIS - 404	Phase Four
												essential	History of the Americas	UWA26 - CEH - HIS - 405	Phase Four

												essential	Historical texts in English	UWA26 - CEH - HIS - 406	Phase Four
												essential	Graduation research	UWA26 - CEH - HIS - 407	Phase Four
												essential	Viewing and applying	UWA26 - CEH - HIS - 408	Phase Four
												essential	Measurement and evaluation	UWA26 - CEH - HIS - 409	Phase Four

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

Course description template

.١ Course Name :	
History of Europe in the Middle Ages	
.٢ Course code :	
UWA26 - CEH - HIS - 104	
.٣ Annual : Year / Semester :	
annual	
.٤ Date this description was prepared ٢٠٢٥/٩/٢١	
.٥ Available attendance formats :	
My presence only	
.٦ : (Number of study hours (total) / Number of units (total)	
90 hours per year 3 . per week one hour	
.٧ Name of the course coordinator (if there is more than one, please mention it)	
hajja@uowasit.edu.iq : Email qassq@uowasit.edu.iq : Email Prof. Dr. Hassanein Abdul Kadhim Ajja : Name Ja'yul Musafir Qais .M.D : Name	
.٨ Course objectives :	
.....	• • • The aim of teaching history is to - reinforce national culture in the imagination and mentality of successive generations in order to create a patriotic generation capable of understanding the history of their

			understanding country, along with the civilizational succession of the history of other nations and learning lessons from it Stimulating the motivation to - communicate and understand others .(other cultures) To learn about cultures, appreciate - in dialogue civilizations, and engage between them		
Teaching and learning strategies . ^٩					
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3- style Discussion -4				strategy	
Course structure . ^{١٠}					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Written exams - Evaluating the student through their classroom performance	Lectures, discussions and analysis and watching theatrical performances using modern	History of Europe in the Ages Central	١- Knowledge	hour 3	1
			The complete	hour 3	2
			and excellent	hour 3	3
			language for	hour 3	4
			.history	hour 3	5
			Studying . ^٢	hour 3	6
			and understanding	hour 3	7
			g how to interpret	hour 3	8
				hour 3	9
				hour 3	10
				hour 3	11
				hour 3	12
				hour 3	13
				hour 3	14
				hour 3	15

nce and	technol		historical		acation
participati	ogical		events in	hour 3	16
on in	means		order to try	hour 3	17
various	such as		to link them	hour 3	18
activities	PowerP		to the	hour 3	19
	oint		present and	hour 3	19
Teamwor	presenta		benefit from	hour 3	20
k	tions,		.that	hour 3	21
	videos		.۳	hour 3	22
	and		Familiarity	hour 3	23
Observati	illustrati		with all	hour 3	24
on	.ve aids		aspects of	hour 3	25
and	- ۲		civilization,	hour 3	26
up-follow	Linking		whether of	hour 3	27
	historic		the Arab	hours 3	28
	al		nation or	hour 3	29
	events		other		30
	with		.nations		
	opinion		Trying to .۴		
	Cash s		understand		
	for		storical the hi		
	student		development		
	s		of nations		
			and how		
			they		
			progressed		
			in order to		
			benefit from		
			those		
			.experiences		
			Good .۵		
			knowledge		
			of the		
			cultural,		

			civilizational and linguistic differences with other nations, and adopting what is good from other cultures.		
Course evaluation ١١ .					
The distribution is as follows : 25 marks for monthly and daily exams for the first semester 25 . marks for the final exam 50 . marks for monthly and daily exams for the second semester .					
Learning and teaching resources ١٢ .					
Authors, A A Collection : Textbook – history of Europe in the Middle Ages			Required textbooks (methodology, if applicable)		
Abdul Qadir Ahmad Yusuf, European - Medieval Times, Beirut, ١٩٦٧ . Edvard Broy et al., The Middle Ages, - and Farid Dagher translated by As'ad ١٩٨٦ nd ed., Beirut ٢٠٠٣, Dagher, Vol.			(Main references (sources		

Abdel Fattah Ashour, Europe in the .Dr - Political History, 'Middle Ages, Vol. ١٩٦٧Cairo,	
Warren Hestler, A History of Medieval - Athi Al Europe, translated by: Muhammad .١٩٨٨Shaer, Cairo, Mahmoud Saeed Omran, Landmarks - of European History in the Middle .١٩٨٦Ages, Alexandria, Din Hatoum, History of the -Nour El - 'Middle Ages in Europe, Vol. .١٩٨٢Damascus, Henry Byrne, A History of Medieval - Economic and Social Life, :Europe Qawsi, -translated and edited by Atiya al ١٩٩٦Cairo,	Recommended supporting books and (...references (scientific journals, reports
https://scholar.google.com/schhp?hl=ar https://www.researchgate.net/	Electronic references, websites

Course description template

: Course Name .١
History of the Arabs before Islam

: Course code ٢					
UWA26 - CEH - HIS - 102					
Annual : Year / Semester ٣					
annual					
٢٠٢٠/٩/٢١ : prepared was description this Date ٤					
: Available attendance formats ٥					
My presence only					
:(Number of study hours (total) / Number of units (total ٦					
.hours per week 3 . hours per year 90					
Name of the course coordinator (if there is more than one, please ٧ .(mention it					
mfahad@uowasit.edu.iq : Email Prof. Dr. Mohammed Fahd Hussein : Name					
hdalie@uowasit.edu.iq :email Hassanein Ali Dali .M.D :					
Course objectives ٨					
.....		- Stimulating the motivation to - ١ communicate and understand others (other cultures) .Linking modern and ancient cultures - ٢ - Motivation to learn about personal and - ٣ public rights and to respect the cultures of .others - To learn about cultures, appreciate - ٤ civilizations, and engage in dialogue .between them			
Teaching and learning strategies ٩					
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-					strategy
Course structure ١٠					
Evaluation	Learning	Unit or topic name	Required learning	Hours	Week

Method	method		outcomes		
Weekly, monthly, daily, written, -and end year-of . exams	Explain	History of the Arabs		hours 3	1
	ing the	before Islam	To 1-	hours 3	2
	scientific		equip	hours 3	3
	c		students	hours 3	4
	material		with the	hours 3	5
	through		skill of	hours 3	6
	reading		analyzing	hours 3	7
	selected		sources of	hours 3	8
	topics		-pre	hours 3	9
	and		Islamic	hours 3	10
	vocabul		Arab	hours 3	11
	and ary		history	hours 3	12
	giving		-۲	hours 3	13
	the			hours 3	14
	most		Informing	hours 3	15
	importa		students	hours 3	16
	nt		about the	hours 3	17
	critical		importanc	hours 3	18
	reading		e of	hours 3	19
	s in this		critical	hours 3	19
	.regard		theories in	hours 3	20
	-۲		the era	hours 3	21
	Write a		under	hours 3	22
	review		‘study	hours 3	23
	sheet		such as	hours 3	24
	for each		the theory	hours 3	25
	topic		of	hours 3	26
	summar		traditions	hours 3	27
	izing		and	hours 3	28
	the		cultural	hours 3	29
	most		heritage in	hours 3	30
	importa		.history		
	nt ideas				
	presente				
	d during				
	the				

	.lectures -٣ Linking -well known critical ideas with student s' critical opinion s				
Course evaluation .١١					
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .marks for the final exam 50 . marks for monthly and daily exams for the second semester					
Learning and teaching resources .١٢					
mic -The History of the Arabs in the Pre a and the Time of the Islamic Call, by Jumaili-Rashid Al		(Required textbooks (methodology, if applicable			
abari, Al-Ancient history books: Al .Athir and others-Yaqubi, Ibn Al		(Main references (sources			
The History of the Arabs Before .١ Islam, Jawad Ali The Arabs in History, Bernard Lewis .٢ The Arabs Before Islam, by Jurji .٣ Zaydan		Recommended supporting books and (...references (scientific journals, reports			
https://shamela.ws/		Electronic references, websites			

Course description template

	.١ Course Name :
Professional ethics	
	.٢ Course code :
UWA26 - CEH - HIS - 112	
	.٣ Year / Chapter :
٢٠٢٦-٢٠٢٥ / Phase One	
	.٤ Date this description was prepared :
٢٠٢٥/٩/٢١	
	.٥ Available attendance formats :
My presence only	
	.٦ (total) Number of units / (total) Number of study hours :
units (١)hours (٦٠)	
	.٧ Name of the course coordinator (if there is more than one name, mention it) :
(along with the personal email address	
ataee@uowasit.edu.iq :Email Tai - Al Jabbar Aziz Majeed Dr. Ali	
	.٨ Course Objectives
It aims to • introduce university students, especially those specializing in education, to the basic concepts of professional ethics Clarifying its • philosophical and legal dimensions Highlighting • professional conduct standards and mechanisms for the educational environment establishing them in	Course Objectives
	.٩ Teaching and learning strategies

. Interactive lectures and group discussions • Using modern historical and social references • .and sources to enrich the lecture Using a detailed explanation style for the • lecture's main points Using a data projector for the lecture •					
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Lecture and brainstorming	The concept of professional ethics Ethics of the teaching : profession	Ethics and its impact on the teaching profession	١	(١)Week
Classroom performance and exams	Lecture and discussion	The concept of moral values The concept of moral education Ethics of public service and its concept	The concept in values, education, and public functions	١	(٢)Week
Classroom performance and exams	Lecture discussion Daily test	Sources of ethics for the teaching profession Ethics of the teaching profession in Islam Work ethics in Islam	Sources of ethics and their role in Islam	١	(٣)Week
Classroom performance and exams	Lecture and brainstorming	Teacher's Ethics According to Ibn Sina Teacher's Ethics -According to Al Ghazali Teacher's Ethics According to Ibn Khaldun	Ethics among Arab philosophers	١	(٤)Week
paper exam	theoretical	Standards of ethical conduct -Ethical decision making making -Decision criteria	Ethical standards	١	(٥)Week
Classroom performance and exams	Lecture, discussion, and live Q&A	Ethical aspects of the State Employees' Law Discipline Ethics of the teaching profession and its	Legal and ethical aspects and their relationship to tradition	١	(٦)Week

		relationship to the concept of professional traditions The most important professional traditions of a teacher			
Classroom performance and exams	Lecture and discussion	Methods of preserving school traditions The most important professional values and ethics of a teacher	the Ethical aspects in school environment among teachers	١	(٧)Week
Classroom performance and exams	Lecture and discussion	qualities The moral that a teacher should possess The second area: The teacher's relationship with his colleagues Third area: The teacher's relationship with his school principal	Moral qualities and organization	١	(٨)Week
Classroom performance and exams	Lecture and brainstorming	Fourth area: The teacher's relationship with the educational supervisor Fifth area: The teacher's relationship with the educational counselor Sixth area: The teacher's relationship with parents and the local community	Regulating relationships	١	(٩)Week
Classroom performance and exams	Lecture and discussion	Methods for establishing professional ethics The ideal teacher	The ideal app and teacher	١	(١٠)Week
Classroom performance and exams	Lecture and discussion	Ethics of the teaching profession in measuring and evaluating learners and school committees The concept of the	The concept and obstacles of the profession teaching	١	(١١)Week

		teaching profession Obstacles to the teaching profession			
			semester First exam, second month	١	(١٢)Week
			First semester exam, second month	٢	(١٣)Week
		Spring break			(١٤)Week
Classroom performance and exams	Lecture and brainstormi ng	Problems of the teaching profession The role of the teachers' union in promoting teachers' rights	Problems and the role of unions	١	(١٥)Week
Classroom performance and exams	Lecture and discussion	Ethics of the Educational Guidance Profession Practical examples of exemplary teachers	Educational guidance and role model	١	(١٦)Week
Classroom performance and exams	Lecture and brainstormi ng	The Hashemite Kingdom of Jordan Kingdom of Saudi Arabia	Arabic models	١	(١٧) Week
		First month exam of the second semester	Arabic models	١	(١٨)Week
Classroom performance and exams	Lecture and brainstormi ng	The State of Qatar Republic of Arab Egypt	Arabic models	١	(١٩)Week
Classroom performance and exams	Lecture and discussion	Libyan Republic Algerian Republic	Arabic models	١	(٢٠)Week
paper exam	Lecture and discussion	The ethical charter for the teaching profession in Iraq Teacher preparation in light of the ethics of the teaching profession and the quality of education	The ethical charter in Iraq and methods preparation and of educational quality	١	(٢١)Week

Classroom performance and exams	Lecture and application	Licensing to practice the teaching profession Criteria for a successful teacher	according to Results standards	١	(٢٢)Week
paper exam	theoretical	Second month exam, second semester		١	(٢٣)Week
		year-of-End exams		١	(٢٤)Week
: Course evaluation ١١ .					
: according to the following formula ١٠٠ The grade is distributed out of points for (٢٠) points and is divided into (٥٠) The annual effort grade is out of -١ . points for monthly exams (٢٠) attendance, participation and activities and . marks (٥٠) The final written exam grade is -٢					
: Learning and teaching resources ١٢ .					
nothing		ethodology, if applicable) Required textbooks (			
The book (Ethics of the Teaching Profession) by Dr. Dawood Abdel Salam Sabri and :Professors Dr. Ali Abdul Dakhel and Dr. Shifa Zaibel Jabr Ethics and Ethics of the Teaching " The book Profession," by Dr. Abdul Wahid Hamid and .others effective teacher, Dr. Qasim The competent or Bu Saada Qualities of a successful teacher, Dr. Taher Khalifa		(if any) Main references			
All scientific research published in Iraqi academic journals		Recommended supporting books and .(.... 'scientific journals, reports) references			
All specialized websites In the teaching profession		references, website Electronic			

Course description template

: Course Name ١ .
Ancient Iraqi history
:Course code ٢ .
UWA26 - CEH - HIS - 101

Semester/Year: Annual ٣.	
annual	
: Date this description was prepared ٤.	
21/9/2025	
: Available attendance formats ٥.	
My presence only	
:(Number of study hours (total) / Number of units (total ٦.	
.units ١٢ • hours. ٦ •	
.(Name of the course coordinator (if there is more than one, please mention it ٧.	
Email Dr. Ahmed Bashar Juma :Name abashar@uowasit.edu.iq Email Dr. Hussein Hassan Majeed; Name: husseinalanizi@uowasit.edu.iq	
Course objectives ٨.	
-٦ Informing students about archaeological sites and their importance in the study of history -٧ To familiarize students with the activities in the various cultural and political aspects of ancient Iraqi civilization -٨ To familiarize students with the literary and cultural activities of the inhabitants of ancient Iraq -٩ To enhance the sequence of Students' knowledge of the chronologic historical eras and roles in ancient Iraqi civilization	-١ Studying the history and civilization of ancient Iraq is one of the important civilizational periods historical and because it is the main and fundamental period from which the study of subsequent historical periods was launched This historical period illustrates the diverse cultural achievements of the Sumerians, Assyrians Akkadians, Babylonians, and across all fields. It can be said that these cultural achievements in ancient Iraq brought Iraq's name and prominence on the international stage Introducing students to the history of ancient Iraqi civilization and highlighting its discoveries and the most important inventions from prehistoric times to historical periods -٣ Informing students about sources for studying the history of ancient Iraqi civilization -٤ To inform students about the importance of the environment and their impact on geographical location the formation of ancient Iraqi civilization -٥ Informing students about the demographic composition of ancient Iraqi civilization

Teaching and learning strategies .٩					
.Learning strategy: planning the collaborative concept -١ .Brainstorming teaching strategy -٢ Learning strategy: series of observations -٣				strategy	
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests Daily Weekly, monthly, written, -and end year -of .exams	Explaining -١ the scientific material and using scientific tools such as maps to display archaeological sites, as well as displaying) slides using (PowerPoint Using the -٢ discussion method and giving students the opportunity to ask questions eir to test th understanding of the scientific .material	Ancient Iraqi history	Geographical background of ancient Iraq / Sources for studying the history of ancient Iraq	hours ٢	1
			Names given to Iraq / Definition of terms: History, Civilization, Types of Civilization	hours ٢	2
			(Stone Ages (Prehistoric Times	hours ٢	3
			The development of economic life, the first agricultural villages	hours ٢	4
			Cultural characteristics of the Stone Age, stages of the invention of writing	hours ٢	5
			Historical eras, Iraqi peoples in the first historical era	hours ٢	6
			First month exam	hours ٢	7
			states (first), -Sumerian city cultural characteristics of the early Sumerian period	hours ٢	8
			The Akkadian Empire, its most prominent kings, the end of the Akkadian state	hours ٢	9
			The Gutian occupation, the characteristics of the cultural Akkadian state	hours ٢	10
			The second (modern) Sumerian period, the third empire of Ur, its most prominent kings	hours ٢	11
			The end of the third Ur, the cultural characteristics of the second Sumerian period	hours ٢	12
			Old Babylonian Period / States (Second), -Amorite City Amorite Kingdoms (Isin, Larsa, (Eshnunna, Babylon	hours ٢	13
			Second month exam	hours ٢	14

			-Ashur, Deir, Mari, Deir al) (Bahri	hours ٢	15
			Second semester		vacation
			Empire Ancient Babylonian	hours ٢	16
			Prominent kings of the Old Babylonian period	hours ٢	17
			The end of the Babylonian Empire	hours ٢	18
			Cultural characteristics of the Old Babylonian period	hours ٢	19
			The Middle Babylonian Period / The Hittites Enter Babylon	hours ٢	٢٠
			The Kassite occupation of Babylon / Cultural characteristics of the Kassite era	hours ٢	21
			First month exam	hours ٢	22
			Historical eras in Assyria	hours ٢	23
			The First Assyrian Empire / Prominent Kings of Assyria	hours ٢	24
			Assyrian Empire / -The Neo Cultural Characteristics	hours ٢	25
			Babylonian Period/Cultural -Neo Characteristics	hours ٢	26
			Babylonian -End of the Neo period	hours ٢	27
			Periods of occupation: Achaemenid/Alexander the Great/Seleucids	hours ٢	28
			Second month exam	hours ٢	29
			The Parthian/Sasanian Occupation Era	hours ٢	30

Course evaluation .١١

marks for monthly ٢٠marks for monthly and daily exams for the first semester. ٢٠is as follows: The distribution .for the final exam marks ٥٠and daily exams for the second semester.

Learning and teaching resources .١٢

	(Required textbooks (methodology, if applicable
Fityan, Lectures in -Amer Suleiman and Ahmed Malek Al -١ .١Ancient History. Vol. .of Ancient Iraq Shaykhli, A Brief History-Abdul Qadir Al -٢ .Fawzi Rashid, History of Ancient Iraq -٣ Taha Baqir, Introduction to the History of Ancient -٤ .١Civilizations, Part .Hussein Alwan Hussein, A Brief History of Ancient Iraq -٥	(Main references (sources

	Recommended supporting books and (...journals, reports references (scientific
	Electronic references, websites

Course description template

The Era of the Message and the Rightly Guided Caliphate : Course Title .١
UWA26 - CEH - HIS - 103
: Course code .٢
Annual : Year / Semester .٣
annual
٢١-٠٩-٢٠٢٥ : Date this description was prepared .٤
: Available attendance formats .٥

My presence only					
٦. (Number of study hours (total) / Number of units (total) :					
٩. hours per year . ٣ hours per week					
٧. Name of the course coordinator (if there is more than one, please mention it)					
israamahdi@uowasit.edu.iq :Prof. Dr. Israa Mahdi Mazban Email : Name					
Hassan Salman Hassani .M.M :Name hhassani@uowasit.edu.iq :Email					
٨. Course objectives					
light the importance of historical events that to many intellectual changes across different historical periods		• To equip students with the skill 1- of scientific knowledge and its importance in historical analysis, commentary, and critique • Introducing students to the 2 – importance of studying Islamic history • Clarifying the most important 3- ideas contained in historical narratives across different periods			
٩. Teaching and learning strategies					
1- Learning strategy: planning the collaborative concept 2- teaching strategy Brainstorming 3- Learning strategy: series of observations					strategy
١٠. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly, monthly,	Clarify ng the scientifi c	era of the message the Rightly Guided Caliphate	To 1- equip	٣ hours	1
				٣ hours	2
				٣ hours	3
				٣ hours	4

daily,	material		students	hours ۳	5
written,	through		with the	hours ۳	6
-and end	the		skill of	hours ۳	7
year-of	analysis		analyzing	hours ۳	8
. exams	of		historical	hours ۳	9
	historic		narratives	hours ۳	10
	al texts,		To -۳	hours ۳	11
	while		inform	hours ۳	12
	giving		students	hours ۳	13
	an		about the	hours ۳	14
	explana		importanc	hours ۳	15
	tion of		e of	hours ۳	16
	the		Islamic	hours ۳	17
	reasons		history,	hours ۳	18
	for the		giving	hours ۳	19
	historic		particular	hours ۳	20
	al		attention	hours ۳	21
	changes		-to pre	hours ۳	22
	in this		Islamic	hours ۳	23
	.regard		Arab	hours ۳	24
	A -۳		history	hours ۳	25
	stateme		due to its	hours ۳	26
	nt of the		close	hours ۳	27
	objectiv		connectio	hours ۳	28
	es		n with the	hours ۳	29
	required		history of		30
	from		Islamic		
	studyin		eras, and		
	g those		to		
	differen		highlight		
	t		the		
	historic		significan		
	al		ce of the		
	periods,		Prophetic		
	taking				
	into				
	account				

	the differen ces in time ods peri between the history of the Arabs before and after .Islam		era, which paved the for way the era of the Rightly Guided Caliphs. The importanc e of the conflicts that emerged during that period should also be .explained		
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Course evaluation .١١	
٢٠ . marks for monthly and daily exams for the first semester ٢٠ : is as follows The distribution .marks for the final exam ٠٠ . marks for monthly and daily exams for the second semester	
Learning and teaching resources .١٢	
book "The Era of the Message and the rightly Guided Caliphate" by Hisham Mallah-Al Yahya	(Required textbooks (methodology, if applicable
ari's -The most important sources are: Al history of the Prophets and Kings, Ibn al arikh, and Al-Kamil fi al-Athir's Al .Ya'qubi's History	(Main references (sources
Jawad Ali, History of Islam; Hassan Ibrahim Hassan, History of Islam; and a wide range of journals and research papers specializing in .Islamic history	Recommended supporting books and (...reports ,references (scientific journals
Library of Alexandria, Islamic Endowment Library	Electronic references, websites

Course description template

Course Name .١
Educational and Developmental Psychology
Course code .٢
106 -HIS -CEH -UWA26
Semester/Year .٣
٢٠٢٦/٢٠٢٥
Date this description was prepared .٤
٢٠٢٥/٩/٢١

Available forms of attendance . ^٥				
My presence				
(hours (total) / Number of units (total Number of study . ^٦				
hours ٧ hours, ٤ .				
Name of the course coordinator (if there is more than one, please . ^٧ .(mention it				
Hashemi-Dr. Noura Karim Saleh Al nsalih@uowasit.edu.iq :email address A'a -Al				
objectives Course . ^٨				
based objectives-Affective and value The student should listen carefully to the -١ lesson topic The student should be able to answer -٢ questions related to both educational psychology and developmental psychology .topics epts the subject of That the student acc -٣ educational psychology The student should compare the theories of -٤ educational psychology student should evaluate topics in -٥ educational psychology and development		objectives Course		
Teaching and learning strategies . ^٩				
method of discussion in its various forms is for the purpose of The • .exchanging ideas to arrive at the facts Lecture method •				Strategy Method
Course structure . ^{١٠}				
Evaluation Method	Learning method	Unit or topic name	Hours	Week
oral exam	discussion and lecture	Educational Psychology	٢	the first
oral exam	ture and discussion	Educational goals	٢	the second

oral exam	Lecture and discussion	Learning and teaching	۲	the third
oral exam	ecture and discussion	Cognitive learning theory and social learning theory	۲	Fourth
oral exam	ecture and discussion	Remembering and forgetting	۲	Fifth
oral exam	Lecture and discussion	Information processing theory	۲	Sixth
oral exam	ecture and discussion	nsfer of learning and learning concepts	۲	Seventh
oral exam	ecture and discussion	Reflection and feedback	۲	Eighth
oral exam	Lecture and discussion	Reflection and feedback	۲	Ninth
oral exam	ecture and discussion	School work ethics	۲	tenth
oral exam	ecture and discussion	Ethics of educational assessment	۲	eleventh
oral exam	Lecture and discussion	Counseling ethics	۲	twelfth
oral exam	Lecture and discussion	Ethics of intervention	۲	thirteenth
oral exam	Lecture and discussion	Ethics of educational research	۲	fourteenth
Second semester				
oral exam	ecture and discussion	Developmental psychology	۲	the first

oral exam	ture and discussion	Factors affecting growth	۲	the second
oral exam	Lecture and discussion	Research Methods	۲	the third
oral exam	ture and discussion	childhood	۲	Fourth
oral exam	ture and discussion	ial, and moral ‘Mental, linguistic development	۲	Fifth
oral exam	Lecture and discussion	socialization	۲	Sixth
oral exam	ture and discussion	adolescence		Seventh
oral exam	ture and discussion	Tendencies and attitudes	۲	Eighth
oral exam	ture and discussion	Teenage problems	۲	Ninth
oral exam	Lecture and discussion	Basic rights of the child	۲	tenth
oral exam	ture and discussion	Research ethics with children	۲	eleventh
oral exam	ture and discussion	Information confidentiality	۲	twelfth
oral exam	ture and discussion	Ethics of intervention	۲	thirteenth
oral exam	ture and discussion	Ethics of evaluation	۲	fourteenth
Course evaluation .۱۱				
as daily is distributed according to the tasks assigned to the student, such ۱۰۰The grade out of marks for the subject, exams ۴۰preparation, daily, oral, monthly, and written exams, and reports... .marks for daily participation ۵marks for daily attendance, and ۵two written),)				
Learning and teaching resources .۱۲				
Educational and Developmental Psychology		(methodology, if applicable) Required textbooks		

Hadi. Educational Psychology -Nabil Abdel ٢٠٢٤ and its Theories, Atoum and others. -Adnan Yousef Al ٢٠١٣ Educational Psychology ،Abdul Majeed Sayed Ahmed Mansour ٢٠١٤ Educational Psychology, Hakim Musa Abd, Effectiveness of Modern ٢٠١٩ Teaching Methods	(Main references (sources
Electronic references, websites	Recommended supporting books and (...references (scientific journals, reports

: Course Name .١

Arabic	
٢. Course code :	
UWA26 - CEH - HIS - 108	
٣. Annual : Year / Semester :	
annual	
٤. Date this description was prepared :	
٢٠٢٠/٩/٢١	
٥. Available attendance formats :	
My presence only	
٦. (Number of study hours (total) / Number of units (total) :	
٣. hours per year . hours per week ١	
٧. Name of the course coordinator (if there is more than one, please mention it)	
ahmedmk@uowasit.edu.iq : Email M.M. Ahmed Mukhaif Banai : Name hmosa@uwasit.edu.iq :Email Huda Hassan Mousa Awda .M.M	
٨. Course objectives	
	١ - To introduce students to the importance of Arabic language science and to work on mastering its rules and literature in order to reach the integrated scientific material ٢ - Encouraging students to learn the methodology of scientific research and meaning and the meaning to understand meaning in order to reach the deeper meaning in the verses of the Holy Quran and literary texts ٣ - Familiarizing students with the vocabulary of the scientific subject ٤ - Researching and clarifying scientific sources related to the Arabic language sources related to subject, and then applying them to verses of the Holy Quran and Arabic poetry ٥ - Strengthening students' skills and building their academic character ٦ - Working to instill a spirit of science and learning in students

learning strategies Teaching and ٩.					
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-				strategy	
Course structure ١٠.					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Various achievement tests	Discussion, lecture, questioning, analysis, conclusion, and brainstorming	General Arabic language	Cognitive objectives -A student should know the -١ grammatical, literary and morphological terms student should be able to write -٢ correctly from a grammatical and spelling perspective become familiar with The student should -٣ history of Arabic grammar and its early origins student should become familiar with -٤ the historical periods of Arabic literature ed objectives of the -The skills -B course knowledge of words in terms of their - ١ action and construction in sentence formulation student should write a research paper -٢ and linguistic based on literary sources The student should know Arabic script - ٣	٣٠	٣٠
Course evaluation ١١.					
٢٠ . marks for monthly and daily exams for the first semester ٢٠ : is as follows The distribution .final exam marks for the ٢٠ . marks for monthly and daily exams for the second semester					
Learning and teaching resources ١٢.					
Lessons in Arabic Language / Compiled by a group of college professors			(Required textbooks (methodology, if applicable		
Ibn Aqil's commentary on Ibn Malik's Alfiyya, which is a book on grammar and morphology, The History of Arabic Literature by Dr. Shawqi Daif,			(Main references (sources		

Literature and its Schools by Dr. Muhammad Mandour, The Balance in the Interpretation of the Qur'an by -mmad Husayn alSayyid Muha .Tabataba'i, and from these sources .	
	Recommended supporting books and (...references (scientific journals, reports
Various communication sites, social networking sites, and the .electronic library comprehensive	Electronic references, websites

Course description template

Course Name	١٣.
Principles of Education	
Course code	١٤.
UWA26 - CEH - HIS - 107	
Semester/Year	١٥.
Phase One	٢٠٢٦/٢٠٢٥
Date this description was prepared	١٦.
	٢٠٢٥/٩/٢١
Available forms of attendance	١٧.
My presence	
(Number of study hours (total) / Number of units (total	١٨.
hours ٢ hours, ٤.	

Name of the course coordinator (if there is more than one, please .(mention it				
Dr. Rasel Tariq Hassan russelt@uowasit.edu.iq :email .A Al				
objectives Course				
Introducing students to the concept of education Explaining the importance of education Explaining the relationship between upbringing and education Clarifying the role of Muslim thinkers in the principles of modern education Illustrates the roles of the teacher in modern .education Identifies the requirements necessary for a .teacher's success in education gives students a historical overview of basic .education Characteristics of a Mention and explain the successful teacher		Course objectives		
Teaching and learning strategies				
The method of discussion in its various forms is for the purpose of .exchanging ideas to arrive at the facts brainstorming strategy Lecture method			Strategy Method	
structure Course				
Evaluation Method	Learning method	Unit or topic name	Hours	Week
Oral and written exams	discussion brainstorming	Introduction to the Principles of Education	٢	the first
Oral and written exams	Lecture and discussion	Concept of education and its importance	٢	the second
Oral and written exams	Lecture and brainstorming	Educational goals and objectives	٢	the third
Oral and written exams	Lecture and discussion	The philosophical, social, and economic foundations of education	٢	Fourth

Oral and written exams	Lecture and discussion	relationship between education and society	٢	Fifth
Oral and written exams	Lecture and discussion	History of Educational Thought	٢	Sixth
Oral and written exams	Lecture and discussion	Education in ancient civilizations	٢	Seventh
Oral and written exams	Lecture and questioning	Education in the modern era	٢	Eighth
Oral and written exams	Lecture and brainstorming	The status of women in Islam	٢	Ninth
Oral and written exams	Lecture and discussion	importance of women's education in Islam	٢	tenth
Oral and written exams	Lecture and questioning	The role of women in the family	٢	eleventh
Oral and written exams	Lecture and brainstorming	Women's rights in Islam	٢	twelfth
Second semester				
Oral and written exams	Lecture and discussion	reform in Iraq Educational	٢	the first
Oral and written exams	Lecture and questioning	education system in Iraq and accelerated education	٢	the second
Oral and written exams	Lecture and brainstorming	Technology in education	٢	the third
Oral and written exams	Lecture and discussion	learning and its tools-E	٢	Fourth
Oral and written exams	Lecture and questioning	educational leadership and educational planning	٢	Fifth
Oral and written exams	Lecture and brainstorming	concept of educational leadership, its importance styles	٢	Sixth
Oral and written exams	Lecture and discussion	environmental and community education	٢	Seventh

Oral and written exams	Lecture and questioning	Educational calendar	٢	Eighth
Oral and written exams	Lecture and brainstorming	Assessment methods Educational the construction of achievement tests	٢	Ninth
Oral and written exams	Lecture and discussion	Comparative education and global trends	٢	tenth
Oral and written exams	Lecture and questioning	Educational research	٢	eleventh
Oral and written exams	Lecture and brainstorming	Ethics of educational research	٢	twelfth
Course evaluation ٢٣				
is distributed according to the tasks assigned to the student, such as daily ...The grade out of marks for the subject, exams ...daily, oral, monthly, and written exams, and reports... preparation .marks for daily participation ...marks for daily attendance, and ...two written),)				
Learning and teaching resources ٢٤				
Foundations of Education for the Departments of Educational and Psychological Sciences (Shatha el Farman, Manal Muhammad, Muwaffaq (Abdul Zahra		Required textbooks (methodology, if applicable		
The logical foundations of induction (Sadr-Muhammad Baqir al) (Sadr-Muhammad Baqir al) Our Philosophy Studies in the Philosophy of Education and (Halbousi-Curricula (Saadoun Salman Al		(Main references (sources		
Electronic references, websites		Recommended supporting books and (...references (scientific journals, reports		

Course description template

Course Name	٢٥.
General Geography	
Course code	٢٦.
UWA26 - CEH - HIS - 105	
Semester/Year	٢٧.
Phase One ٢٠٢٦/٢٠٢٥	
Date this description was prepared	٢٨.
٢٠٢٦/٤/٢٦	
Available forms of attendance	٢٩.
My presence	
(Number of study hours (total) / Number of units (total	٣٠.
units ٤ hours per week, ٢	
Name of the course coordinator (if there is more than one, please	٣١.
.(mention it	
M.M. Anfal Mohammed Kadhim Abdul M.M. Hakim Mohammed Salman halbujasim@uowasit.edu.iq anfalkadhim@uowasit.edu.iq : is address The email	
objectives Course	٣٢.
أ. To learn the basic concepts in .general geography ب. Understanding human and physical geography and their .branches ت. Understanding the concept of a .of a map map and the elements ث. Identifying human races, their divisions, and their .characteristics ج. Understanding the importance of cities, the reasons for studying them, and the basis for	Course objectives

distinguishing between rural and urban areas agriculture, Understanding the geography of industry, and tourism, and the factors that influence them	
Teaching and learning strategies ٣٣.	
• The teaching strategy involves planning the collaborative concept • Brainstorming is a teaching strategy • a series of observations is	Strategy Method
Course structure ٣٤.	

Evaluation Method	Teaching method	Unit or topic name	Hours	Week
oral exam	Lecture discussion	The concept of geography	٢	the first
exam oral	Lecture discussion	Departments and branches of geography	٢	the second
oral exam	Lecture discussion	Map and map elements	٢	the third
oral exam	Lecture discussion	The most important theories that explain the origin of the Earth and the solar system	٢	Fourth
exam oral	discussion discussion	. Earth movements	٢	Fifth
oral exam	Lecture discussion	Fast movements	٢	Sixth
oral exam	discussion Lecture	Shapes resulting from tectonic movements	٢	Seventh
oral exam	discussion Lecture	Earth's layers	٢	Eighth
oral exam	Lecture discussion	Earth's layers	٢	Ninth
oral exam	Lecture discussion	Earth's crust rocks	٢	tenth
oral exam	Lecture discussion	The concept of weathering	٢	eleventh
oral exam	Lecture discussion	Climate elements	٢	twelfth
oral exam	Lecture discussion	Environment and environmental elements	٢	thirteenth
oral exam	Lecture discussion	Soil types and components	٢	fourteen

				nth
oral exam	Lecture discussion	The importance of water resources in arid regions	۲	fifteenth
oral exam	Lecture discussion	Factors affecting plants natural plant	۲	Sixteenth
oral exam	Lecture discussion	Human Geography	۲	seventeenth
oral exam	Lecture discussion	Population Geography	۲	eighteenth
oral exam	Lecture discussion	human races	۲	nineteenth
oral exam	Lecture discussion	Urban Geography	۲	Twenty
oral exam	discussion brainstorming	The basis for distinguishing between urban and rural areas	۲	Twenty one-
oral exam	Lecture discussion	The concept of the city and urbanization	۲	Twenty second-
oral exam	Lecture discussion	City location and position	۲	Twenty third-
oral exam	Lecture discussion	Geography of Agriculture	۲	-Twenty fourth
oral exam	Lecture Discussion	Factors affecting agricultural production: Natural factors	۲	-Twenty fifth
oral exam	Lecture Discussion	Human factors affecting agricultural production	۲	-Twenty sixth
oral exam	Lecture discussion	Population Geography	۲	-Twenty seventh
oral exam	Lecture discussion	Geopolitics	۲	-Twenty eighth
oral exam	Lecture discussion	The state and its natural, human, and economic resources	۲	-Twenty ninth
oral exam	Lecture discussion	Tourism Geography	۲	thirty

Course Evaluation .۱۱

is distributed according to the tasks assigned to the student, such as daily ۱۰۰ The grade out of ۱۰۰ the subject, exams marks for ۴۰ preparation, daily, oral, monthly, and written exams, and reports... .marks for daily participation ۲۰marks for daily attendance, and ۴۰two written),)

	Learning and teaching resources
1- Dr. Muhammad Azhar Al Sammak, Jawda Geographical Hassanein Jawda, General st ed., College Principles (Natural and Human), 2001 Mustansiriya University, -of Arts, Al 2- Al Yusra Jawahiri, General Geography, -Yusra Al College of Arts, University Minya, 1998	(Required textbooks (methodology, if applicable
✓	(Main references (sources
virtual and the library The Internet location ✓ ResearchGate ✓ different artificial intelligence Sites ✓ topic location	Recommended supporting books and (...references (scientific journals, reports

Course description template

Course Name 1.
Human rights and democracy
Course code 2.
UWA26-CEH-HIS-110
Semester/Year 3.
2026 – 2025
Date this description was prepared 4.
2025/9/21
Available forms of attendance 5.

.My attendance is at the university or online via Google Classroom					
(Number of study hours (total) / Number of units (total .٦					
hour per week ١ hours per year, ٣ .Number of hours:					
Name of the course coordinator (if there is more than one, please mention .٧ (it					
Marwab @ uowasit.edu.iq :Email .E -Name: M. M. Marwa Ibrahim Aziz Al					
Objectives Course .٨					
١- The student should define the concept of human rights and democracy and their basic characteristics ٢- The student should explain the origins of human rights and the historical development of the democratic system ٣- The student should explain the relationship between human rights and democracy in building a state of law ٤- The student should analyze selected texts from the Universal Declaration of Human Rights and the Constitution of the Republic of Iraq ٥- The student should be able to distinguish between the types of human rights and briefly compare them ٦- The student should apply legal concepts in analyzing a case study or constitutional text ٧- The student should practice democratic dialogue with respect and acceptance of the other opinion ٨- The student should assess the reality of human rights in society and suggest ways to promote them					Course Objectives
Teaching and learning strategies .٩					
question and answer method –the discussion method –The lecture method the brainstorming method – and induction Method of measurement					strategy
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
discussions + quizzes	Lecture/Discussion	Definition of human rights and their characteristics	Cognitive skills	١	(١)
discussions + quizzes	Lecture/Discussion	The importance of human rights	Cognitive skills	١	(٢)
discussions + quizzes	Lecture/Discussion	Types of human rights	Cognitive skills	١	(٣)

discussions + quizzes	Lecture/Discussion	Types of human rights in Islamic law	Cognitive skills	١	(٤)
discussions + quizzes	Lecture/Discussion	Types of human rights Iraqi ٢٠٠٥ in the Constitution	Cognitive skills	١	(٥)
discussions + quizzes	Lecture/Discussion	The historical development of human rights	Cognitive skills	١	(٦)
discussions + quizzes	Lecture/Discussion	Human rights in Islam	Cognitive skills	١	(٧)
discussions + quizzes	Lecture/Discussion	National public human rights mechanisms	Cognitive skills	١	(٨)
discussions + quizzes	Lecture/Discussion	National Human Rights Mechanisms	Cognitive skills	١	(٩)
discussions + quizzes	Lecture/Discussion	Definition of the International Bill of Human Rights and its elements	Cognitive skills	١	(١٠)
discussions + quizzes	Lecture/Discussion	National and procedural mechanisms for the implementing International Bill of Human Rights in Iraq	Cognitive skills	١	(١١)
discussions + quizzes	Lecture/Discussion	Special group rights	Cognitive skills	١	(١٢)
discussions + quizzes	Lecture/Discussion	Women's, children's and youth rights	Cognitive skills	١	(١٣)
discussions + quizzes	Lecture/Discussion	Rights of people with disabilities and minorities	Cognitive skills	١	(١٤)
discussions + quizzes	Lecture/Discussion	International Convention on the Elimination of All Forms of Racial Discrimination	Cognitive skills	١	(١٥)
First semester exam					
discussions + quizzes	Lecture/Discussion	Combating gross human rights violations	Cognitive skills	١	(١)
discussions + quizzes	Lecture/Discussion	Principles of	Cognitive	١	(٢)

	ssion	International Humanitarian Law: An the Introduction to Geneva Conventions	skills		
discussions + quizzes	Lecture/Discussion	Introduction to the Human Rights Council, its functions and mechanisms	Cognitive skills	١	(٣)
discussions + quizzes	Lecture/Discussion	Challenges facing human rights	Cognitive skills	١	(٤)
discussions + quizzes	Lecture/Discussion	Definition of democracy	Cognitive skills	١	(٥)
discussions + quizzes	Lecture/Discussion	The historical roots of democracy	Cognitive skills	١	(٦)
discussions + quizzes	Lecture/Discussion	Patterns of democracy and their development in contemporary contexts	Cognitive skills	١	(٧)
discussions + quizzes	Lecture/Discussion	Islam and Democracy	Cognitive skills	١	(٨)
discussions + quizzes	Lecture/Discussion	Principles of democratic governance	Cognitive skills	١	(٩)
discussions + quizzes	Lecture/Discussion	Elections as a mechanism of democracy	Cognitive skills	١	(١٠)
Second semester exam					
discussions + quizzes	Lecture/Discussion	The relationship between democracy and public freedoms	Cognitive skills	١	(١١)
discussions + quizzes	Lecture/Discussion	Comparative democratic systems	Cognitive skills	١	(١٢)
discussions + quizzes	Lecture/Discussion	The democratic experiment in Iraq after ٢٠٠٣	Cognitive skills	١	(١٣)
discussions + quizzes	Lecture/Discussion	The Permanent Iraqi ٢٠٠٥ Constitution of	Cognitive skills	١	(١٤)
discussions + quizzes	Lecture/Discussion	The nature of the system of government under the constitution ٢٠٠٥	Cognitive skills	١	(١٥)
year exam-of-End					
Course evaluation ١١					
is distributed according to the tasks assigned to the student, such as daily ١٠٠ The grade out of .preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources ١٢					
.and democracy rights			pplicable Required textbooks (methodology, if		

Universal Declaration of Human Rights, United Nations Constitution of the Republic of Iraq for the year ٢٠٠٥ Ministry of Higher Education curriculum for - Democracy the subject of Human Rights and	(Main references (sources
books Constitutional law General theory of democracy Contemporary studies in human rights	Recommended supporting books and (...references (scientific journals, reports
democracy All websites related to human rights and	Electronic references, websites

Course description template

١. Course Name :
١ Computer Fundamentals and Office Applications, Part
٢. Course code :
UWA26 - CEH - HIS - 111
٣. Annual : Year / Semester :
annual
٤. This description was prepared on 21/9/2025
٥. Available attendance formats :
My presence only
٦. (Number of study hours (total) / Number of units (total :
First semester: ٣ hours practical per week), ٢ hour theory and ١) hours Second semester, ٢ hour credit hour (one hour per week), ١ hours per week for the ١ for the first semester, hours per week 3 . hours per year 60 second semester
٧. Name of the course coordinator (if there is more than one, please .(mention it
M : Name .M : Name Rasoul Abdul Razzaq Mouhan Abdul abdalwaili@uowasit.edu.iq

Name: M.M. Mukhallad Email: mabdulhasan@uowasit.edu.iq Mohsen Abdul Hassan's					
Course objectives .٩					
-١ Introducing students to computer basics and software licensing computer security -٢ To familiarize students with the different types of computers according to their size, how they work, their intended use, and the type of operating systems they use -٣ To familiarize students with computer operating systems and stages of development their -٤ Informing students on how to use and operate a computer -٥ Informing students on how to protect computers and data from hacking and malware -٦ Introducing students to the importance of office applications (Word, teaching them how to use these applications Excel, PowerPoint) and te correctly and in all their details					
Teaching and learning strategies .٩					
-١ the teaching strategy involves planning the collaborative concept -٢ Brainstorming is a teaching strategy -٣ of observations Education strategy series -٤ Blended learning strategies -٥ Electronic laboratory strategies					
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly, monthly, daily, written, -and end	The scientific material is explained during	Computer basics and office applications	To equip students with learning :skills Computer -١ basics	hours 3	1
				hours 3	2
				hours 3	3
				hours 3	4
				hours 3	5
				hours 3	6
				hours 3	7
				hours 3	8

year-of	the		Computer -٢	hours 3	9
. exams	theoreti		component	hours 3	10
	cal		s	hours 3	11
	lecture,		Computer -٣	hours 3	12
	and		security	hours 3	13
	what		and	hours 3	14
	the		software	hours 3	15
	student		licensing	vacation	
	has			hour 1	16
	learned			hour 1	17
	is then			hour 1	18
	applied		Operating -٤	hour 1	19
	practica		systems	hour 1	19
	lly in		Windows 7	hour 1	20
	the		operating system	hour 1	21
	laborato			hour 1	22
	.ry			hour 1	23
				hour 1	24
				hour 1	25
				hour 1	26
				hour 1	27
				hour 1	28
				hour 1	29
					30
				hour 1	
Course evaluation .١١					
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .marks for the final exam 50 . marks for monthly and daily exams for the second semester					
Learning and teaching resources .١٢					
puter Fundamentals and Office .١	(Required textbooks (methodology, if applicable				
Applications, Part					
hored by Professor Ghassan Hamid Abdul					
Majeed					
Ziad Mohammed Aboud, Dr. Amir Hussein					
Murad					
M. Bilal Kamal Ahmed					

YouTube Multiple websites and the app	Electronic references, websites
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description template Course

English Language : Course Name ١.	
English language	
: Course code ٢.	
UWA26 - CEH - HIS - 109	
Annual : Year / Semester ٣.	
annual	
21 /9/2025 : Date this description was prepared ٤.	
: Available attendance formats ٥.	
My presence only	
:(study hours (total) / Number of units (total Number of ٦.	
.hour per week ٧ . hours per year ٨.	
Name of the course coordinator (if there is more than one, please ٩. .(mention it	
dthabe@uowasit.edu.iq:M.M. Diaa Hamid Thabet, email	
Course objectives ١٠.	
..... 	١- articles and Reading stories ٢- Developing communication skills ٣- Identifying topics for selected readings ٤- Teaching students good reading, correct pronunciation, and correct articulation of letters

			Teaching students to use -٥ sentences correctly		
			Teaching students some -٦ vocabulary and its uses		
			Understanding the meaning of vocabulary correctly		
Teaching and learning strategies .٩					
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- series of observations :Learning strategy3-					strategy
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Written exam, oral exam Student evaluation is based on classroom performance and participation in various activities, including daily preparation, interaction during lectures,	Practical application, on, lectures, discussions, reading and following along during lectures through participation in the lecture, explanation, discussion, expressing opinions	English language	Teaching -١	hour ١	1
			English and	hour ١	2
			how to	hour ١	3
			communicate using it	hour ١	4
			Introducing -٢	hour ١	5
			them to	hour ١	6
			other	hour ١	7
			cultures by	hour ١	8
			showing	hour ١	9
			them the	hour ١	10
			daily life of	hour ١	11
			the Western	hour ١	12
			world	hour ١	13
			through the	hour ١	14
			pieces in the	hour ١	15
			book that	hour ١	16
			talk about	hour ١	17
			specific	hour ١	18
			events	hour ١	19
			He laments -٣	hour ١	19
the	hour ١	19			
development	hour ١	19			
of their	hour ١	19			
knowledge	hour ١	20			

listening to opinions and classroom discussions and ‘ active participati on during lectures	and construc tive criticism through discussio n and critique, presenti ng visions and ideas to teach students critical thinking and analysis, and presenti ng short lectures by students on topics		of the English language Developing - the four skills (g, speakin) listening, reading, and (writing	hour \	21
				hour \	22
				hour \	23
				hour \	24
				hour \	25
				hour \	26
				hour \	27
				hour \	28
				hour \	29
				hour \	30
evaluation Course .\1					
marks for monthly and daily exams for the first semester : is as follows The distribution marks for the final exam . marks for monthly and daily exams for the second semester					
Learning and teaching resources .\2					
First / Textbook New Headway plus (beginner) By: John and Liz Soars		(methodology, if applicable) Required textbooks			
Second / Textbook New Headway plus (Pre-Intermediate) By: John and Liz Soars					
		(Main references (sources			
		Recommended supporting books and (...scientific journals, reports) references			

	Electronic references, websites

Phase Two

Course description template

.١٣ :Course name
History of the ancient Arab countries
.١٤ :Course code
UWA26 - CEH - HIS - 202
.١٥ :Chapter/Year
٢٠٢٦-٢٠٢٥ Phase Two /
.١٦ :Date this description was prepared
٢٠٢٥/٩/٢١
.١٧ :Available attendance formats
My presence only

:(Number of study hours (total) / Number of units (total ١٨					
units (٣)hours (٦٠)					
along Name of the course coordinator (if there is more than one name, mention it ١٩ (with the personal email address					
Fhannoon@uowasit.edu.iq :Email			Prof. Dr. Fadhil Kadhim Hannoun		
uowasit.edu.iq@maytham :Email			Dr. Maitham Saleh Salman		
Course Objectives ٢٠					
Introducing the student to the most important ancient civilizations in the Arab world, defining the geographical boundaries of each civilization, the history of its rise and each civilization in terms decline, the most important features of of political, religious and social system, and the most important .inventions and civilizational achievements of each civilization Sources for studying "each civilization: "Material Sources				Course Objectives	
Teaching and learning strategies ٢١					
. Interactive lectures and group discussions Using modern historical references and sources to .enrich the lecture Using a detailed explanation style for the lecture's main points Using a data projector for the lecture of Arab The focus is on studying the impact civilizations on other contemporary civilizations using .brainstorming techniques A study of the cultural connections, similarities and differences between the civilizations of the Arab world, the and reasons behind these differences, and the cultural .civilizational heritage					
Course structure ٢٢					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Lecture and brainstorming	Ancient Egyptian History: Geographical Background	Ancient Egyptian History: Geographical Background	٣	(١)Week
Classroom performance and exams	Lecture and discussion	Prehistoric times in ancient Egypt	Prehistoric times in ancient Egypt	٣	(٢)Week

Classroom performance and exams	Lecture discussion Daily test	Introduction to sources on Egyptian civilization	Introduction to sources on Egyptian civilization	٣	(٣)Week
Classroom performance and exams	Lecture and brainstorming	Ancient Egyptian civilization	The Old Kingdom and the Age of the Pyramids	٣	(٤)Week
paper exam	theoretical	Middle Kingdom BC ١٧٨٧-٢٠٠٠	Middle Kingdom BC ١٧٨٧-٢٠٠٠	٣	(٥)Week
Classroom performance and exams	Lecture, discussion, and live Q&A	The Hyksos: Their Origins and Achievements	The Hyksos and their cultural roles	٣	(٦)Week
Classroom performance and exams	Lecture and discussion	Modern Egyptian state	Imperial -The Neo Kingdom	٣	(٧) Week
Classroom performance and exams	Lecture and discussion	Late periods in the Nile Valley	(٣٠-٢١)Dynasties) BC ٣٣٢-١٠٩٠)	٣	(٨)Week
Classroom performance and exams	Lecture and brainstorming	Political, economic, and social life	Cultural aspects of the Nile Valley civilization	٣	(٩)Week
Classroom performance and exams	Lecture and discussion	Ancient Levant civilization Geographical background	History of the Levant: Geographical Background and Sources	٣	(١٠)Week
Classroom performance and exams	Lecture and discussion	Prehistoric times	Historical periods: Arab peoples Amorites, and Canaanites	٣	(١١)Week
Classroom performance and exams		The Amorites and their civilizational role	Historical eras of kingdom of the Yamkhad and Ugarit	٣	(١٢)Week
		The Canaanites and their civilizational role	The historical eras of the Arameans and the Kingdom .of Damascus	٣	(١٣)Week
		Spring break			(١٤)Week
Classroom performance and exams	Lecture and brainstorming	Levant civilization (The Phoenicians)	The Phoenicians their cities,) history, and	٣	(١٥)Week

			cultural (achievements)		
Classroom performance and exams	Lecture and discussion	Levant civilization (Palmyra)	The history of Palmyra, its civilizations and achievements	٣	(١٦)Week
Classroom performance and exams	Lecture and brainstormi ng	Levant civilization (Palestine)	Palestine and the historical and -pre historical eras-post	٣	(١٧)Week
Classroom performance and exams		First month exam of the second semester		٣	(١٨) Week
Classroom performance and exams	Lecture and brainstormi ng	The cultural roles of the Canaanites	Canaanite eras	٣	(١٩)Week
Classroom performance and exams	Lecture and discussion	Seleucid, The Roman, and Byzantine Roles in Palestine	Palestine and foreign occupations	٣	(٢٠)Week
paper exam	Lecture and discussion	The historical roles of the Hittite queen	The Hittite Kingdom (Old (Kingdom Period	٣	(٢١)Week
Classroom performance and exams	Lecture and application	Elamites, Medes, and Achaemenids	Iran: Ancient Name, Location, and Peoples	٣	(٢٢)Week
paper exam	theoretical	Second month exam, second semester		٣	(٢٣)Week
		year -of-End exams		٣	(٢٤)Week
:Course evaluation ٢٣.					
:is distributed according to the following formula ١٠٠ grade out of The points for attendance, (٢٠)points and is divided into (٥٠)The annual effort grade is out of -١ .points for monthly exams (٣٠)participation and activities and .marks (٥٠)grade is The final written exam g -٢					
:Learning and teaching resources ٢٤.					
The book (History of the Ancient East) by (Professor (Sami Saeed		(Required textbooks (methodology, if applicable			

Ahmad and Jamal Rashid Ahmad-Al	
History of The book (Introduction to the Ancient Civilizations) by Professor Taha Baqir, Part Two, and the book (Studies in Ancient History) by Professor Dr. Ahmed .Fityan-Malek Al	(Main references (if any
supporting books and Recommended (...references (scientific journals, reports	Recommended supporting books and references .(.... ‘scientific journals, reports)
All websites specializing in history and archaeology Heritage, including Iraqi academic journals	Electronic references, website

Course description template

١٣. : Course Name	
Civilization in Andalusia History of Arab	
١٤. : Course code	
UWA26 - CEH - HIS - 206	
١٥. Annual : Year / Semester	
annual	
١٦. : Date this description was prepared	
٢٠٢٥/٩/٢١	
١٧. : Available attendance formats	
My presence only	
١٨. : (total) Number of study hours (total) / Number of units	
٦٠ hours per year . ٢ hours per week	
١٩. Name of the course coordinator (if there is more than one, (please mention it	
Name: Prof. Dr. Haider Mazhar Askar : Email hmizhir@uowasit.edu.iq Name: Prof. Dr. Thamer Naaman Mustafa : Email tmusstaf@uowasit.edu.iq	
٢٠. Course objectives	
	-١ To familiarize students with the Islamic civilization in the Iberian -Arab (Peninsula (Spain and Portugal -٢ A statement of the impact of Muslim transfer control over Andalusia on the .of Islamic civilization to Europe -٣ To familiarize students with the cultural landmarks of Islam in

	.Andalusia Students should be aware of the -٤ great population diversity in Andalusia and its impact on enriching Andalusian, Islamic and human .civilization Informing students about sources for -٥ . studying Andalusian history Students should know the reasons -٦ for the continuation of Islamic rule in Andalusia for more than eight .centuries Informing students about the most -٧ .conquests in Europe important Islamic Students' knowledge of the -٨ administrative and financial .organizations in Andalusia
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Teaching and learning strategies .٢١	
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-	strategy

Course structure .٢٢					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Various achieve ment .tests	Discuss ion, lecture, questio ning, analysi s, conclus ion, and brainst	tory of Arab ilization in Andalusia	Cognitive objectives -A student should know -١ factors that helped the uer Muslims .Andalusia student should -٢ ain the intellectual and itific aspects of Islamic civilization in Andalusia student should -٣ ce the advantages of administrative and cial systems in alusia compared to the .East ent should The -٤ ain the general raphical importance of	٦٠	٣٠

	forming		Andalusia student should put -٥ names of the alusian cities on the .map student should -٦ alyze the reasons for the perity of Andalusia during the Caliphate era ed -killsThe s -B .objectives of the course student should draw - ٧ ap of the Andalusian .cities student should - ٨ e a research paper d on primary sources .of Andalusian history student should use - ٩ historical atlas to ocations of identify th .Andalusian cities student should list -١٠ most prominent tries neighboring .Andalusia		
Course evaluation ٢٣					
٢٥ . marks for monthly and daily exams for the first semester ٢٥ : is as follows The distribution .marks for the final exam ٥٠ . marks for monthly and daily exams for the second semester					
Learning and teaching resources ٢٤					
Summary of the History of Andalusia Abadi-Abdul Hamid Al –			(Required textbooks (methodology, if applicable)		
Adhari son ؛ The quote ؛ Hayyan son brocco news in Morocco Statement . Andalusia			(Main references (sources		
Abadi, on the -Ahmed Mukhtar Al history of Morocco and Andalusia; Muhammad Abdullah Anan, The . Islamic State in Andalusia			Recommended supporting books and (...references (scientific journals, reports		

Various communication sites, social sites, and the networking .comprehensive electronic library	Electronic references, websites

Course description template

١. Course Name :	
Crimes of the Ba'ath regime in Iraq	
٢. Course code :	
UWA26 - CEH - HIS - 214	
٣. Semester/Year: Annual	
annual	
٤. Date this description was prepared : 21/9/2025	
٥. Available attendance methods -In: person only	
My presence only	
٦. (Number of study hours (total) / Number of units (total	
٣. hours per week ١ hours per year.	
٧. (Name of the course coordinator (if there is more than one, please mention it	
Name : Prof. Dr .Prof. Dr Khatawi-Majid Musheer Ghaib Al .Email :mmusheer@uowasit.edu.iq	
M.M .Haider Nasser Abdullah .Email :habdallah@uowasit.edu.iq	
٨. Course objectives	
	١- Understanding the historical that Iraq went through period during the rule of the banned ٢٠٠٣-١٩٧٩ regime from Ba'ath ٢- Clarifying a missing link in the field of scientific research years during (٣٥)related to which the Ba'ath Party regime committed crimes against

			humanity, including genocide .and forced displacement The necessity of teaching this -٣ ject and passing it on to sub future generations		
Teaching and learning strategies .٩					
the explanation -١ brainstorming -٢ dialogue and discussion -٣ Using sources and references -٤				strategy	
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions, weekly, monthly, daily, and final exams	Lectures And engagements	Names of the Ba'ath regime according to Iraqi High Criminal Court Law of ٢٠٠٥ -١	1-Equipping students with cognitive, -skill base, and emot	١	1
		concept of crimes and their categories -٢		١	٢
		Definition of crime, linguistically and technically -٣		١	٣
		Crime Departments -٤		١	٤
		Names of the Ba'ath regime according to documentation of the Iraqi High Criminal Court Law of ٢٠٠٥ -٥		١	٥
		First month exam -٦		١	٦
		Its effects and most prominent Types of international crimes -٧		١	٧
		Psychological crimes -٨		١	٨
		social -٩		١	٩
		Baathist regime violations -١٠		١	١٠
		Second Monthly Exam, First Half -١١		١	١١
		Violations of Iraqi laws -١٢		١	١٢
		Images of human rights violations -١٣		١	١٣
		Crimes of power -١٤		١	١٤
		Violations of Iraqi laws -١٥		١	١٥
		Provisions regarding political and military violations -١٦		١	١٦

		Environmental crimes -١٨	١	١٩
		and radioactive pollution and -١٩	١	٢٠
		landmine explosions	١	٢١
		First month exam, second half -٢٠	١	٢٢
		violations Decisions on political -٢١	١	٢٣
		military -٢٢	١	٢٤
		destruction of cities and villages -٢٣	١	٢٥
		draining the marshes -٢٤	١	٢٦
		clearing orchards -٢٥	١	٢٧
		mass graves -٢٦	١	٢٨
		•٣to ١٩٧٩Plowing extended from -٢٧	١	٢٩
		Events of the Sha'ban Uprising -٢٨	١	٣٠
		-mass graves related to the Iran War -٢٩	٢	
		First monthly exam, second half -٣٠		
Course evaluation.١١				
according to the tasks assigned to the student, such as ١٠٠The grade is distributed out of .daily preparation and quizzes				
Learning and teaching resources.١٢				
		books (methodology, if Required (applicable		
		(Main references (sources		
		Recommended supporting books and (...references (scientific journals, reports Websites		
		..		
		Electronic references, websites		

: Course Name .١	
methodology Historical research	
: Course code .٢	
UWA26 - CEH - HIS - 205	
Annual : Year / Semester .٣	
annual	
. Date this description was prepared .٤	
٢٠٢٥/٩/٢١	
: Available attendance formats .٥	
My presence only	
:(Number of study hours (total) / Number of units (total .٦	
.hours per week ٢ . hours per year ٦٠	
.(Name of the course coordinator (if there is more than one, please mention it .٧	
«Badrawi-Prof. Dr. Riyadh Abdul Hussein Al : Name rrathi@uowasit.edu.iq ekazem@uowasit.edu.iq:Email «Farhan Kazem Dr. Iman	
Course objectives .٨	
Developing their critical and .٣ analytical skills Training and qualifying them to write -٤ historical research according to . scientific and objective principles	Teaching students how to deal -١ with the historical event that the historian reports, and how to uncover the truth from the clutches of the historian's «religious and sectarian biases political leanings, regional affiliations, and social .background Developing their skills in .٢ historical reading (how to read (history productively
Teaching and learning strategies .٩	
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-	strategy
Course structure .١٠	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly, monthly, daily , written, and . exams year-of-end	-١ Explain ing and presenti ng the material using electron ic slides) via the PowerP (oint progra .m -٢ Openin g the floor for questio ns and answers and discussi ng the opinion s presente d	torical research methodology	To -١	hours ٢	1
			introduce	hours ٢	2
			students	hours ٢	3
			to the	hours ٢	4
			importan	hours ٢	5
			ce of	hours ٢	6
			history,	hours ٢	7
			and the	hours ٢	8
			importan	hours ٢	9
			ce of the	hours ٢	10
			historian	hours ٢	11
			in	hours ٢	12
			.society	hours ٢	13
			-٢	hours ٢	14
			Introduci	hours ٢	15
			ng	hours ٢	16
			students	hours ٢	17
			to the	hours ٢	18
			methodol	hours ٢	19
			ogy of	hours ٢	20
			Muslim	hours ٢	21
			historians	hours ٢	22
			.	hours ٢	23
			.٢	hours ٢	24
			Training	hours ٢	25
			students	hours ٢	26
			on how to	hours ٢	27
			write a	hours ٢	28
			scientific	hours ٢	29
			historical	hours ٢	30
			research		
			.paper		

			٤٠٠ Teaching students how to use electronic technology and how to employ it in the historical research methodology.		
١١٠ Course evaluation					
for marks ٢٠٠ : marks for monthly and daily exams for the first semester ٢٠٠ : is as follows The distribution .marks for the final exams ٢٠٠ and ٢٠٠ the student's submitted research project					
١٢٠ Learning and teaching resources					
١٢٠ a novice historian and the methodology of Hassan Al historical research, Dr. Murtadha			(Required textbooks (methodology, if applicable		

Naqeeb	
Historical Research Methodology, Hassan Othman	(Main references (sources
How to write a research paper or thesis, Ahmed .١ Shalaby Research, Abdul Wahid Principles of Historical -٢ Dhunoun Taha Historical writing and historical knowledge, -٣ .Azmeah-Aziz Al History as Thought and Methodology, Abdullah .٤ Fayyad	Recommended supporting books and (...references (scientific journals, reports
https://t.me/IfnaHa https://t.me/Philosophy_of_history https://t.me/tharikhwahadara	Electronic references, websites

Course description template

: Course Name .١٣
History of ancient world civilizations
: Course code .١٤
UWA26 - CEH - HIS - 204
Annual : Year / Semester .١٥
annual
: 21/9/2025 Date this description was prepared .١٦
: Available attendance formats .١٧
My presence only

١٨. (Number of study hours (total) / Number of units (total)
60 hours per year . 2 per week hour one
١٩. Name of the course coordinator (if there is more than one, (please mention it
Prof. Dr. Saadoun Abdulhadi Barghash, Email :sburghish@uowasit.edu.iq M.M .Rasel Asaad Anis :email :russul10@uowasit.edu.iq

Course Objectives -٨	
..... 	• -١ Introducing students to the importance of the science of history and its relationship to other sciences • -٢ Ensuring students' interest in the scientific research methodology • -٣ Students' understanding of the scientific material and to be highly preparing them efficient teachers • -٤ Preparing students capable of preparing viable research projects • -٥ Ensuring that they benefit from their study of history in building a national character that contributes effectively to social life • -٦ Strengthening students' skills and building their academic character • -٧ Working to instill a spirit of science and learning in students

Teaching and learning strategies - ٩	
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3- Discussion style -4	strategy

Course structure.١٠					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Daily, monthly, and final tests	Lecture, discussion and presentation	The Aegean Minoan)) civilization	Understanding - ١ and comprehending the required material by explaining the scientific material using illustrative aids Answering - ٢ students' questions Measuring - ٣ students' ability to comprehend by asking them questions to answer Conducting - ٤ quick oral and written tests Assigning - ٥ students to prepare reports related to the required course material	٢	Every week except for the spring break
=	=	Mocine civilization	=		
=	=	The civilizations of Athens and Sparta	=		
=	=	The environment and geographical location of Greece,	=		

		the cultural roles of Greece			
=	=	Achaemen Greek -id Wars	=		
=	=	The era of Alexander the Great and his successors	=		
=	=	Administr ation and governanc ' e system and ideas beliefs religious	=		
=	=	Intellectua l, philosophi cal, and historical aspects	=		
=	=	Political history of the Hittites	=		
=	=	The cultural history of the Hittites	=		
=	=	The Urartians	=		
=	=	Geographi cal location	=		

		and its impact on the rise of Rome			
=	=	The historical roles of the Romans the) monarchic al era, the republican era, the imperial (era	=		
=	=	The historical roles of the Romans the) imperial (era	=		
=	=	Factors in the decline of the Roman Empire	=		
		Student test			
=	=	Spring break	=		
=	=	Law and Administr ation among the Romans	=		
		Roman			

		literature and thought, Roman arts			
=	=	religious beliefs	=		
=	=	History of Elam, the geopolitic al formation of the Sasanian Empire	=		
=	=	The rise of the Sasanian Empire, internal politics	=		
=	=	Sasanian Empire's foreign policy	=		
=	=	Language and literature, Zoroastria nism	=		
=	=	Manichaei the 'sm religion Mazdakite	=		
=	=	Arts Architectu re	=		
=	=	Aztec civilizatio	=		

		n			
=	=	Mayan civilization	=		
=	=	Incas civilization	=		
=	=	Peruvian civilization	=		
=	=	Ancient Chinese civilization	=		
=	=	Ancient Indian civilization	=		

Course evaluation .١

25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution
marks for the final exam 50 . marks for monthly and daily exams for the second semester

Learning and teaching resources .٢

There is no prescribed textbook for the course	Required textbooks .١
١- Abdul Latif Ahmed Ali, Greek History ٢- Lotfi Abdel Wahab, Greece: An Introduction to Civilizational History ٣- Ali Okasha and others, The Greeks and the Romans ٤- Hashemi, -Ahmad and Reza Jawad Al-Sami Saeed Al (Ancient Near East (Iran and Anatolia The ٥- Taha Baqir, Introduction to the History of Ancient Civilizations, Vol. ٦- B. Radin, Indian Civilizations in America	(Main references (sources .٢
scientific journals Specialized	a) Recommended books and scientific journals,) references (.reports, etc

. related websites ,of Iraqi academic journals	b) Electronic references, ...websites
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Course description template

: Course Name ١	
History of the Umayyad State	
: Course code ٢	
UWA26 - CEH - HIS - 201	
Annual : Year / Semester ٣	
annual	
2025 / 9 / 21 / Date this description was prepared ٤	
: Available attendance formats ٥	
Official (regular) working hours	
:(Number of study hours (total) / Number of units (total ٦	
.hours per week ٧ hours per year. 60	
there is more than one, please Name of the course coordinator (if ٧ .(mention it	
shyabir@uowasit.edu.iq:Email Dr. Shamkhi Yaber Owaid : Name gshkheteer@uowasit.edu.iq : Email M.M. Ghufran Barto Shkheter : Name	
Course objectives ٨	
..... • • • • •	-١ Providing students with basic information about history -٢ Providing students with historical sources that Umayyad history dealt with -٣ Providing students with information about the course of events in Islamic history -٤ Providing students with information about historical periods -٥ Contributing to enhancing scientific capabilities in the field of history
Teaching and learning strategies ٩	
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2-	strategy

observations of Teaching strategy: A series3-					
Course structure .\ •					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly, monthly, daily, written, -and end year-of . exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture or Discussion	Umayyad State and :\ Week		hour 2	1
		Muawiyah :^Week		hour 2	2
		state of the Muslim nation at the time of his election	Knowledge, 1- understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all available illustrative methods	hour 2	3
		Fourth: The end of Muawiyah's reign and the pledge of allegiance to Yazid		hours 2	4
		Fifth: The conquests during the reign of Muawiyah		hours 2	5
		Fifth: Comparing the rule during reign of Muawiyah with reign of the Rightly Guided Caliphs and the death of Muawiyah		hour 2	6
		Sixth: Yazid and how he was elected		hour 2	7
		Seventh: The martyrdom of Imam (Hussein (peace be upon him		hour 2	8
		and -Eighth: The Battle of al the Siege of Mecca		hour 2	9
		Ninth: The conquests during the reign of Yazid and the siege of Mecca and the death of Yazid	Answering questions on each topic posed by students, whether from the prescribed textbook or from outside .it	hour 2	10
		Tenth: Muawiyah II and the state of Syria		hour 2	11
		Zubayr-Eleventh: Abdullah ibn al His stance towards the Umayyads		hour 2	12
		Twelfth: The appointment of Marwan Hakam-ibn al Caliphate		hour 2	13
		Caliphate of Abd al :Thirteenth Malik ibn Marwan		hour 2	14
		Fourteenth: The Kharijites		hour 2	15
		Fifteenth: The governorship of the Hajjaj in Iraq		hour 2	16
		Sixteenth: Conquests in the East and North		hour 2	17
		Hajj and the railway	Posing questions to students in order to elicit . answers	hour 2	18
		Seventeenth: Succession to the throne and the death of Abd the king		hour 2	19
		The state of the state Eighteenth: Walid-during the reign of Al the first		hour 2	20
		Nineteenth: Attempts at internal reform	conducting quick oral - exams	hour 2	21
		Walid-During the reign of Al		hour 2	22
		Twentieth: The death of Al and the accession of Sulayman	signing students to - prepare reports, and these reports may be single or double reports which more than two .students participate	hour 2	23
		The conquests during -Twenty the reign of		hour 2	24
		and the problem of the Sulei succession to the throne		hour 2	25
		Twenty-first: The Caliphate of Umar ibn Abd		hour 2	26
		dear		hour 2	27
		Twenty-second: The Caliphate of Yazid -Twenty II		hour 2	28
		Twenty-third: The Caliphate of -Twenty Hisham ibn Abd the king		hour 2	29
				hour 2	30

		and internal -The twenty conditions in Hisham's era n: The Caliphate of Al-wentyt Walid II seventh: Yazid the Third-Twenty h: Opposition -Twenty movements most important problems in the country : The accession of -Twenty Marwan II For the Caliphate tieth: The collapse and fall of the Umayyad state			
Course evaluation .١١					
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .marks for the final exam 50 . marks for monthly and daily exams for the second semester					
Learning and teaching resources .١٢					
Islamic Nations / Lectures on the History The Umayyad State Khadri-Mohammed Al/		(curriculum, if applicable) Required textbooks			
		(Main references (sources			
		books and references (scientific Recommended (journals, reports			
		Electronic references, websites			

Course description template

	.٢٠ : Course Name
Europe during the Renaissance History of	
	.٢١ : Course code
UWA26 - CEH - HIS - 207	
	.٢٢ Annual : Year / Semester
annual	
	.٢٣ : 21/9/2025 Date this description was prepared
	.٢٤ : Available attendance formats
My presence only	
	.٢٥ :(total) Number of study hours (total) / Number of units
one hour per week 2 . per year hours 60	
	.٢٦ Name of the course coordinator (if there is more than one, .(please mention it
fsabuon@uowasit.edu.iq : Email Dr. Fatima Shiyal Saboun : Name lattia@uowasit.edu.iq :Reda Attia Email Name: Dr. Linda	
	.٢٧ Course objectives
.....	• The aim of teaching history is to - • reinforce national culture in the • imagination and mentality of - successive generations in order to - create a patriotic generation capable - history of their of understanding the - country, along with understanding - the civilizational succession of the - history of other nations and learning - lessons from it - Stimulating the motivation to - - communicate and understand others .(other cultures)

	appreciate ‘To learn about cultures - civilizations, and engage in dialogue between them				
Teaching and learning strategies					.٢٨
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- observations Learning strategy: series of3- Discussion style -4					strategy
Course structure .٢٩					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Written exams - Evaluating the student through their classroom performance and participation in various activities Teamwork	Lecture	History of Europe in the Age of Renaissance	1- Knowledge of the complete history of Europe in the Age of Renaissance	2 hours	1
	s, discussions and analysis and ‘watching’ theatrical performances using modern technological means such as PowerP oint presentations,		2- The complete history of Europe in the Age of Renaissance	2 hours	2
			3- The complete history of Europe in the Age of Renaissance	2 hours	3
			4- The complete history of Europe in the Age of Renaissance	2 hours	4
			5- The complete history of Europe in the Age of Renaissance	2 hours	5
			6- The complete history of Europe in the Age of Renaissance	2 hours	6
			7- The complete history of Europe in the Age of Renaissance	2 hours	7
			8- The complete history of Europe in the Age of Renaissance	2 hours	8
			9- The complete history of Europe in the Age of Renaissance	2 hours	9
			10- The complete history of Europe in the Age of Renaissance	2 hours	10
			11- The complete history of Europe in the Age of Renaissance	2 hours	11
			12- The complete history of Europe in the Age of Renaissance	2 hours	12
			13- The complete history of Europe in the Age of Renaissance	2 hours	13
			14- The complete history of Europe in the Age of Renaissance	2 hours	14
			15- The complete history of Europe in the Age of Renaissance	2 hours	15
			16- The complete history of Europe in the Age of Renaissance	2 hours	16
			17- The complete history of Europe in the Age of Renaissance	2 hours	17
			18- The complete history of Europe in the Age of Renaissance	2 hours	18
			19- The complete history of Europe in the Age of Renaissance	2 hours	19
			20- The complete history of Europe in the Age of Renaissance	2 hours	20
			21- The complete history of Europe in the Age of Renaissance	2 hours	21

Observation and up-follow	videos		.that	hour 2	22
	and		.٣	hour 2	23
	illustrati		Familiarity	hour 2	24
	.ve aids		with all	hour 2	25
	-٢		aspects of	hour 2	26
	Linking		civilization,	hour 2	27
	historic		whether of	hour 2	28
	al		the Arab	hour 2	29
	events		nation or	hour 2	30
	with		other		
	students		.nations		
	'		Trying to .٤		
	critical		understand		
	opinion		the historical		
	s		development		
			of nations		
			and how		
			they		
			progressed		
			in order to		
			benefit from		
			those		
			.experiences		
			Good .٥		
			knowledge		
			of the		
			cultural,		
			civilizationa		
			l and		
			linguistic		
			differences		
			with other		
			nations, and		
			adopting		

			what is good from other f .cultures		
Course evaluation ٣٠ .					
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .marks for the final exam 50 . marks for monthly and daily exams for the second semester					
Learning and teaching resources ٣١ .					
History of Europe " : The textbook – "١٧٨٩-١٤٥٣ in the Renaissance r. Muhammad Muzaffar Al .Adhami			(Required textbooks (methodology, if applicable		
hammad Muhammad Saleh, – tory of Europe in the Renaissance up to the French Revolution iz, -Al Baghdad, Dar) ،١٧٨٩-١٥٠٠ (١٩٨١).			(Main references (sources		
Lectures on the History of Europe – from the Renaissance to the End of the French Revolution, printed manuscript, Professor Dr. Hashim Tikriti, College -Saleh Mahdi Al			Recommended supporting books and (...references (scientific journals, reports		

University of Baghdad, –of Arts ٢٠١٨	
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Course description template

١. Course Name :	
History of the modern Arab countries	
٢. Course code :	
UWA26 - CEH - HIS - 203	
٣. Annual : Year / Semester :	
annual	
٤. Date this description was prepared : 21/9/2025	
٥. Available attendance formats :	
My presence only	
٦. Number of (total Number of study hours (total) / units):	
٦٠ hours per year . ٧ hours per week	
٧. Name of the course coordinator (if there is more than one, please mention it)	
Email Name: Dr. Ali Abdul Hamadi :aalqushawi@uowasit.edu.iq	
٨. Course objectives :	
• • •	- The aim of teaching history is to reinforce national culture in the imagination and mentality of successive generations in order to create a patriotic generation capable of understanding the history of their country, along with understanding

			onal succession of the the civilizati history of other nations and learning .lessons from it Stimulating the motivation to - communicate and understand others (other cultures) To learn about cultures, appreciate - civilizations, and engage in dialogue between them		
Teaching and learning strategies .٩					
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3- Discussion style -4				strategy	
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Written exams <					

participati	ogical		order to try	hours ٢	16
on in	means		to link them	hours ٢	17
various	such as		to the	hours ٢	18
activities	PowerP		present and	hours ٢	19
	oint		benefit from	hours ٢	19
Teamwor	presenta		.that	hours ٢	20
k	tions,		.٢	hours ٢	21
	videos		Familiarity	hours ٢	22
	and		with all	hours ٢	23
Observati	illustrati		aspects of	hours ٢	24
on	.ve aids		civilization,	hours ٢	25
and	-٢		whether of	hours ٢	26
up-follow	Linking		the Arab	hours ٢	27
	historic		nation or	hours ٢	28
	al		other	hours ٢	29
	events		.nations		30
	with		Trying to .٤		
	student		understand		
	's		storical the hi		
	critical		development		
	opinion		of nations		
	s		and how		
			they		
			progressed		
			in order to		
			benefit from		
			those		
			experiences		
			.		
			Good .٥		
			knowledge		
			of the		
			cultural,		
			civilizationa		

			l and linguistic differences with other nations, and adopting what is good from other .cultures		
Course evaluation ١١ .					
٢٠ . marks for monthly and daily exams for the first semester ٢٠ : is as follows The distribution .marks for the final exam ٥٠ . marks for monthly and daily exams for the second semester					
Learning and teaching resources ١٢ .					
ahim Khalil .The textbook: Dr – med: The History of the Arab meland in the Ottoman Era eer -Ibn Al ،١٩١٦-١٥١٦ .٢٠٠٥Publishing House,			(Required textbooks (methodology, if applicable		
hammad Anis: The Ottoman State – .١٩١٤-١٥١٤and the Arab East			(Main references (sources		
Muhammad Farid Bey: History of – the Sublime Ottoman State			Recommended supporting books and (...scientific journals, reports) references		

https://scholar.google.com/schhp?hl=ar https://www.researchgate.net/	Electronic references, websites

Course description template

1. Course name	Developmental psychology
2. Course code	UWA26 - CEH - HIS - 209
3. Year: Annual/ Semester	annual
4. Date this description was prepared	٢٠٢٥/٩/٢١
5. Available forms of attendance	My working hours are official and regular
6. (Number of study hours (total) / Number of units (total)	One hour per year. Two hours per week
7. Name of the course coordinator (if there is more than one, mention it please)	AyatRia.uo@uowasit.edu.iq M.M. Ayat Riyadh Hadi
8. Course objectives	1- introduce students to the importance of developmental psychology and its role in the educational process 2- Introducing students to the basic concepts in developmental psychology 3- Providing students with information about the different stages of growth and the requirements of each stage 4- Providing students with information on every aspect of growth and development in childhood 5- Providing students with information about mental development in childhood 6- Providing students with information about physical development in childhood 7- Providing students with information about emotional development in childhood

Providing students with information about motor development in childhood -٨						
Teaching and learning strategies .٩						
			Discussion method -٢Lecture method -١ brainstorming method .٤Question and answer method .٣			
Course structure .١٠						
Evaluation Method	Learning method	Unit or location name	Required educational outcomes	Hours	Week	
Written exams - Evaluating the student through their classroom performance and participation in various activities Teamwork Observation and follow up	Lectures, discussions Analysis Watching theatrical performances Using Technical means His speech like Offers PowerPoint and films Video And illustrative .aids Linking -٢ Events Historical with opinions h for students	Developmental psychology with and development: principles and general foundations of growth stages of life and the requirements for growth within them importance of studying developmental psychology and its research methods factors that affect growth Maturity and learning sensation and perception thinking stages and manifestations of growth adolescent and society teenager and his peers teenager's	complete -١	٢ hours	١	
			knowledge	٢ hours	٢	
			d excellent in	٢ hours	٣	
			developmental	٢ hours	٤	
			psychology	٢ hours	٥	
			study and knowledge .٢	٢ hours	٦	
			General Principles and	٢ hours	٧	
			foundations of growth	٢ hours	٨	
			.	٢ hours	٩	
			Familiarity with all .٣	٢ hours	١٠	
			pects of life stages	٢ hours	١١	
			the demands of	٢ hours	١٢	
			.growth within them	٢ hours	١٣	
			tempting to .٤	٢ hours	١٤	
			ome familiar with	٢ hours	١٥	
			theories of		education	
			developmental	٢ hours	١٦	
			psychology	٢ hours	١٧	
			.	٢ hours	١٨	
			influence of .٥	٢ hours	١٩	
			edity and	٢ hours	٢٠	
			vironment on the	٢ hours	٢١	
			species	٢ hours	٢٢	
				٢ hours	٢٣	
			Maturity and Learning -٦	٢ hours	٢٤	
			Stages and .٧	٢ hours	٢٥	
			manifestations of growth	٢ hours	٢٦	
			Educational Applications .٨	٢ hours	٢٧	
				٢ hours	٢٨	
			The child's physical -٩	٢ hours	٢٩	
			growth and bodily changes	٢ hours	٣٠	

		relationship with his family World's language development Teenager and career Realization, Social Development Teenager's problems in high school Teenager's desires and tendencies	Answering each question - ١٠ Topics addressed by students, prescribed whether from the textbook or from outside it Asking questions to students in class to get them to answer them Importance of work in the life of a teenager - ١٢ Academic delays - ١٣ Juvenile delinquency - ١٤ Aggressive behavior and frequent absence from school or absence from school - ١٥		
Course evaluation ١١					
٢٠marks for monthly and daily exams for the first semester. ٢٠The distribution is as follows: .marks for the final exam ٥٠marks for monthly and daily exams for the second semester.					
resources Learning and teaching ١٢					
Developmental and Child Psychology			Required textbooks	- ١	
nothing			(Main references (sources	- ٢	
			Recommended books and references (scientific journals, reports)	- ٣	
All internet sites			Electronic references, websites	- ٤	

.education is an educational administration Secondary	
Course code	١٣.
UWA26 - CEH - HIS - 208	
Year: Annual/ Semester	١٤.
Date this description was prepared:	١٥. ٢٠٢٥/٠٩/٢١
:Available forms of attendance	١٦.
My working hours are official and regular	
: (total) / Number of units (total) Number of study hours	١٧.
.One hour per year. Two hours per week	
Name of the course coordinator (if there is more than one, please	١٨.
.(mention it	
:M. Shatha Jabbar Omran, Email	
s.umran@uowasit.edu.iq	
Course objectives	١٩.
:Providing students with information about	
To help the student teacher become familiar with the components of ١-	
the school and institutional system and the importance of the	
student/teacher secondary education stage for the	
Undergraduate students gain skills in teaching, management, and ٢-	
educational supervision	
The student gains theoretical experience of secondary education ٣-	
systems by being exposed to a range of global experiences at this	
stage	
n the student teacher the skills of lesson planning and It develops i ٤-	
organization and the application of scientific steps in managing	
educational work within the educational institution	
The student's understanding that educational work revolves around ٥-	
ment styles, and among these styles are (chaotic, classroom manage	
.(democratic, authoritarian	
Developing the student teacher's skills in the supervisory process ٦-	
.within and outside the educational institution	
Teaching and learning strategies	
٢٠.	
• brainstorming	١. Lecture method
٢. Exploration	٢. Problem-solving methods
٣. Discussion	٣. Inquiry methods
٤. Problem-solving methods	٤. Problem-solving methods
٥. Inquiry methods	٥. Inquiry methods
٦. Problem-solving methods	٦. Problem-solving methods
٧. Inquiry methods	٧. Inquiry methods
٨. Problem-solving methods	٨. Problem-solving methods
٩. Inquiry methods	٩. Inquiry methods
١٠. Problem-solving methods	١٠. Problem-solving methods

Course structure - ١٠

Evaluation Method	Teaching method	Unit or topic name	Required learning outcomes	Hours	Week
Written oral tests Note card	Collaborative learning, discussion, group participation, reciprocal teaching, visual and audio presentations	What is secondary education	He learns about the nature of the secondary education stage	4 hours	First and second
Written oral tests Note card	Collaborative learning, discussion, group participation, reciprocal teaching, visual -audio presentations	The historical origins of secondary education globally	The sequence and chronological development of secondary education is understood globally	4 hours	Third and fourth
Written oral tests Note card	Collaborative learning, discussion, group participation, reciprocal teaching, visual -audio presentations	The historical origins of secondary education locally	The sequence and chronological development of the secondary education stage is understood locally	4 hours	Fifth and sixth
Written oral tests Note card	Collaborative learning, discussion, group participation, reciprocal teaching, visual -audio presentations	Types of secondary education	It identifies the types of secondary education and explains that each type represents a specific specialization and has different cal practi	4 hours	Seventh and eighth

			outcomes than the other .types		
Written oral tests Note card	Collaborative learning, discussion, group participation, reciprocal teaching, visual -audio presentations	Adolescence	The adolescent stage is as the shown age group that is responsible for preparing them educationally from the outputs of the College of .Education	4 hours	The ninth and tenth
Written oral tests Note card	Collaborative learning, discussion, group participation reciprocal teaching, visual -audio presentations	Career and Adolescence	He has experience with the nature of adolescence, how to deal with it, and the effects of adolescence on academic .achievement	5 ^s	Eleventh, twelfth, and thirteenth
Written oral tests Note card	Discussion, dialogue, presentations, collaborative sessions	Global experiences in secondary education	It shows the importance of benefiting from global experiences in education and ways to improve this type of .ioneducat	6 hours	fourteenth the And fifteenth Sixteenth and seventeenth
Written oral tests Note card	Discussion, ogue, dial presentations, collaborative sessions	Educational Administration	He understands the tasks related to managing educational	6 hours	The eighteenth, nineteenth, twentieth, -and twenty first

			institutions and how to deal with their .employees Through educational planning, its concept, elements, tools, stages, obstacles, and modern .trends in it		
Written oral tests Note card	Discussion, dialogue, presentations, collaborative sessions	School administration	He understands matters related to the school administration process, classroom environment management, and educational process management in this educational .institution	٦ hours	-The twenty second, the third-twenty and the ' -twenty fourth
Written oral tests Note card	Discussion, dialogue, presentations, collaborative sessions	Educational supervision	It implements the supervision process that takes place within educational .institutions	٦ hours	-The twenty fifth, the -twenty sixth, and -the twenty seventh
Presenting ideas, and individual and group .discussions	Discussion, ue, dialog presentations, collaborative sessions	The latest global experiences in educational supervision Reviewing a - range of studies to	He is informed of the most important developments regarding the educational supervision	٤ hours	-The twenty eighth and -the twenty ninth

		benefit from .them	process by reviewing the .latest studies		
Written exam	Asking questions	review		٢ hours	thirty

Course Evaluation-١١
marks for monthly and daily exams ٢٠The distribution is as follows: marks for monthly and daily exams for the ٢٠first semester. for the .marks for the final exam ٠٠second semester.

Course description template

English Language : Course Name	١٣.
English language	
: Course code	١٤.
UWA26 - CEH - HIS - 212	
Annual : Year / Semester	١٥.
annual	
: Date this description was prepared	١٦.
21/9/2025	
: Available attendance formats	١٧.
My presence only	
:(Number of study hours (total) / Number of units (total	١٨.
.hour per week ١ . hours per year ٣٠.	

more than one, Name of the course coordinator (if there is .١٩ (please mention it					
dthabe@uowasit.edu.iq : Email Dhia Hamid Thabe .M .M : Name					
Course objectives .٢٠					
..... • • •		Reading articles and 1. -٧ stories Developing -٨ communication skills Identifying topics for -٩ selected readings Teaching students good -١٠ reading, correct pronunciation, and correct .articulation of letters Teaching students to use -١١ sentences correctly Teaching students some -١٢ vocabulary and its uses derstanding the meaning of vocabulary correctly			
strategies Teaching and learning .٢١					
1-Learning strategy: planning the collaborative concept 2-Brainstorming teaching strategy 3-Learning strategy: series of observations					strategy
Course structure .٢٢					
Evaluation	Learning	Unit or topic name	Required learning	Hours	Week

Method	method		outcomes		
Written exam, oral exam	Practical applicati on,	English language	Teaching -٥	hour \	1
Student	lectures,		English and	hour \	2
evaluation	discussio		how to	hour \	3
is based on	ns,		communicat	hour \	4
classroom	reading		e using it	hour \	5
performan	and		Introducing -٦	hour \	6
ce and	following		them to	hour \	7
participati	along		other	hour \	8
on in	during		cultures by	hour \	9
various	lectures		showing	hour \	10
activities,	through		them the	hour \	11
including	participa		daily life of	hour \	12
daily	tion in		the Western	hour \	13
preparatio	the		world	hour \	14
n	lecture,		pieces in the	hour \	15
interaction	explanati		book that	hour \	16
during	on,		about talk	hour \	17
lectures,	discussio		specific	hour \	18
listening to	n,		events	hour \	19
opinions	expressi		He laments -٧	hour \	20
and	ng		the	hour \	21
classroom	opinions		development	hour \	22
discussions	and		of their	hour \	23
and	construc		knowledge	hour \	24
active	tive		of the	hour \	25
participati	criticism		English	hour \	26
on during	through		.language	hour \	27
.lectures	discussio		Developing -٨	hour \	28
	n and		the four	hour \	29
	critique,		skills	hour \	30
	presenti		speaking,)	hour \	
	ng		listening,	hour \	
	visions		reading, and	hour \	
	and		(writing	hour \	
	ideas to				
	teach				
	students				
	critical				
	thinking				
	and				
	analysis,				

	and presenti ng short lectures by students on .topics				
Course evaluation ٢٣ .					
٢٥ . marks for monthly and daily exams for the first semester ٢٥ : is as follows The distribution .marks for the final exam ٥٠ . marks for monthly and daily exams for the second semester					
Learning and teaching resources ٢٤ .					
First / Textbook New Headway plus (beginner) By: John and Liz Soars		(Required textbooks (methodology, if applicable			
Textbook / Second New Headway plus (Pre-Intermediate) By: John and Liz Soars					
		(Main references (sources			
		Recommended supporting books and (...references (scientific journals, reports			
		Electronic references, websites			

template Course description

: Course Name ١٣
Geography of the Arab World
: Course code ١٤
UWA26 - CEH - HIS - 210
Annual : Year / Semester ١٥
academic year ٢٠٢٦-٢٠٢٥ Two semesters for the
Date this description was prepared ١٦
٢٠٢٥/٩ /٢١
: Available attendance formats ١٧
site attendance-On
:(Number of study hours (total) / Number of units (total ١٨
per week ٢
.(Name of the course coordinator (if there is more than one, please mention it ١٩
Dr. Muhammad Sabr Tabar Email: mshabib@uowasit.edu.iq M.M. Muhammad Qasim Hamid Email: mhameed@uowasit.edu.iq
Course objectives ٢٠
١- Knowing the student's level of scientific and geographical knowledge ٢- A statement of the extent to which teaching programs affect the development of students' mental and educational abilities ٣- Studying the obstacles and ways to develop the educational process ٤- Its importance, <i>Arab world</i> The student should familiarize himself with the location of its countries, its political borders and problems, based on the political map ٥- The optimal number of competent teachers qualified to teach in secondary schools

Teaching and learning strategies ٢١.	
-١ .Developing the student's ability to understand the Arab reality -٢ Developing the student's ability to deal with social media networks, especially the internet -٣ The student should be able to learn an important part of the natural and human geographical characteristics of the Arab world -٤ Developing the student's ability to utilize the information he possesses about the geography of the Arab world	strategy

Structure Course – ١٠					
Evaluation Method	Teaching method	Unit or topic name	Required learning outcomes	Hours	Week
First semester					
Daily tests	Discussion method	Location and extension	Knowledge, understanding, and comprehension of the material, specifically the required vocabulary, through explanations all available using illustrative methods	hours ٢	١
Daily tests	Discussion method	Geographic location	Answering questions on each topic that are posed by students, whether from the prescribed textbook or from outside it	hours ٢	٢
Daily tests	Discussion method	Neighboring countries' location	Asking questions to students in order to get them to answer them	hours ٢	٣
Daily tests	Discussion method	Geographical location characteristics	Conducting quick oral exams	hours ٢	٤
Daily tests	Discussion method	:Chapter Two Geological structure First: Precambrian formations (Archaean time)	Students are assigned to prepare reports, and these reports can be single or double, involving more than two students	hours ٢	٥
Daily tests	Discussion method	Second: Formations of the early (Paleolithic) era	Knowledge, understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all available illustrative methods	hours ٢	٦
--	--	First month exam	First month exam	hours ٢	٧
Daily	Discussion	Third: Secondary time	Cognitive,	hours ٢	٨

tests	n method	.formations Fourth: Tertiary .formations	comprehension, and understanding		
Daily tests	Discussio n method	Fifth: The formations of .the fourth time period	Cognitive, comprehension, and understanding	hours ٢	٩
Daily tests	Discussio n method	:Chapter Three the The topography of - Arab world	Cognitive, comprehension, and understanding	hours ٢	١٠
y Dail tests	Discussio n method	.First: Plateaus .sSecond: The mountain Third: Plains	Cognitive, comprehension, and understanding	hours ٢	١١
Daily tests	Discussio n method	:Chapter Four Arab world climate First: Factors affecting the climate of the Arab .world	Cognitive, comprehension, and understanding	hours ٢	١٢
Daily tests	Discussio n method	Second: Elements of the climate of the Arab world	Cognitive, comprehension, and understanding	hours ٢	١٣
Daily tests	Discussio n method	.Third: Climatic regions	Cognitive, comprehension, and understanding	hours ٢	١٤
--	--	Second month exam	First month exam	hours ٢	١٥
Second semester					
Daily tests	sioDiscus n method	:Chapter Five Soil in the Arab world Types of soil in the Arab world	Cognitive, comprehension, and understanding	hours ٢	١
Daily tests	Discussio n method	Soil problems in the Arab world	Cognitive, comprehension, and understanding	hours ٢	٢
Daily tests	Discussio n method	:Chapter Six plants in the Arab Natural world Natural plant regions	Cognitive, comprehension, and understanding	hours ٢	٣

		.The desert region .region The steppe			
Daily tests	Discussion method	.n regionThe Mediterranean The savanna region (tropical grasslands) .Seasonal forest region .Marsh plants	Cognitive, comprehension, and understanding	hours ٢	٤
Daily tests	sioDiscussion method	Chapter Seven: Water Resources in the Arab World sources Water resource .First: Rain Second: Surface water (rivers)	Cognitive, comprehension, and understanding	hours ٢	٥
Daily tests	Discussion method	Third: Groundwater traditional -Fourth: Non water sources	Cognitive, comprehension, and understanding	hours ٢	٦
--	--	First month exam	First month exam	hours ٢	٧
Daily tests	Discussion method	Chapter Two: The Human Aspect Chapter One: Population, its characteristics and density distribution	Cognitive, comprehension, and understanding	hours ٢	٨
Daily tests	Discussion method	Chapter Two: Agriculture and Animal Resources	Cognitive, comprehension, and understanding	hours ٢	٩
Daily tests	Discussion method	Chapter Three: Energy Mineral Sources and Resources	Cognitive, comprehension, and understanding	hours ٢	١٠
Daily tests	Discussion method	Chapter Four: Industrial Production	Cognitive, comprehension, and understanding	hours ٢	١١
Daily tests	Discussion method	Five: Chapter Transportation and Tourism in the Arab World Transportation in the Arab world	Asking questions to students in order to get them to answer them	hours ٢	١٢
Daily tests	Discussion method	Tourism in the Arab world	Cognitive, comprehension, and	hours ٢	١٣

			understanding		
Daily tests	Discussion method	Chapter Six: Development Indicators in the Arab World	Asking questions to students in order to get them to answer them	hours ٢	١٤
--	--	Second month exam	Second month exam	hours ٢	١٥

Course Evaluation - ١١	
١٠٠ The distribution is as follows: The grade is out of points for (٢٠) points and is divided into (٥٠) The annual effort grade is out of -١ .points for monthly exams (٣٠) attendance, participation and activities and .marks (٥٠) The final written exam grade is -٢	
teaching resources Learning and - ١٢	
-Ziyadi and Basem Abdul Aziz Omar Al-Hussein Aliwi Nasser Al Othman: Geography of the Arab World	quired textbooks (methodology, if applicable)
Hiti and Hassan Abu Samour: Geography of -Faris Al Sabri World the Arab	(Main references (sources
-Sammak, Hashem Khudair Al-Hamad Azhar Saeed Al _ ١٩ Janabi, Arab World, p.	
.Duwaikat, Geography of the Arab World-Qasim Al - . Everything related to the geography of the Arab world	
.The Arab Journal of Geographical Studies - .The Arab Geographical Journal -	Recommended supporting books and (...journals, reports references (scientific
Video clips about the Arab world - https://almerja.net/reading.php?idm=171609 - https://www.alarabimag.com/books/21105 -	Electronic references, websites

Course description template

Language Arabic : Course Name ١.	
and Literature Grammar	
: Course code ٢.	
UWA26 - CEH - HIS - 213	
Annual : Year / Semester ٣.	
annual	
on 21/9/2025 This description was prepared ٤.	
: Available attendance formats ٥.	
My presence only	
:(Number of study hours (total) / Number of units (total ٦.	
. hour Only one . hours per year 30	
coordinator (if there is more than one, please Name of the course ٧. (mention it	
Dr. Sabreen Khalif Mutair .M : Name Zalimi-Nidal Hasib Felfel Obeid Al A.M.D : Name : Email nahaseeb@uowasit.edu.iq smutayr@uowasit.edu.iq : Email	
Course objectives ٨.	
..... •	teaching the course aim of The : Arabic language) is) Protecting the tongue from ١- error, especially in reciting the Holy Quran Preserving the language ٢- from being lost and maintaining its authenticity Strengthening the ٣- relationship between the student and his Arabic language, as it is his mother tongue Mastering grammatical and ٤-

			spelling rules, distinguishing between letters, especially between as we find it (ضاد and ظاء)، e very difficult to differentiat between them, knowing the -positions of the hamzat al qat'.-wasl and hamzat al		
Teaching and learning strategies . ^٩					
lecturing, memorization, The teaching strategy is based1- and recall Brainstorming teaching strategy2- based-is discussion The teaching strategy3-				strategy	
Course structure . ^{١٠}					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly, monthly, daily, written, -and end year -of . exams	Gram)	Arabic		hour ١	1
	mar)	mmar +)	To 1-	hour ١	2
	Explain	(Literature	equip	hour ١	3
	ing the		students	hour 1	4
	scientif		with the	hour 1	5
	ic		skill of	hour 1	6
	materia		correct	hour 1	7
	l by		reading	hour 1	8
	address		and	hour 1	9
	ing the		correcting	hour 1	10
	rules of		common	hour 1	11
	the		. mistakes	hour 1	12
	Arabic		-٢	hour 1	13
	langua		Developin	hour 1	14
	ge		written g	hour 1	15
	accordi		expression	hour 1	16
	ng to		skills in	hour 1	17
	ancient		the Arabic	hour 1	18
					19

	linguist		. language	hour 1	19
	s and		-۳	hour 1	20
	focusin		Analyzin	hour 1	21
	g on		poetic g	hour 1	22
	those		verses	hour 1	23
	rules		and	hour 1	24
	and		examinin	hour 1	25
	their		g the	hour 1	26
	importa		poems of	hour 1	27
	.nce		the most	hour 1	28
	-۲		important	hour 1	29
	Literat)		poets		30
	(ure				
	Giving				
	poems				
	by				
	importa				
	nt poets				
	in the				
	Arab				
	orld w				
	and				
	memori				
	zing a				
	part of				
	their				
	poems				
	to				
	develo				
	p				
	poetic				
	taste				
	and				
	strengt				

	hen memor .y -٣ Directi ng questio ns to the student to involve him in the educati onal process				
Course evaluation ١١ .					
marks for monthly and daily exams for the first 25 : is as follows The distribution 50 . marks for monthly and daily exams for the second semester 25 . semester .marks for the final exam					
Learning and teaching resources ١٢ .					
Lessons in the Arabic Language) The book			Required textbooks		
ected lectures from grammatical and linguistic references and sources			(Main references (sources		
Reading published linguistic articles strengthens the ability to read, and listening to recitations of the Holy Quran helps in learning correct reading .and strengthening listening skills			Recommended supporting books and (...references (scientific journals, reports		

Ghamdi's -Dr. Mohammed Saeed Al) website) is full of thousands of important books, articles, and linguistic .research	Electronic references, websites

Course description template

١٣ . : Course Name
١ Computer Fundamentals and Office Applications, Part
١٤ . : Course code
UWA26 - CEH - HIS - 211
١٥ . Annual : Year / Semester
annual
١٦ . on 21/9/2025 This description was prepared
١٧ . : Available attendance formats
My presence only
١٨ . : (Number of study hours (total) / Number of units (total
First semester: ١ hours theory and ٢ hours practical per week), ٤ units Second semester, ١ hour credit hour (one hour per week), ٢ units 60 hours per year 3 hours per week for the ١ for the first semester, ٣ hours per week for the ١ for the second semester
١٩ . Name of the course coordinator (if there is more than one, .(please mention it
Name : M. Abdul Razzaq Mouhan Abdul Rasoul abdalwaili@uowasit.edu.iq Email : M.M. Mohsen Abdulhasan Mukhlid mabdulhasan@uowasit.edu.iq

Course objectives ٢٠.					
١. Introducing students to the importance of office applications (Word, Excel, PowerPoint) and teaching them how to use these applications correctly and in all their details ٢. Students were urged to learn the methodology of scientific research in information quickly using modern techniques in scientific order to obtain research ٣. familiarize students with the vocabulary of the theoretical scientific material and its practical application to ensure that the student obtains the desired knowledge ٤. Scientific sources related to the material via the Internet, with an emphasis on ensuring the Searching for accuracy of the information and obtaining it from reliable sources, while paying attention to individual property rights ٥. professors to access the scientific material Students were urged to seek help from ٦. Strengthening students' skills and building their academic character					
Teaching and learning strategies ٢١.					
٦- The teaching strategy involves planning the collaborative concept ٧- Brainstorming is a teaching strategy ٨- Education strategy series of observations ٩- Blended learning strategies ١٠- Electronic laboratory strategies					strategy
Course structure ٢٢.					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly, monthly, daily , written, -and end year-of . exams	The scientific material is explained during the theoretical lecture , and	Computer basics and office applications	To equip students with learning skills The importance and method of using Microsoft ٢٠١٠ Word and	hours 3	1
				hours 3	2
				hours 3	3
				hours 3	4
				hours 3	5
				hours 3	6
				hours 3	7
				hours 3	8
				hours 3	9
				hours 3	10
				hours 3	11
				hours 3	12
				hours 3	13

	what the student has learned is then applied practica lly in the laborato .ry		learning all the application' s .commands The -٦ importance of learning how to use ٢٠١٢Excel and PowerPoint how ،٢٠١٠ to use them, and all the commands specific to each .application	hours 3 hours 3 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1	14 15 16 17 18 19 19 20 21 22 23 24 25 26 27 28 29 30 30
Course evaluation ٢٢ .					
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .marks for the final exam 50 . marks for monthly and daily exams for the second semester					
Learning and teaching resources ٢٤ .					
computer Fundamentals and Office .١ ٢Applications, Part hored by Professor Ghassan Hamid Abdul Majeed Ziad Mohammed Aboud, Dr. Amir Hussein Murad M. Bilal Kamal Ahmed	(Required textbooks (methodology, if applicable				
YouTube Multiple websites and the app	Electronic references, websites				

Phase Three

Course description template

1. Course Name :
Philosophy of History and Civilization
2. Course code :
UWA26 - CEH - HIS - 306
3. Annual : Year / Semester
annual
4. Date this description was prepared
٢٠٢٠/٠٩/٢١
5. Available attendance formats :
(and online (blended person-In
6. : (Number of study hours (total) / Number of units (total

one hour per week . hours per year 2 60					
of the course coordinator (if there is more than one, please Name .٧ (mention it					
sawsan@uowasit.edu.iq :Dr. Sawsan Fadhil Kadhim. Email -١ uowasit.edu.iq zahmed @ :Zainab Nouri Ahmed, Email .Dr -٢ M. Jalila Faisal Barghash jalbadrawi@uowasit.edu.iq					
Course objectives .^					
.....		• • •	The aim of teaching the philosophy of history is to Preparing students -١ academically and providing them with scientific and practical knowledge in the field of history Meeting the needs of the -٢ education sector for qualified teaching staff who contribute to the development and service of educational institutions To provide students with -٣ scientific experience in the field of scientific research and to keep up with the developments in the field of history Achieving comprehensive quality -٤ academic accreditation for the teaching process in the department		
Teaching and learning strategies .٩					
.Learning strategy: planning the collaborative concept1- .teaching strategy Brainstorming2- Learning strategy: series of observations3-				strategy	
Course structure .١٠					
Evaluation	Learning	Unit or topic name	Required learning	Hours	Week

Method	method		outcomes		
Weekly, monthly, daily, written, -and end year-of . exams	-١	What is the philosophy		hour 2	1
	T	of history	1-	hour 2	2
	he use	the concept of history	Acquiring	=	3
	of	the concept of	basic	=	4
	modern	philosophy	knowledg	=	5
	scientific	the concept of the	e of the	=	6
	c	philosophy of history	scientific	=	7
	sources	and civilization	and	=	8
	and	the concept of	practical	=	9
	pioneeri	curriculum	content of	=	10
	ng	the concept of	the	=	11
	research	historical	courses,	=	12
	in the	documentation	including	=	13
	field of	writing in ancient	laws and	=	14
	speciali	times	concepts	=	15
	zation	documentation in the		=	16
	by the	economic and Islamic -pre		=	17
	instruct	eras	-٢	=	18
	or to	methodology and	Establishi	=	19
	prepare	documentation in	ng	=	19
	.lectures	modern times	education	=	20
	-٢	theories of historical	al	=	21
	Utilizin	interpretation	concepts	=	22
	g and	ethical and legendary	to prepare	=	23
	employi	interpretation	teachers	=	24
	ng	religious interpretation	with a	=	25
	modern	of history	high level	=	26
	teachin	of history	of	=	27
	g	Judaism, Christianity	competen	=	28
	method	and Islam	ce in their	=	29
	to s	geographical Factor	specializat	=	30
	equip	Theory	.ion		
	students	Hero Theory in			
	with	History			
	scientific	ideal interpretation			
		of history			
		Structure of a model	-٣		
		materialist	Equipping		

	c and interpretation of practical history 1 Karl Marx as a model experience philosophy of Civilization Critical Ibn Khaldun's views feedback Spengler's views and Challe k from Response Theory student Muhammad Baqir al Sadr's views his secret is sanctified Iqbal and the End of History review	students with the ability to process knowledge from multiple perspectives students' scientific and gaining experience in field of preparing scientific in research fields of history		
Course evaluation .۱۱				

25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .marks for the final exam 50 . marks for monthly and daily exams for the second semester	
Learning and teaching resources ١٢ .	
History / Ahmed In the Philosophy Mahmoud Sobhi Philosophy of History in Islamic Thought Dr. Saeb Abdel Hamid	(Required textbooks (methodology, if applicable
Philosophy of History and Civilization / Dr. Dulaimi-Hamed Hamza Al	(Main references (sources
Philosophy of History: Theoretical Najjar-Studies / Dr. Jamil Musa Al A Detailed Explanation of the Philosophy of History / Dr. Hashem Mallah-Yahya Al	Recommended supporting books and (...journals, reports references (scientific
https://www.loc.gov/ https://digitallibrary.un.org/?ln=ar	Electronic references, websites

Course description template

٢٢ .	: Course Name
Modernization in contemporary Islamic countries	
٢٣ .	: Course code
UWA26 - CEH - HIS - 307	
٢٤ .	Annual : Year / Semester
annual	
٢٥ .	on 21/09/2025 This description was prepared
٢٦ .	: Available attendance formats

My presence only	
٢٧. : (Number of study hours (total) / Number of units (total	
60 hours per year . 2 per week one hour	
٢٨. coordinator (if there is more than one, Name of the course (please mention it	
Email : M.M. Muhammad Hussein Hassouni, mhasuwni@uowasit.edu.iq Name : Dr. Karim Ahmed Hami Email : khami@uowasit.edu.iq	
٢٩. Course objectives	
..... 	• The aim of teaching history is to reinforce national culture in the imagination and mentality of successive generations in order to create a patriotic generation capable of understanding the history of their country, along with understanding the succession of the the civilizational history of other nations and learning lessons from it • Stimulating the motivation to communicate and understand others (other cultures) • To learn about cultures, appreciate civilizations, and engage in dialogue between them • The student should understand the meaning of the concept of modernization • The student should explain the difference between Between modernity and modernization • The student should explain the reasons that led to the outbreak of the Turkish War of Independence • The student should be able to distinguish between the role of intellectuals and

			religious figures in the outbreak of the .Constitutional Revolution in Iran The student should explain the aspects - that were included in the reform .ottoman statemovement in the O The student should explain the reasons - towards move for the National Front' . Iranian oil nationalizing		
Teaching and learning strategies .۳۰					
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3- Discussion style -4				strategy	
Course structure .۳۱					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Written exams <					

on in	PowerP		.history	hour 2	18
various	oint		Making - ۳	hour 2	19
activities	presenta		the student	hour 2	19
	tions,		have a	hour 2	20
Teamwor	videos		positive	hour 2	21
	and		attitude	hour 2	22
k	illustrati		towards	hour 2	23
	.ve aids		adopting	hour 2	24
Observati	-۲		modern and	hour 2	25
on	Linking		civilized	hour 2	26
and	historic		.methods	hour 2	27
	al		To - ۴	hour 2	28
up-follow	events		enable the	hour 2	29
	with		student to		30
	students		comprehend		
	,		the		
	critical		processes of		
	opinion		economic		
	s		development		
			in countries		
			undergoing		
			modernizati		
			on. To study		
			and		
			understand		
			how to		
			interpret		
			historical		
			events in		
			order to try		
			to link them		
			to the		
			nt and prese		
			benefit from		

			.that .° Familiarity with all aspects of civilization, whether of the Arab nation or other .nations Trying to .٦ understand the historical development of nations and how they progressed in order to benefit from those .experiences d Goo .° knowledge of the cultural, civilizationa l and linguistic differences with other nations, and adopting		
--	--	--	---	--	--

			what is good from other .cultures		
Course evaluation ٣٢					
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .marks for the final exam 50 . marks for monthly and daily exams for the second semester					
Learning and teaching resources ٣٣					
noitazinredoM“ : The textbook – ntemporary Islamic Countries aysia, ‘Turkey, Iran) onesia, Pakistan)” by Khudair ٢٠٢٠Badiri, -Al			(Required textbooks (methodology, if applicable		
ahim Khalil Ahmed and others, – ub -Contemporary Turkey, Dar Al (١٩٨٨for Printing and Publishing,			(Main references (sources		
Qawzi and -Muhammad Ali Al – Hallaq, The History of -Hassan Al the Modern and Contemporary -Nahda Al-Far East, Dar Al .AD ٢٠٠١ Arabiya, Beirut,			Recommended supporting books and (...journals, reports references (scientific		

Various electronic communication sites, Archive website especially the And other websites spread across the internet	Electronic references, websites

Course description template

: Course Name ١	
Modern and contemporary Asian history	
: Course code ٢	
UWA26 - CEH - HIS - 304	
: Year / Chapter ٣	
annual	
: Date this description was prepared ٤	
21/09/2025	
: Available attendance formats ٥	
My presence only	
:(Number of study hours (total) / Number of units (total ٦	
.hours per week ٣ . hours per year ٩ .	
Name of the course coordinator (if there is more than one, please ٧	
.(mention it	
:Hamid Huwaidi University Email Name: Majid Majed.H@uowasit.edu.iq afadhil@uowasit.edu.iq : Email .Fatlawi-Dr. Anwar Raad Fadhil Al : Name	
Course objectives ٨	
4. explaining the circumstances that led Japan to emerge from isolation And its commercial ties with European occupa companies 5- enting the most prominent historical facts that occurred in Korea and what was accompanied by serious political .developments that contributed to its division	To provide students with as 1- much information as possible about the history of Asia, both ancient and modern Expanding the skill of analyzing 2 –

providing a historical overview of Indian history 6. comprehensive presentation and a regarding political developments and the reasons for its subjugation to British control in highlighting the liberation movement that took place in India	events and understanding the causes of political developments in Asia Explaining the reasons that led to -3 China being subjected to British occupation and then two wars because of the narcotic substance . opium
---	--

Teaching and learning strategies .9

planning the collaborative concept :Learning strategy1- Brainstorming teaching strategy2- Learning strategy: series of observations3- The strategy of teaching through asking questions 4_ learning strategy based-Debate 5_	strategy
---	-----------------

Course structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly, monthly, daily, written, -and end year-of . exams	The scientific material is explained by reading a presentation of information about each item country) and giving	Asia History of And contemporary	To 1- equip students with the skill of analyzing historical texts using diverse .sources -2 Informing students about the importance of the	hours 3	1
				hours 3	2
				hours 3	3
				hours 3	4
				hours 3	5
				hours 3	6
				hours 3	7
				hours 3	8
				hours 3	9
				hours 3	10
				hours 3	11
				hours 3	12
				hours 3	13
				hours 3	14
				hours 3	15
				hours 3	16
				hours 3	17
				hours 3	18
				hours 3	19

	the most important historical facts in this regard -٢ Write a review sheet for each country, summarizing the most important events that reoccurred there and which were presented in the .lectures		history of the continent's countries and what it reflects on our country and its connection to the traditions and heritage of the peoples	hours ٢ hours ٢ hours ٢ hours ٢ hours ٢ hours ٢ hours ٢ hours ٢ hours ٢ hours ٢ hours ٢	19 20 21 22 23 24 25 26 27 28 29 30
Course evaluation ١١ .					
٢٥ . marks for monthly and daily exams for the first semester ٢٥ : is as follows The distribution .marks for the final exam ٥٠ . marks for monthly and daily exams for the second semester					
Learning and teaching resources ١٢ .					
(Required textbooks (methodology, if applicable					

dith Asia History ‘ Muqrahi-Al birthday . And contemporary ikh, and others, -Raafat Ghoneimi Al Modern and Contemporary Asian History	(Main references (sources
Sabbagh, History -Book: Abdul Latif Al .of Modern and Contemporary Asia Published research: Nadia Kazem Mohammed, The emergence of the (١٨٩٥-١٨٨٥)reformist trend in China	Recommended supporting books and (...references (scientific journals, reports
http://www.chinatoday.com.cn/Arabic/2005n/5n7/p8.htm	Electronic references, websites

Course description template

History of the Arab Islamic State in the Abbasid Era : Course Title	١٣.
: Course code	١٤.
UWA26 - CEH - HIS - 301	
Annual : Year / Semester	١٥.
annual	
٢١-٠٩-٢٠٢٥ : Date this description was prepared	١٦.
: Available attendance formats	١٧.
My presence only	
:(Number of study hours (total) / Number of units (total	١٨.
.hours per week ٣ . hours per year ٩٠	
Name of the course coordinator (if there is more than one, (please mention it	١٩.
amajeed@uowasit.edu.iq :Email Prof. Dr. Ahmed Mohammed Joudi : Name	
nmuhammad@uowasit.edu.iq :Mutair Mohammed Email Nazem .Name: Dr	

Course objectives .٢٠					
attempt to highlight the ...4. importance of historical events that to many intellectual changes historical periods across different			To equip students with the skill 1- of scientific knowledge and its importance in historical analysis, commentary, and critique the to Introducing students2 - studying Islamic importance of history Clarifying the most important -3 ideas contained in historical narratives across different periods		
Teaching and learning strategies .٢١					
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-					strategy
Course structure .٢٢					
Evaluation Method	Learning method	Unit or topic name	learning Required outcomes	Hours	Week
Weekly, monthly, daily, written, -and end year-of . exams	Clarifyi ng the scientifi c material through the analysis of historic	ory of the Arab Islamic State in the Abbasid Era	To 1- equip students with the skill of analyzing historical narratives To -٢	hours ٣	1
				hours ٣	2
				hours ٣	3
				hours ٣	4
				hours ٣	5
				hours ٣	6
				hours ٣	7
				hours ٣	8
				hours ٣	9
				hours ٣	10
				hours ٣	11

al texts,	inform	hours ۳	12
while	students	hours ۳	13
giving	about the	hours ۳	14
an	importanc	hours ۳	15
explana	e of	hours ۳	16
tion of	Islamic	hours ۳	17
the	history,	hours ۳	18
reasons	giving	hours ۳	19
for the	particular	hours ۳	19
historic	emphasis	hours ۳	20
al	to the	hours ۳	21
changes	history of	hours ۳	22
in this	Arab	hours ۳	23
.regard	Islam due	hours ۳	24
A -۳	to its close	hours ۳	25
stateme	connectio	hours ۳	26
nt of the	n with the	hours ۳	27
objectiv	history of	hours ۳	28
es	Islamic	hours ۳	29
required	eras, and	hours ۳	30
from	to		
studyin	highlight		
g those	the		
differen	significan		
t	ce of the		
historic	Abbasid		
al	era and		
periods,	the major		
with the	conflicts		
differen	that		
ce in	emerged		
time	during		
periods	.that time		
between			
the			
history			
of the			

	Arabs in Islam				
Course evaluation ٢٣ .					
٢٥ . marks for monthly and daily exams for the first semester ٢٥ : is as follows The distribution .marks for the final exam ٥٠ . marks for monthly and daily exams for the second semester					
Learning and teaching resources ٢٤ .					
Duri-The Abbasid Era book by Al		(applicable Required textbooks (methodology, if			
ari's -The most important sources are: Al istory of the Prophets and Kings, Ibn al arikh, and Al-Kamil fi al-Athir's Al .Ya'qubi-Ya'qubi's Tarikh al		(Main references (sources			
Jawad Ali, History of Islam; Hassan Ibrahim Hassan, History of Islam; and a wide range of journals and research papers specializing in .Islamic history		and Recommended supporting books (...references (scientific journals, reports			

Course description template

١. Course Name :	
Islamic Civilization-History of Arab	
٢. Course code :	
UWA26 - CEH - HIS - 302	
٣. Annual : Year / Semester :	
annual	
٤. Date this description was prepared :	
٢٠٢٠/٩/٢١	
٥. Available attendance formats :	
My presence only	
٦. (Number of study hours (total) / Number of units (total) :	
90 hours per year 3 . hours per week	
٧. Name of the course coordinator (if there is more than one, please mention it :	
Shbad@uowasit.edu.iq: Sarai-Dr. Shaimaa Bader Abdullah Al -٣ haidern@uowasit.edu.iq :Nadhim Mayous, Email Haider .Dr -٤	
٨. Course objectives :	
..... 	١- To provide students with basic information about the Islamic -Arab history of civilization ٢- Providing students with sufficient information about an important aspect of the characteristics of Islamic

	civilization Providing students with -٢ information related to civilization among ancient peoples and civilizations students with To provide -٤ information about the knowledge and sciences contained in Islamic civilization and to demonstrate its influence .on other civilizations Providing students with -٥ information about the most important cultural institutions that emerged d a role in the rise and playe of Islamic civilization, such .as the House of Wisdom To provide students with -٦ information on how humans transitioned from nomadic to urban life and to highlight the most important factors that contributed to this .transformation ovide students with To pr -٧ information about cultural exchange between East and West and the extent of their mutual influence To provide students with -٨ information about the most prominent paths taken by Islamic civilization-Arab
learning strategies Teaching and .٩	
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-	strategy

Course structure .\ •					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily tests + discussion s ÷ dialogues and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then / Lecture discussion	Sources for studying the Islamic -history of Arab civilization	Knowledge, -١ understanding, and comprehension of the material, specifically the required	hours 3	1
				hours 3	2
				hours 3	3
				hours 3	4
				hours 3	5
				hours 3	6
				hours 3	7
				hours 3	8
				hours 3	9
				hours 3	10
				hours 3	11
				hours 3	12
				hours 3	13
				hours 3	14
				hours 3	15
				hours 3	16
				hours 3	17
				hours 3	18
				hours 3	19
				hours 3	19
				hours 3	20
				hours 3	21
				hours 3	22
				hours 3	23
				hours 3	24
				hours 3	25
				hours 3	26
				hours 3	27
				hours 3	28
				hours 3	29
				hours 3	30

		important figures who held .this position The administrative * system/districts: definition, ent, and origins, developm types The administrative * tem/emirate over regions: its definition, types, development, and most important governors The judicial tem/grievance review: its definition, origins, and lution throughout history; the most important figures .who handled grievances The judicial * system/judiciary: its finition, the qualities of a udge, the evolution of the judiciary, and prominent figures who practiced law Hisbah: Definition, * development, Duties of the Muhtasib, Famous Throughout Muhtasibs Islamic History The police: definition, * qualities of a police officer, duties, development, and ominent figures who have .led the force Intellectual life / * Transmitted sciences, Religious and literary ciences, Quranic sciences, Literature Grammar			
--	--	---	--	--	--

		Intellectual life / Social and man sciences, history and geography Intellectual life / Transmitted sciences: Medicine, pharmacy, and Mathematics Intellectual life/Transmitted sciences: Astronomy, Physics, and Chemistry cultureEconomic life / Ag Economic life/Industry Economic life / Trade Social Life/Elements of society Before Islam: Arab advisers, Allies, and Slaves Social Life / Elements of society after Islam: Arabs, Muslims), -Mawali (non People of the Book dhimmis), Slaves) ary organizations in the Mi Arab Islamic state itary system: Army and * Navy Islamic arts among Arab Muslims			
Course evaluation ١١ .					
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .final exam marks for the 50 . marks for monthly and daily exams for the second semester					
Learning and teaching resources ١٢ .					
nothing			(Required textbooks (methodology, if applicable		
Ibn Khaldun's Introduction - ١			(Main references (sources		

Naji Maarouf, The -٢ Authenticity of Islamic Civilization Ma'adidi and others-Khashaa Al -٣ Studies in the History of Arab Civilization	
Hussein Mounis, Civilization: A -١ Study of its Origins and Factors of its Rise and Development Faruqi, Atlas of -Ismail Raji al -٢ slamic CivilizationI Hussein Mahdi, History of -Abdul -٣ Islamic Civilization-Arab Islamic -Shawqi Abu Khalil, Arab -٤ Civilization and a Summary of Previous Civilizations Studies in the History of Arab .٥ Civilization -Maadidi, Dr. Abdul-Dr. Khasha Al Razzaq -Dixon, and Dr. Abdul Amir Anbari-Al	Recommended supporting books and (...references (scientific journals, reports
All internet sites	Electronic references, websites

Course description template

Modern History of Iraq : Course Title .١
: Course code .٢

UWA26 - CEH - HIS - 303					
٢٠٢٦-٢٠٢٥ : Annual : Year / Semester .٣					
on 21/09/2025 This description was prepared .٤					
person only-In: Available attendance methods .٥					
.hours per week ٤ hours per year. ٨٤ Total study hours/total units: .٦					
Name of the course coordinator (if there is more than one, please .٧ (mention it					
: University Email Mousawi-Abbas Farhan Thahir Ali Al .Prof. Dr : Name afarhan@uowasit.edu.iq dabed@uowasit.edu.iq :Name: M.M. Duaa Sadiq Abdul Email					
Course objectives .٨					
.....		- To equip students with the skill 1- learning the prescribed of .scientific material Expanding the scope of 2 – students' cognitive awareness - Clarifying the most important – 3 ideas, concepts, and terms that . appear in the lecture			
Teaching and learning strategies .٩					
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-					strategy
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly, monthly,	Explan ation of the scientifi	Modern Iraq	To -١ provide students	hours ٤	1
				hours ٤	2
				hours ٤	3
				hours ٤	4

daily, written, -and end year-of . exams	c materia l throug h the curricu lum and supple mentar y resourc es -۲ Writin g scientifi c reports -۳ Linkin g scientifi c ideas and student opinion s to enrich the lecture and gather feedbac k		with the informati on contained in the prescribe .d course -۲ Informin g students about the importan ce of concepts, terms, and essential informati the on in .lecture	hours ۴	5
				hours ۴	6
				hours ۴	7
				hours ۴	8
				hours ۴	9
				hours ۴	10
				hours ۴	11
				hours ۴	12
				hours ۴	13
				hours ۴	14
				hours ۴	15
				hours ۴	16
				hours ۴	17
				hours ۴	18
				hours ۴	19
				hours ۴	19
				hours ۴	20
				hours ۴	21
				hours ۴	22
				hours ۴	23
				hours ۴	24
				hours ۴	25
				hours ۴	26
				hours ۴	27
				hours ۴	28
				hours ۴	29
				hours ۴	30

Course evaluation ١١ .					
٢٠ . marks for monthly and daily exams for the first semester ٢٠ : is as follows The distribution final exam marks for the ٠٠ . marks for monthly and daily exams for the second semester					
Learning and teaching resources ١٢ .					
Collection: Modern History of Iraq			Required textbooks (methodology, if applicable)		
hammad Asfour Salman: The History of Modern Iraq ssin Shukri: The History of Modern Iraq			(Main references (sources		
Research and studies related to the vocabulary of the scientific material and the themes of the course			Recommended supporting books and (...references (scientific journals, reports		
maps			Electronic references, websites		

template Course description

th Century ١٩ in the History of Europe : Course Title ١ .
: Resolution code ٢ .
٣٠٥ -HIS -CEH - ٢٦UWA
: Year / Chapter ٣ .
My presence
٢٠٢٥/٩/٢١ . ٤

:See also ٥.					
My presence only					
of study hours Total number ٦.					
.viewers per week ٢ . viewers ٦٠.					
Name Course ٧.					
falbuaigy@uowasit.edu.iq : Dr. Fahad Owaied Abdul Email .Prof : Name					
str2023.mshadhan@uowasit.edu.iq :M.M. Muntather Sabah, email					
Goals of the judiciary ٨.					
.....		• • •	-١ Equipping students with the skill of teaching the subject of history -٢ The end of the reading skill is unlimited. The Arab history of world capital maps ٣		
Reasons for education and learning ٩.					
. Cooperative conceptual learning planning strategy -١ . Brainstorming education -٢ Educational Notebook Strategy -٣					strategy
regime ١٠.					
Evaluation Method	Learning method	Material	Required learning outcomes	Hours	Week
For weekly, monthly, daily, written,	The scientific material is explained through	Modern European History	-١ To equip students with the skill of teaching	٢ pages	٣٠-١

-and end year -of . exams	a review of historic al events that took place in Europe . The -٢ first thing to do is -٣ Linking the known banknot es with the cash payme nt to student s		the subject of . history -٢ Students' knowledg e of the importanc e of European history, civilizatio cultural 'n heritage, and usury		
decision evaluation .١١					
points for the first ٥٠ and points for the second semester ٢٥ : is distributed as follows The grade .semester					
Learning and teaching resources .١٢					
dern and Contemporary European Adhami-Al Muhammad .Dr . History			(found textbooks) Essential textbooks		

hammad .Dr . Modern European History Muhammad Salih	(sources) Main references
European history and All books on specialized military journals	The books and supporting references we have chosen
	Electronic references, websites

Course description template

Course Name .٣٥				
mental health Psychological counseling and				
Course code .٣٦				
UWA26 - CEH - HIS - 310				
Semester/Year .٣٧				
٦ ٢٠٢ / ٥ ٢٠٢				
Date this description was prepared .٣٨				
٢٠٢٥/٩/٢١				
Available forms of attendance .٣٩				
My presence				
(Number of study hours (total) / Number of units (total .٤٠				
hours per week ٦ hours, ٦٠				
Name of the course coordinator (if there is more than one, please .٤١				
.(mention it				
gl925@uowasit.idu.lq :Dr. Hazem Abdul Kadhim Hussein, Email				
objectives Course .٤٢				
The overall goal of guidance and counseling is to achieve mental health and happiness for the individual. Solving the problems of the person being -being counseled leads to mental well because when a person enjoys mental health, realization and -they are able to achieve self utilize their abilities and potential to the fullest s especially true for extent possible. This i students; when they are in good mental health, they can face the demands of their studies with a .positive attitude		Course objectives		
Teaching and learning strategies .٤٣				
purpose of The method of discussion in its various forms is for the • exchanging ideas to arrive at the facts brainstorming strategy • Lecture method •				Strategy Method
Course structure .٤٤				
Evaluation Method	Learning method	Unit or topic name	Hours	Week

oral exam	ecture and discussion	Guidance, the meaning of educational guidance	۲	the first
oral exam	ture and questioning	emergence and development of guidance and its concepts	۲	the second
oral exam	Lecture and brainstorming	Justifications for guidance	۲	the third
oral exam	ture and discussion	Goals and principles of counseling guidance and	۲	Fourth
oral exam	ture and questioning	relationship between other .sciences and guidance Guidance journals	۲	Fifth
oral exam	Lecture and brainstorming	Guidance routes Individual counseling, group) (counseling	۲	Sixth
oral exam	ture and discussion	Foundations of Guidance losophical foundations, social foundations	۲	Seventh
oral exam	ture and questioning	ychology of classroom learning	۲	Eighth
oral exam	Lecture and brainstorming	Counseling theories avioral ‘Psychoanalytic theory ory, existential theory, and humanism	۲	Ninth
oral exam	ture and discussion	nformation needed for guidance e importance of information, types of information	۲	tenth
oral exam	ture and questioning	ormation Methods of collecting nulative record, case study,) ort, tests, -anecdotal record, self (scales, observation, interview	۲	eleventh
oral exam	Lecture and brainstorming	dance and counseling in school	۲	twelfth

		–The mentor teacher functions and preparation –educational counselor The functions and preparation		
Second semester				
oral exam	Lecture and discussion	Students' and teachers' councils and their role in guidance The need for guidance programs in schools	۲	the first
oral exam	Lecture and questioning	Problems addressed by educational guidance The meaning of mental health, its relationships, goals, and importance	۲	the second
oral exam	Lecture and brainstorming	Normal and abnormal individuals; Criteria for normal and abnormal personality	۲	the third
oral exam	Lecture and discussion	Characteristics of normal and abnormal behavior, personality integration	۲	Fourth
oral exam	Lecture and questioning	Personal crises The meaning of the crisis Causes and sources of psychological crises	۲	Fifth
oral exam	Lecture and brainstorming	The right ways to resolve a psychological crisis Prevention, psychological disorders	۲	Sixth
oral exam	Lecture and discussion	Defensive mechanisms (defensive mechanisms) The origin of defensive behavior, development of Defense	۲	Seventh

oral exam	Lecture and questioning	types (compensation, identification, reverse formation, projection, rationalization (and phenomenon))	٢	Eighth
oral exam	Lecture and brainstorming	Results of defensive behavior mechanisms (repression, Escape, withdrawal, daydreams, dreams during sleep, regression (Dropping, compensation	٢	Ninth
oral exam	Lecture and discussion	Psychology of classroom learning	٢	tenth
oral exam	Lecture and questioning	compatibility The meaning of compatibility, the nature of compatibility, types of compatibility	٢	eleventh
oral exam	Lecture and brainstorming	Characteristics of an adaptable person, adaptation and compatibility, and the relationship between them	٢	twelfth
Course evaluation ٤٥				
is distributed according to the tasks assigned to the student, such as daily ١٠٠The grade out of marks for the exam (two tests), ٤٠preparation, daily, oral, monthly, and written exams, and reports... marks for daily participation ٥marks for daily attendance, and ٥				
Learning and teaching resources ٤٦				
Psychological counseling and educational guidance		Required textbooks (methodology, if applicable)		
Psychological Counseling and Educational Imam, et al. -Mahmoud Al Guidance, Mustafa University of Baghdad (١٩٩١) Personality Psychology, Dawood Aziz Hanna (١٩٩٠)Obaidi, -and Nazim Hashim Al University of Baghdad		(Main references (sources		

Principles of Psychological Counseling for Psychological Counselors, Muhammad man, JordanAm ‘(٢٠٠٨)Ahmad Mashabqa Reference in Mental Health, Adib Muhammad Baghdad (٢٠٠٩)Khalidi -Al	
Electronic references, websites	Recommended supporting books and (...references (scientific journals, reports

Course description template

Geography of Iraq : Course Name .١	
Geography of Iraq	
UWA26 - CEH - HIS - 308:Course code .٢	
Phase Three	
Semester/Year: Annual .٣	
annual	
: Date this description was prepared .٤	
٢٠٢٥/٩/١	
: Available attendance formats .٥	
My presence only	
:(total) Number of study hours (total) / Number of units .٦	
hours per week ٢	
Name of the course coordinator (if there is more than one, please mention .٧ (it	
Morning session: Assistant Lecturer Duaa Mishari Mohammed (dmohammad@uowasit.edu.iq) Email Evening Studies: Assistant Lecturer Ali Fadhil Rahim alif.r@uowasit.edu.iq	
Course objectives .٨	
	To learn the basic concepts in the .ح .geography of Iraq Identifying the geographical and .خ

Course evaluation ١٠ .	
٢٥ . marks for monthly and daily exams for the first semester ٢٥ : is as follows The distribution .marks for the final exams ٥٠ . marks for monthly and daily exams for the second semester	
Learning and teaching resources ١١ .	
/ (Required textbooks (methodology, if applicable	

	.Iraq astronomical location of Identifying the natural characteristics of ١.د .Iraq Identifying the human characteristics of ١.ذ .Iraq Understanding population distribution and ١.ج .the factors affecting it Identifying the economic characteristics of ١.ز .Iraq
Teaching and learning strategies ٩ .	
.A. Learning strategy: planning the collaborative concept .B. Brainstorming teaching strategy . observations Learning strategy: series of .C	strategy

Dr. Khattab Sakar –Geography of Iraq -١ .Ani-Al -Dr. Abbas Fadel Al -Geography of Iraq -٢ .Saadi Muhammad Azhar –Geography of Iraq -٣ .Sammak-Al The Rivers and Marshes of Iraq in -٤ Prof. Dr. Salar -Ancient and Modern Maps ziDa-Ali Khader Al	(sources) Main references
/	Recommended supporting books and (...references (scientific journals, reports
Website and virtual library ✓ ResearchGate ✓ Different Al sites ✓ website ٣Mawdoo ✓	Electronic references, websites

Course structure - ١٢					
Evaluation Method	Teaching method	Unit or topic name	learning outcomes Required	Hours	Week
Tests Editorial	-Presentation Discussion	Geographic location	As referred to in the previous section, each according to its .content	٢	the first
Tests Editorial	-Presentation Discussion	Astronomical location	=	٢	the second
Tests Editorial Tests Editorial	-Presentation Discussion -Presentation Discussion	Geological structure	=	٢	the third
Tests Editorial	-Presentation Discussion	surface	=	٢	Fourth
Tests Editorial	-Presentation Discussion	Surface features	=	٢	Fifth
Tests Editorial	Presentation Discussion - Live - Questioning	Climate and the factors that influence it	=	٢	Sixth
Tests Editorial Tests Editorial	-Presentation Discussion -Presentation Discussion	Climate elements	=	٢	Seventh
Tests Editorial	-Presentation Discussion	Climatic regions in Iraq	=	٢	Eighth
Tests Editorial	-Presentation Discussion	Definition of soil and its types	=	٢	Ninth
Tests Editorial	-Presentation Discussion	Soil types in Iraq	=	٢	tenth
Tests Editorial	-Presentation Discussion	Water resources in Iraq	=	٢	eleventh
Tests Editorial	-Presentation Discussion	Natural vegetation in Iraq	=	٢	twelfth
Tests Editorial	-	First semester exam	=	٢	thirteenth
Tests Editorial	Presentation Discussion - Live - Questioning	human characteristics	=	٢	fourteenth
Tests Editorial	-Presentation Discussion	Origin of the population	=	٢	fifteenth
Tests Editorial	-Presentation Discussion	Geographical distribution of the population and the factors affecting it	=	٢	Sixteenth

Tests Editorial Tests Editorial	-Presentation Discussion -Presentation Discussion	population growth	=	٢	seventeenth
Tests Editorial Tests Editorial	-Presentation Discussion -Presentation Discussion	natural increase	=	٢	eighteenth
Tests Editorial	-Presentation Discussion	urbanization	=	٢	nineteenth
Tests Editorial	Presentation Discussion - Live - Questioning	Indicators of the economic reality in Iraq	=	٢	Twenty
Tests Editorial	-Presentation Discussion	agricultural activity	=	٢	-Twenty one
Tests Editorial	-Presentation Discussion	The Euphrates River: Sources and Upper Tributaries	=	٢	-Twenty second
Tests Editorial	-Presentation Discussion	Industrial activity	=	٢	-Twenty third
Tests Editorial	-Presentation Discussion	The Euphrates River in Iraq and its tributaries	=	٢	-Twenty fourth
Tests Editorial	Presentation Discussion - Live - Questioning	Tigris River: Sources and Upper Tributaries	=	٢	fifth-Twenty
Tests Editorial	-Presentation Discussion	The Tigris River in Iraq and its tributaries	=	٢	sixth-Twenty
Tests Editorial	Presentation Discussion - Live - Questioning	Environmental problems in Iraq	=	٢	-Twenty seventh
Tests Editorial	-Presentation Discussion	desertification	=	٢	-Twenty eighth
Tests Editorial	Presentation Discussion - Live - Questioning	tributaries of Indirect the Tigris (Karkheh, (Tayeb and Duweirij	=	٢	ninth-Twenty
Tests Editorial	-	The exam	=	٢	thirty

Course description template

Course Name		.٤٧
Curricula and teaching methods		
code Course		.٤٨
UWA26 - CEH - HIS - 309		
Year /Semester		.٤٩
annual		
description was prepared Date this		.٥٠
٢٠٢٥/٩/٢١		
forms of attendance Available		.٥١
My presence		
(Number of study hours (total) / Number of units (total		.٥٢
hours per week ٢ hours per year, ٦٠		
if there is more than one,) Name of the course coordinator		.٥٣
.(please mention it		
zchyad@uowasit.edu.iq :Email .A -Name: M.M. Zahraa Abbas Jiyad Al		
objectives Course		.٥٤
Increasing the student's understanding of the .. ages social reality over time educational and teacher's message and and understanding responsibilities in society interpreting the educational process from a .historical and philosophical perspective highlighting competencies required Highlighting the introducing the elements of of the teacher a .sustainable professional development planning for Statement on the importance	Course objectives	

aching, especially annual and daily planning teaching students to formulate and helping .general and specific goals c teaching skills, Introducing them to uding preparation skills, classroom .management skills, and reinforcement skills					
Teaching and learning strategies .٥٥					
ng the method of discussion in its various forms in order to exchange .facts ideas to arrive at the instorming strategy to develop individuals' ability to solve problems atively by giving them the opportunity to generate as many ideas as possible spontaneously (Using modern technologies (computer, data projector					strategy
Course structure .٥٦					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
			e concept of ching and its historical elopment, the ference between ning, teaching, instruction, the ments and pillars the educational cess, the concept teaching methods styles and their es, the difference cepts between the strategy, method, style, the factors uencing teaching hods, and the racteristics of a d teaching	٢	٨-١
				٢	١٦-٩

			method Educational ectives, their rces and levels, ssification of avioral objectives, the importance of them for formulati teacher, students, subject matter; ssification of ective objectives; on planning of all es (annual, termly, daily) and how to pare a daily lesson .plan mples of teaching hods and the antages and f eachdisadvantage	٢ ٢٧-٢٣ ٢ ٣٠-٢٨	٢٢-١٧ ٢٧-٢٣ ٣٠-٢٨
Course evaluation ٥٧					
is distributed according to the tasks assigned to the student, such as daily ١٠٠ The grade out of marks for the exam (two ٤٠ preparation, daily, oral, monthly, and written exams, and reports... .marks for daily participation ٥marks for daily attendance, and ٥tests),					
Learning and teaching resources ٥٨					
Teaching methods			(Required textbooks (methodology, if applicable		
General Teaching Methods by Professor Dr.			(Main references (sources		

d Zayer, Professor Dr. Dawood Abdul am Sabri, and Professor Dr. Muhammad Hadi Hassan	
	Recommended supporting books and (...references (scientific journals, reports Electronic references, websites

Course description template

Course Name .١	
Educational technologies	
Course code .٢	
UWA26 - CEH - HIS - 311 /	
Semester/Year .٣	
Chapter One	
Date this description was prepared .٤	
٢٠٢٥/٩/٢١	
Available forms of attendance .٥	
presence My	
(Number of study hours (total) / Number of units (total .٦	
٢/٦٠	
Name of the course coordinator (if there is more than one, please mention .٧	
.(it	
afrahj@uowasit.edu.iq:Email .A -Name: Dr. Afrah Jalal Abdul Latif Al	
objectives Course .٨	
year students in the humanities (Arabic, -Second Kurdish, English, History, Geography, Quranic Studies and Islamic Education, Educational and Psychological Sciences) should be familiar with the stages of development in the use of technology and its relationship to educational theories that explain the learning process, its types, classifications, innovations, and .applications	objectives Course

Teaching and learning strategies .٩					
by Using multiple strategies contributes to improving student performance diversifying modern teaching methods to break the monotony and boredom of the student. This includes using discussion strategies through solving strategies -the exchange of opinions and ideas, as well as problem .to foster innovation among learners					strategy
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hou rs	Week
Achievement tests (written and oral)	Lecture, discussi on, and question ing	Chapter One: The Evolution of the Concept of Educational Technologies	A brief history of the development of educational technologies	٢	the first
			The concept of educational technologies		
			Concepts related to technologies Benefits and educational purposes achieved by educational tools	٢	the second
			Factors influencing the choice of educational tool		
			Characteristics of educational media	٢	the third
			using Obstacles to educational tools		

Achievement tests (written and oral)	Lecture, discussion, and questioning	Chapter Two: Classifications of Educational Technologies	Psychological foundations for the use of educational technologies Behavioral and cognitive theories Design models	۲	Fourth
Achievement tests (written and oral)	Lecture, discussion, and questioning		The relationship of using educational technologies The concept of communication Communication theories Contact forms Systems Approach Types of systems		
Achievement tests (written and oral)	Lecture, discussion and questioning		Classification of educational technologies :according to The senses - ۱ Experience - ۲		
Achievement tests (written and oral)	Lecture, discussion, and questioning	Chapter Three: Important Technologies Used in Education	visually -Non displayed materials and their practical applications: educational posters and their types	۲	Fifth
			Materials displayed :on screen Transparencies projector Slide projectorOverhead	۲	Sixth

			Multimedia projector Data show))		
Achievement tests (written and oral)	Lecture, discuss on, and question ing		Educational audio technologies and :their applications Educational phone Language Lab School radio	٢	Seventh
Achievement tests (written and oral)	Lecture, discuss on, and question ing		Sensory educational technologies and their applications Models, models,) (samples Pictures and - posters, educational and games simulations , educational television	٢	Eighth
Achievement tests (and oral written)	Lecture, discuss on, and question ing		Good educational technology standards terms of use Stages of use	٢	Ninth
Achievement tests (written and oral)	Lecture, discuss on, and question ing	Chapter Four: Trends in Educational Technology	Modern trends in educational technologies and :teaching technology Educational computing and the development of computer programs learning -E synchronous and)	٢	tenth

			asynchronous (learning The difference learning -between e and traditional education		
Achievement tests (written and oral)	Lecture, discuss on, and question ing		virtual learning environment Smart School virtual classrooms Video conferencing ebook	٢	eleventh
Achievement tests (written and oral)	Lecture, discuss on, and question ing		Activities Areas of activity Activity selection criteria Objectives of educational activities Types of activities Classroom and extracurricular activities -Verbal and non verbal activities	٢	twelfth
Course evaluation .١١					
divided between the exam, daily attendance, and ٢٥ The grade distribution for the first semester is out of .٥٠ and the end of the year, which are out of participation. The same applies to the second semester					
Learning and teaching resources .١٢					
Educational technologies			(Required textbooks (methodology, if applicable		
. Khudair Abbas Jari -Educational Technologies			(Main references (sources		
iewed scientific journals and books that -Peer e addressed education from a behavioral perspective			books and Recommended supporting (...references (scientific journals, reports		
Electronic library and modern websites			Electronic references, websites		

Phase Four

Course description template

1. Course Name :
History of the Americas
2. Course code :
UWA26 - CEH - HIS - 405
3. Annual : Year / Semester :
annual
4. Date this description was prepared : 21/09/2025
5. Available attendance formats :
My presence only
6. Number of units (total Number of study hours (total) / hours per week2 . hours per year 90
7. Name of the course coordinator (if there is more than one, please mention it
Name : Prof. Dr. Ali Khairi Matroud : Email : akhayri@uowasit.edu.iq
8. Course objectives

.....	• .Cognitive objectives -A- • The student should be familiar -١A with the sources related to the study .of the history of the Americas • The student should understand -٢A the importance of studying the its and history of the Americas .history impact on human - That the student contributes to -٣A understanding and knowing global experiences in building individuals and institutions and enhances his desire to seek to transfer and develop those experiences in the local community - pared The student should be pr -٤A to play his role in secondary .education - That the student contributes to -٥A spreading historical knowledge and disseminating its human experiences - The student should become -٦A familiar with one of the sources of modern and contemporary human history
Teaching and learning strategies .٩	
1- The question and answer method for -٧The lecture method -١ students Method of -٨Brainstorming method -٤Discussion method -٣ .motivating students to discuss and explain	strategy

Course structure .١					
١ October					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate piate appro questions for the lesson topic, then Lecture/Dis cussion	Sources for studying the history of the Americas and the most important geographical discoveries	Knowledge, -١ understanding, and comprehension of the material, specifically the required vocabulary, through using all explanations available illustrative .methods Answering -٢ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to .٣ students in order to get them to answer .them Conducting quick -٤ oral exams Assigning students -٥ to prepare reports, and these reports may be single or double, involving more than .two students	٢	the first
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Dis cussion	Spanish surveys + Portuguese surveys French surveys + + British surveys	Knowledge, -١ understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all available illustrative .methods Answering -٢ questions on each topic posed by students, whether from the prescribed	٢	the second

			textbook or from .outside it Posing questions to .۳ students in order to get them to answer .them Conducting quick -۴ oral exams Assigning students -۵ to prepare reports, and these reports may be single or double, involving more than .two students		
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture Discussion/	Ancient civilizations in the Americas Aztecs + Incas + Mayans	Knowledge, -۱ understanding, and comprehension of the specifically ‘material the required vocabulary, through explanations using all available illustrative .methods Answering -۲ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to .۳ o students in order t get them to answer .them	۲	the third
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a n lesson pla and formulate appropriate questions for the lesson topic, then Lecture/Dis cussion	General conditions of the local Native American population -Social-Political) -Religious (Economic	Knowledge, -۱ understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods .such as examples Answering -۲ questions on each topic posed by students, whether from the prescribed textbook or from .outside it	۲	Fourth

			Posing questions to students in order to get them to answer them.		
					November
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Discussion	The formation of colonies and the beginning of clashes with local populations	Knowledge, understanding, and the comprehension of material, specifically the required vocabulary, through explanations using all illustrative methods such as examples. Answering questions on each topic posed by students, whether from the prescribed textbook or from outside it. Posing questions to students in order to get them to answer them.	۲	the first
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a plan lesson and formulate appropriate questions for the lesson topic, then Lecture/Discussion	Battles and clashes between local residents and new colonists	Knowledge, understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods such as examples. Answering questions on each topic posed by students, whether from the prescribed textbook or from outside it. Posing questions to students in order to get them to answer them.	۲	the second
Daily tests + discussions seugolaid ÷	Develop a lesson plan and	The political development of the colonies in the	Knowledge, understanding, and comprehension of the specifically material, sp	۲	the third

and posing questions to students for them to answer	formulate appropriate questions for the lesson topic, then Lecture/Discussion	Americas	the required vocabulary, through explanations using all illustrative methods .such as examples Answering - ٢ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to ٣ der to students in or get them to answer .them		
			monthly student test	٢	Fourth
					December
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Discussion	European conflict and its impact on the colonies in the Americas	Knowledge, - ١ understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods .such as examples Answering - ٢ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to ٣ students in order to get them to answer .them	٢	the first
Daily tests + discussions dialogues ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic,	The beginning of the independence movement in the Americas	Knowledge, - ١ understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods .such as examples	٢	the second

	then Lecture/Dis cussion		Answering - ۲ questions on each topic posed by students, whether from the prescribed textbook or from .outside it osing questions to P .۳ students in order to get them to answer .them		
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Dis cussion	American Revolutionary War ۱۷۸۳-۱۷۷۶	Knowledge, - ۱ understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods .such as examples Answering - ۲ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to .۳ students in order to get them to answer .them	۲	the third
Daily tests + discussions dialogues ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Dis cussion	The spread of the liberation movement in South American countries	Knowledge, - ۱ understanding, and comprehension of the material, specifically d the require vocabulary, through explanations using all illustrative methods .such as examples Answering - ۲ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to .۳ students in order to wer get them to ans	۲	Fourth

			.them		
					January ξ
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Dis cussion	The evolution of political life after the independence movements up to ١٨٦١	Knowledge, -١ understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods .such as examples Answering -٢ questions on each posed by topic students, whether from the prescribed textbook or from .outside it Posing questions to .٣ students in order to get them to answer .them	٢	the first
Daily tests + discussions seugolaid ÷ and posing questions to students for to them answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Dis cussion	The Civil War in the United States ١٨٦٥-١٨٦١	Knowledge, -١ understanding, and comprehension of the ly material, specifical the required vocabulary, through explanations using all illustrative methods .such as examples Answering -٢ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to .٣ students in order to get them to answer .them	٢	the second
Daily tests + discussions seugolaid ÷ and posing questions to students for	Develop a lesson plan and formulate appropriate questions	The European stance on the civil war	Knowledge, -١ understanding, and comprehension of the material, specifically the required vocabulary, through	٢	the third

them to answer	for the lesson topic, then Lecture/Discussion		explanations using all illustrative methods . such as examples Answering - ٢ questions on each topic posed by the students, whether from the prescribed textbook or from .outside it Posing questions to . ٣ students in order to get them to answer .them		
			monthly student test	٢	Fourth
					February ٥
			Spring break		
			Spring break		
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Discussion	The problem of slavery in the Americas	Knowledge, - ١ understanding, and of the comprehension material, specifically the required vocabulary, through explanations using all illustrative methods .such as examples Answering - ٢ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing . ٣ questions to students in order to get them to answer .them		the third
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then	Expansion movement within the Americas	Knowledge, - ١ understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods .such as examples Answering - ٢	٢	Fourth

	Lecture/Discussion		questions on each topic posed by to students, whether from the prescribed textbook or from outside it. Posing questions to students in order to get them to answer them.		
					March
Daily tests + discussions and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Discussion	American American expansion towards the East	Knowledge, understanding, and comprehension of the material, specifically the required vocabulary through explanations using all illustrative methods such as examples. Answering questions on each topic posed by students, whether from the prescribed textbook or from outside it. Posing questions to students in order to get them to answer them.	2	the first
Daily tests + discussions and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Discussion	America in the nineteenth century	Knowledge, understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods such as examples. Answering questions on each topic posed by students, whether from the prescribed textbook or from outside it. Posing questions to students in order to get them to answer them.	2	the second

			.them		
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Dis cussion	World in America War I	Knowledge, - ١ understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods .such as examples Answering - ٢ estions on each qu topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to .٣ students in order to get them to answer .them	٢	the third
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Dis cussion	The Americas in World War I (continued)	Knowledge, - ١ understanding, and comprehension of the material, specifically the required vocabulary, through nations using all expla illustrative methods .such as examples Answering - ٢ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to .٣ students in order to get them to answer .them	٢	Fourth
					٧April
Daily tests + discussions seugolaid ÷ and posing questions to students for them to	Develop a lesson plan and formulate appropriate questions for the	The impact of the war on the general situation in the Americas	Knowledge, - ١ understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods	٢	the first

answer	lesson topic, then sLecture/Di cussion		.such as examples Answering - ٢ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to . ٣ students in order to get them to answer .them		
			monthly student test	٢	the second
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Dis cussion	al economic glob crisis	Knowledge, - ١ understanding, and comprehension of the material, specifically the required through 'vocabulary explanations using all illustrative methods .such as examples Answering - ٢ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to . ٣ students in order to get them to answer .them	٢	the third
Daily tests + discussions seugolaid ÷ posing and questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Dis cussion	The impact of the crisis on the Americas	Knowledge, - ١ understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods .such as examples Answering - ٢ questions on each topic posed by students, whether from the prescribed textbook or from .outside it osing questions to P . ٣	٢	Fourth

			students in order to get them to answer .them		
					^May
			monthly student test	۲	the first
Daily tests + discussions seugolaid ÷ and posing questions to students for them to answer	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecture/Dis cussion	Discussion of student research	Knowledge, - ۱ understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all illustrative methods .such as examples Answering - ۲ questions on each topic posed by students, whether from the prescribed textbook or from .outside it Posing questions to . ۳ students in order to get them to answer .them	۱	the second

Course evaluation . ۱ .	
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .marks for the final exam 50 . marks for monthly and daily exams for the second semester	
Learning and teaching resources . ۱ ۱	
prescribed textbook There is no	(Required textbooks (methodology, if applicable
Atabi: History of -Abdullah Hamid Al the Americas Abdel Fattah Hassan Abu Alia: The History of the Americas and Their Political Formation	(Main references (sources
All sources related to the Western world	Recommended supporting books and (...reports ۴references (scientific journals
website of the U.S. Congressional Office website CIA	Electronic references, websites

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Course description template

English Texts and Terminology : Course Title					
: Course code					
UWA26 - CEH - HIS - 406					
Annual : Year / Semester					
annual					
: Date this description was prepared					
٢٠٢٥/٩/٢١					
: Available attendance formats					
.and guidance via an electronic group set up on Telegram • My presence					
:(Number of study hours (total) / Number of units (total					
hours a week Two . hours per year 2					
Name of the course coordinator (if there is more than one, please					
.(mention it					
husseinalanizi@uowasit.edu.iq :Name: Dr. Hussein Hassan Majeed; Email					
Course objectives					
.reading English texts of To equip students with the practical skill					
of translating English texts and terms into Arabic the skill Expanding					
such • translation in English means Clarifying the most important modern					
. electronic devices and programs as					
Teaching and learning strategies					
.Learning strategy: planning the collaborative concept1-					strategy
.Brainstorming teaching strategy2-					
. The learning strategy is a series of observations3-					
: Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Weekly, monthly, daily, written, -and end year-of . exams	Explain	Texts and terms In English		hours ۞	1
	ing the		To equip 1-	hour ۞	2
	scientific		students	hour ۞	3
	c		with the	hour ۞	4
	material		of skill	hour ۞	5
	by		reading	hour ۞	6
	reading		English	hour ۞	7
	selected		texts and	hour ۞	8
	texts		how to	hour ۞	9
	and		translate	hour ۞	10
	providi		vocabulary	hour ۞	11
	ng the		. and texts	hour ۞	12
	most		-۞	hour ۞	13
	importa		Informing	hour ۞	14
	nt		students	hour ۞	15
	vocabul		about the	hour ۞	16
	in ary		importance	hour ۞	17
	this		modern of	hour ۞	18
	. regard		reading and	hour ۞	19
	-۞		translation	hour ۞	19
	Requiri		programs	hour ۞	20
	ng		and	hour ۞	21
	students		devices, as	hour ۞	22
	to		well as	hour ۞	23
	reread		paper	hour ۞	24
	texts		dictionaries	hour ۞	25
	and		.	hour ۞	26
	translat		The student - ۞	hour ۞	27
	e		should draw a	hour ۞	28
	vocabul		plan related to	hour ۞	29
	ary		learning the	hour ۞	30
	-۞		teaching		
	Trainin		methods specific		
	g		.to his subject		
	students		The student - ۞		
	to use a		must submit a		
	comput				

	er to translat .e texts		.research paper The - ٣ student use should a data projector or calculator to display the slides and recorded .material		
Course evaluation ١١					
points for ١٠with ٣points for each of the two semesters ٣٠The grade is distributed as follows: points for a project or homework, ٢٠points for the oral or daily exam, and ١٠the written exam, . A grade for the final exams ٥٠along with					
Learning and teaching resources ١٢					
books in English Historical English Dictionary-Arabic			methodology, if applicable) Required textbooks		

Special texts	(sources) Main references
Books and magazines written in English Electronic English pronunciation clips	Recommended supporting books and references (.etc 'scientific journals, reports
https://translate.google.com/?hl=ar https://sider.ai/lp/translate1	Electronic references, websites

Course description template

1. Course Name :	
History of Islamic states and emirates	
2. Course code :	
UWA26 - CEH - HIS - 402	
3. Annual : Year / Semester :	
annual	
4. Date this description was prepared : 21/9/2025	
5. Available attendance formats :	
My presence only	
6. Number of study hours (total) / Number of units (total) :	
90 hours per year . 3 hours per week	
7. Name of the course coordinator (if there is more than one, please mention it) :	
Name : Prof. Dr. Aqeel Abdullah Yassin Al Abidi : Email aqeelyaseen@uowasit.edu.iq	
8. Course objectives :	
..... 	1- Providing students with basic historical information 2- Providing students with sufficient information about the history of Muslims within the framework of independence 3- Providing students with information about the relationships between independent states

			To provide students with information -٤ about the Alawite states that opposed the Abbasid Caliphate		
Teaching and learning strategies .٩					
.concept Learning strategy: planning the collaborative1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-				strategy	
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly, monthly, daily, written, -and end year -of .exams	The scientific material is explain ed through reading selected poems and giving the most importa nt critical reading s in this .regard -٢ Write a review sheet	History of Islamic states and emirates	١- Knowledge, understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all available illustrative methods.	hours 3	1
				hours 3	2
				hours 3	3
				hours 3	4
				hours 3	5
				hours 3	6
				hours 3	7
				hours 3	8
				hours 3	9
				hours 3	10
				hours 3	11
				hours 3	12
				hours 3	13
				hours 3	14
				hours 3	15
				hours 3	16
				hours 3	17
				hours 3	18
				hours 3	19
				hours 3	19
				hours 3	20
				hours 3	21
				hours 3	22
				hours 3	23
	hours 3	24			

	for each		from outside	hours 3	25
	poet		.it	hours 3	26
	summar		Posing .۳	hours 3	27
	izing		questions to	hours 3	28
	the		students in	hours 3	29
	most		order to get	hours 3	30
	importa		them to		
	nt ideas		.answer them		
	presente		- ٤		
	d during		Conducting		
	the		quick oral		
	lectures		exams		
	-۳		Assigning -٥		
	Linking		students to		
	-well		prepare		
	known		reports, and		
	critical		these reports		
	ideas		may be single		
	with		or double,		
	student		involving		
	s'		more than		
	critical		.two students		
	opinion				
	s				

Course evaluation ١١ .	
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .marks for the final exam 50 . marks for monthly and daily exams for the second semester	
Learning and teaching resources ١٢ .	
Caliphate History of the Abbasid	Required textbooks (methodology, if applicable)
٧١٢Maghrib, d. -Bayan Al-Ibn 'Idhari, Al -١ AH ٢٨٤Yaqubi, p. -History of Al ' Yaqubi-Al -٢ Tabari, History of the Prophets and -Al -٣ ٣١٠Kings, p. ٦٣٠Tarikh, -Kamil fi al-Athir, Al-Ibn al -٤ Experiences of Nations, Miskawayh, The -٥ AH ٤١٢ .AH ٧٧٦A'lam, -Khatib, A'mal al-al Ibn -٦	(Main references (sources
History of Independent Islamic States and Emirates by Dr. Suhad Khazal; History of Emirates in the East and Islamic States and Maadhidi-West by Dr. Khashaa Al	Recommended supporting books and (...references (scientific journals, reports
All related websites	Electronic references, websites

Course description template

: Course Name ٣٤ .
Contemporary Arab countries
: Course code ٣٥ .
UWA26 - CEH - HIS - 403
Annual : Year / Semester ٣٦ .
annual

٣٧. on 21/09/2025 This description was prepared	
٣٨. : Available attendance formats	
My presence only	
٣٩. :(Number of study hours (total) / Number of units (total	
90 hours per year . 3 per week one hour	
٤٠. more than one, Name of the course coordinator (if there is (please mention it	
Name : Prof. Dr. Rahim Kadhim Mohammed : Email : ali094408876@gmail.com	
٤١. Course objectives	
• • •	- The aim of teaching history is to reinforce national culture in the imagination and mentality of order to successive generations in create a patriotic generation capable of understanding the history of their country, along with understanding the civilizational succession of the history of other nations and learning lessons from it - Stimulating the motivation to understand others communicate a (other cultures) - To learn about cultures, appreciate civilizations, and engage in dialogue between them
٤٢. Teaching and learning strategies	
1- Learning strategy: planning the collaborative concept 2- Brainstorming teaching strategy 3- Learning strategy: series of observations	strategy

Discussion style -4					
Course structure .٤٣					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Written exams - Evaluating the student through their classroom performance and participation on in various activities Teamwork and Observations and up-follow	Lecture	Contemporary Arab history	١- Knowledge	hour 3	1
	s,		The	hour 3	2
	discussions and analysis		complete	hour 3	3
	and 'watching		and	hour 3	4
	g theatric		excellent	hour 3	5
	al		language for	hour 3	6
	performances		.history	hour 3	7
	using modern		Studying ٢	hour 3	8
	technological		and	hour 3	9
	means such as		understanding	hour 3	10
	PowerPoint		g how to	hour 3	11
	joint presentations,		interpret	hour 3	12
	videos and		historical	hour 3	13
	illustrative aids		events in	hour 3	14
	٢- Linking		order to try	hour 3	15
	historical		to link them	hour 3	16
	al		to the	hour 3	17
			present and	hour 3	18
			benefit from	hour 3	19
			. that	hour 3	20
			٣	hour 3	21
			Familiarity	hour 3	22
			with all	hour 3	23
			aspects of	hour 3	24
			Arab	hour 3	25
			. civilization	hour 3	26
			٤	hours 3	27
				hour 3	28
				hour 3	29
				hour 3	30

	events with students , critical opinion s		Attempting to understand the historical development of the nation and Arabs how they progressed to benefit from .experiences A good .^o understandin g of the cultural, civilizationa l and linguistic fferencesdi between Arab nations And to . adopt what is beneficial its from . culture		
--	---	--	---	--	--

Course evaluation .٤٤					
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .marks for the final exam 50 . marks for monthly and daily exams for the second semester					
Learning and teaching resources .٤٥					
–			Required textbooks (methodology, if applicable		
Muhammad Abdullah Awda Ibrahim - Khatib, Modern Arab -Yassin Al .١٩٨٩History, Amman, Ziyadi, -Muhammad Saleh Haniour Al - Contemporary History of the Arab Egypt and - Countries, The Arab East - ١٩٠٨The Arab Maghreb -Sudan .٢٠١٩Baghdad, ١٩٨٩			(Main references (sources		
that deal with historical Websites libraries and journals that deal with historical and social topics			Recommended supporting books and (...references (scientific journals, reports		
https://scholar.google.com/schhp?hl=ar			Electronic references, websites		

<https://www.researchgate.net/>

Course description template

Contemporary History of Iraq : Course Title	١٣.
UWA26 - CEH - HIS - 401	
: Course code	١٤.
٢٠٢٦-٢٠٢٥ : Annual : Year / Semester	١٥.
on 21/09/2025 This description was prepared	١٦.
person only-In: Available attendance methods	١٧.
.hours per week ٦ .hours per year ١٦٨ :Total study hours/total units	١٨.
Name of the course coordinator (if there is more than one, (please mention it	١٩.
Waeli-Name: Prof. Dr. Talib Muhaibis Hassan Al A talwaily@uowasit.edu.iq :Email	
Course objectives	٢٠.

..... 			• • • To equip students with the skill1- learning the prescribed of .scientific material Expanding the scope of 2 – students' cognitive awareness Clarifying the most important – 3 ideas, concepts, and terms that . appear in the lecture		
Teaching and learning strategies .٢١					
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-					strategy
Course structure .٢٢					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly, monthly, daily, written, -and end year-of . exams	Explan ation of the scientifi c materia l throug the h curricu lum and supple mentar y resourc es -٢ Writin g	Contemporary Iraq	To -١ provide students with the informati on contained in the prescribe .d course - ٢ Informin g students about the importan of the ce	hour 6	1
				hour 6	2
				hour 6	3
				hour 6	4
				hour 6	5
				hour 6	6
				hour 6	7
				hour 6	8
				hour 6	9
				hour 6	10
				hour 6	11
				hour 6	12
				hour 6	13
				hour 6	14
				hour 6	15
				hour 6	16
				hour 6	17
				hour 6	18
				hour 6	19
				hour 6	19

	scientific reports -٣		concepts, terms, and information necessary in the .lecture	hour 6 hour 6 hour 6 hour 6 hour 6 hour 6 hour 6 hour 6 hour 6 hour 6	20 21 22 23 24 25 26 27 28 29 30
	Linking scientific ideas and student opinions to enrich the lecture and gather feedback				
Course evaluation ٢٣ .					
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .final exam marks for the 50 . marks for monthly and daily exams for the second semester					
Learning and teaching resources ٢٤ .					
Ahim Khalil Ahmed: Contemporary History of Iraq			(Required textbooks (methodology, if applicable		
hil Hussein: Chapters from the History of Contemporary Iraq			(Main references (sources		
Research and studies related to the vocabulary of the scientific material .and the themes of the course			supporting books and references Recommended (...scientific journals, reports)		

Available video clips	Electronic references, websites

template Course description

٤٦ .	: Course Name
	Contemporary world history
٤٧ .	: Course code
	UWA26 - CEH - HIS - 404
٤٨ .	Annual : Year / Semester
	annual
٤٩ .	on 21/09/2025 This description was prepared
٥٠ .	: Available attendance formats
	My presence only
٥١ .	:(Number of units (total / (Number of study hours (total
	one hour per week . hours per year 3 90
٥٢ .	Name of the course coordinator (if there is more than one, .(please mention it
	Ridha@uowasit.edu.iq :Name: Prof. Dr. Jawad Ridha Razouqi Email
٥٣ .	Course objectives
.....	•
.....	•
.....	•
	The purpose of teaching history is - Learning .to learn about the past from mistakes to create a civilized

			generation capable of understanding In addition . their country's history understanding the civilizational to succession of other nations' history .learning lessons from it and Learning about and studying other - cultures historically Expanding understanding by learning - about the history of the world's countries .in an educational way to analyze events			
strategies Teaching and learning .٥٤						
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3- Discussion style -4					strategy	
Course structure .٥٥						
Evaluation Method	Learning method	or topic name Unit	Required learning outcomes	Hours	Week	
Written exams <						

participati	ogical		events in	hour 3	16
in on	means		order to try	hour 3	17
various	such as		them to link	hour 3	18
activities	PowerP		to the	hour 3	19
	oint		present and	hour 3	19
Teamwor	presenta		benefit from	hour 3	20
k	tions,		.that	hour 3	21
	videos		.۳	hour 3	22
	and		Familiarity	hour 3	23
Observati	illustrati		with all	hour 3	24
on	.ve aids		aspects of	hour 3	25
and	۲		.civilization	hour 3	26
up-follow	Linking		.civilization	hour 3	27
	historic		Trying to .۴	hour 3	28
	al		understand	hour 3	29
	events		the historical	hour 3	30
	with		development		
	students		of nations		
	'		and how		
	critical		they		
	opinion		progressed		
	s		in order to		
			benefit from		
			those		
			.experiences		
			Good .۵		
			knowledge		
			of the		
			cultural,		
			civilizationa		
			l and		
			linguistic		
			differences		
			with other		
			nations, and		

			adopting what is good from other .cultures		
Course evaluation ٥٦ .					
25 . marks for monthly and daily exams for the first semester 25 : is as follows The distribution .final exam marks for the 50 . marks for monthly and daily exams for the second semester					
Learning and teaching resources ٥٧ .					
The textbook: Abdul Wahab Qaisi and others, -Abbas Al History of the Modern World University of ١٩٤٥-١٩١٤ College of Education, -Baghdad ١٩٨٣ .			-	(Required textbooks (methodology, if applicable	
Soviet Historical Encyclopedia, Soviet Academy of Sciences (١٩٦٧Moscow)			-	(sources) Main references	
Batrik, -Dr. Abdul Hamid Al Contemporary Political Currents (١٩٧٤Beirut,) ١٩٦٠-١٨١٥			-	Recommended supporting books and (...references (scientific journals, reports	

https://www.noor-book.com/ta	
https://mobt3ath.com/book.php?id=1	Electronic references, websites

Course description template

٢١ . Course name :	Educational measurement and evaluation
٢٢ . Course code	UWA26 - CEH - HIS - 409
٢٣ . Year: Annual/ Semester	annual
٢٤ . Date this description was prepared : ٢٠٢٥/٠٩/٢١	٢٥ . Available forms of attendance :
My working hours are official and regular	
٢٦ . (Number of study hours (total) / Number of units (total) :	٦٠ . One hour per year. Two hours per week
٢٧ . Name of the course coordinator (if there is more than one, please mention it	Kadhim Hussein, Email-Dr. Hazem Abdul
gl925@uowasit.idu.lq	
٢٨ . Course objectives	١- To introduce students to the importance of measurement and evaluation and its role in improving the educational process ٢- Introducing students to the basic concepts in educational and psychological measurement and evaluation ٣- Introducing students to the types of achievement tests, the

advantages and disadvantages of each, and methods of preparing them					
testing methods and the -to non tsstuden Introducing -٤ .advantages and disadvantages of each					
Teaching and learning strategies ٢٩.					
•			Discussion -٢Lecture method -١ method Question and answer method ٢ Brainstorming method ٤.		
Course structure ٣٠.					
Evaluation Method	Learning method	Unit or location name	Required educational outcomes	Hou rs	We ek
Written exams	Lectures	Educational measurement and evaluation	Concepts of -١ measurement evaluation and	٢ hou rs	١ ٢
- Evaluatin g the student through their classroom	discussi ons Analysis Watchin g theatrica	The meaning of educational measurement and	The meaning ٢ of measurement and evaluation, their importance, and the relationship	٢ hou rs ٢ hou rs	٣ ٤ ٥ ٦ ٧

performance and participation in various activities	I performances	evaluation	. between them	۲	۸
Teamwork	Using Technical means		. Types of .۲ . calendars	hou rs ۲	۹ ۱۰
Observation and up-follow	His speech like	Types of calendars	The .۴ relationship between assessment and curriculum	hou rs ۲	۱۱ ۱۲ ۱۳
	Offers	Achievement tests	. Achievement .۵ Tests	hou rs ۲	۱۴ ۱۵ vac atio n
	PowerPoint and films		Objective -۶ tests	hou rs ۲	۱۶ ۱۷
	Video		tests Essay .۷	hou rs	۱۸ ۱۹
	And illustrative aids	Essay tests	tests Oral .۸	۲	۲۰
-۲	Linking	Objective tests	physical growth testing -Non -۹ methods	hou rs ۲	۲۱ ۲۲
Events	Historical			hou rs	۲۳ ۲۴
With		oral exams	Answering -۱۰	۲ hou	۲۵

	opinions		each question	rs	٢٦
	Cash for students		Topics addressed by students,	٢ hours	٢٧
		test -Non methods	whether from the prescribed textbook or from .outside it	٢ hours	٢٨
				٢ hours	٢٩
				٢ hours	٣٠
				٢ hours	٩
		Building Tests	Posing .١١ questions to students in	١٠ hours	١١
		Good test specifications	get order to them to answer .them	١٢ hours	١٢
		A		٢ hours	
				٢ hours	
				٢ hours	٢
				٢ hours	٣
				٢ hours	٤
				٢ hours	٥
				٢ hours	٦
				٢ hours	٧

				rs	۸
				۲	۹
				hou	۱۰
				rs	۱۱
				۲	۱۱
				hou	۱۲
				rs	۱۳
				۲	۱۴
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Course evaluation ٣١.					
marks for monthly and daily ٢٥The distribution is as follows: marks for monthly and daily ٢٥exams for the first semester. .marks for the final exam ٥٠exams for the second semester.					
Learning and teaching resources ٣٢.					
Educational measurement and evaluation			Required textbooks -١		
nothing			(Main references (sources -٢		
			Recommended books and -٣ references (scientific journals, (reports		
All internet sites			Electronic references, -٤ websites		

Course description template

Application and Observation : Course Name ٢٥.	
UWA26 - CEH - HIS - 401	
: Course code ٢٦.	
٢٠٢٦-٢٠٢٥ : Annual : Year / Semester ٢٧.	
on 21/09/2025 This description was prepared ٢٨.	

person only-In: Available attendance methods		٢٩.
Total study hours/total units :Total study hours/total units		
.hours per week ٦ .hours per year ١٦٨		٣٠.
Name of the course coordinator (if there is more than one, (please mention it		
Dr. Maher Abdel Rahim Habash :name the A mahera@uowasit.edu.iq :Email		
Course objectives		٣٢.
..... • • •	A. The student applies everything she studied during her years of study at the College of Education for Girls, including her specialization subjects required for the and the subjects teaching profession For skills B. Student acquisition related to her field of specialization and to become familiar with a range of teaching methods and techniques used C. Developing the student's observation skills by observing behaviors, identifying student individual abilities, and solving problems d. To provide the student advanced basic experiences in classroom management and its problems that require correct and appropriate action to solve	

	e. The student acquires the skill of evaluation, evaluating work, and -self .working to improve and develop it The student learns about her teaching abilities through an education practitioner to identify the strengths and weaknesses in her .performance
learning strategies Teaching and .۳۳	
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-	strategy

Course structure for the teaching applications course .١١					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Oral and written questions	Multiple teaching methods and techniques	Teaching profession ethics	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically and .practically	٤	١
		Foundations of good teaching		٤	٢
		Foundations of good teaching		٤	٣
		Classroom management and organization		٤	٤
		Classroom management and organization		٤	٥
		Questions: Their Importance and Types		٤	٦
		Questions: Their Importance and Types		٤	٧
Oral and written questions	Multiple teaching methods and techniques	Annual Plan	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	٤	٨
Oral and written questions	Multiple teaching methods and techniques	Daily plan	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	٤	٩
Oral and written	Multiple teaching	Watching means	Introducing the most important	٤	١٠

questions	methods and techniques		principles and foundations of preparing for the teaching profession, both theoretically .and practically		
Oral and written questions	Multiple teaching methods and techniques	Viewing instructions	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	ξ	١١
Oral and written questions	Multiple teaching methods and techniques	Actual viewing	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	ξ	١٢
Oral and written questions	Multiple teaching methods and techniques	Actual viewing	Introducing the most important principles and foundations of the preparing for teaching profession, both theoretically .and practically	ξ	١٣
Oral and written questions	Multiple teaching methods and techniques	Actual viewing	Introducing the most important principles and foundations of preparing for the teaching profession, theoretically both .and practically	ξ	١٤
Oral and written questions	Multiple teaching methods and techniques	Written test	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	ξ	١٥

Oral and written questions	Multiple teaching methods and techniques	Individual application	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	ξ	١٦
Oral and written questions	Multiple teaching methods and techniques	Individual application	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	ξ	١٧
Oral and written questions	Multiple teaching methods and techniques	Individual application	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	ξ	١٨
Oral and written questions	Multiple teaching methods and techniques	Individual application	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	ξ	١٩
Oral and written questions	Multiple teaching methods and techniques	Individual application	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	ξ	٢٠
Oral and written questions	Multiple teaching methods and techniques	Individual application	Introducing the most important principles and foundations of preparing for the teaching profession,	ξ	٢١

			both theoretically .and practically		
Oral and written questions	Multiple teaching methods and techniques	Individual application	Introducing the important most principles and foundations of preparing for the teaching profession, both theoretically .and practically	ξ	٢٢
Oral and written questions	Multiple teaching methods and techniques	Individual application	Introducing the most important and principles foundations of preparing for the teaching profession, both theoretically .and practically	ξ	٢٣
Oral and written questions	Multiple teaching methods and techniques	Individual application	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	ξ	٢٤
Oral and written questions	Multiple teaching methods and techniques	Collective application	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	ξ	٢٥
Oral and written questions	Multiple teaching methods and techniques	Collective application	Introducing the most important principles and foundations of preparing for the teaching both 'profession theoretically and .practically	ξ	٢٦
Oral and written questions	Oral and written questions	Collective application	Introducing the most important principles and	ξ	٢٧

			foundations of preparing for the teaching profession, both theoretically .practically and		
Oral and written questions	Oral and written questions	Collective application	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	٤	٢٨
Oral and written questions	Oral and written questions	Collective application	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	٤	٢٩
Oral and written questions	Oral and written questions	Collective application	Introducing the most important principles and foundations of preparing for the teaching profession, both theoretically .and practically	٤	٣٠

Infrastructure of the teaching applications material .١٢	
There is no prescribed textbook	Required textbooks .١
Classroom teaching skills, Muhammad ٢٠٠٢Hilah, -Mahmoud Al Baqi Babiker -Practical Education Book, Abdul ٢٠٠٧Zand, -Al and Walid Practical Education, Shaker Jassim ٢٠١٤Mohammed, Raed Rasm Younis,	(Main references (sources .٢

Practical Education Book (Supervisor and Student Guide), Ahmed Kanaan -Education, Abdullah Al A Guide to Practical Mousawi	a) Recommended books and references (scientific (.journals, reports, etc
Websites related to practical education	b) Electronic references, ...websites

Course evaluation ٣٣.
marks for monthly and daily ٢٠The distribution is as follows: marks for monthly and daily ٢٠exams for the first semester. .marks for the final exam ٥٠exams for the second semester.