

## Academic Program Description Form

.....University Name: University of .... Baghdad

.....College/Institute: College of .... Education for Girls

Scientific Department: Department of ..... Sociology


Name of Academic or Professional Program: Bachelor of .....  
Sociology

Name of Final Degree: Bachelor of . Sociology

Study System: Annual

Description Preparation Date: 10/28/2024

File Filling Date: 10/28/2024

Signature: 

Name of Department Head:

Date: 28/10/2024

Name of Scientific Assistant:

Date:

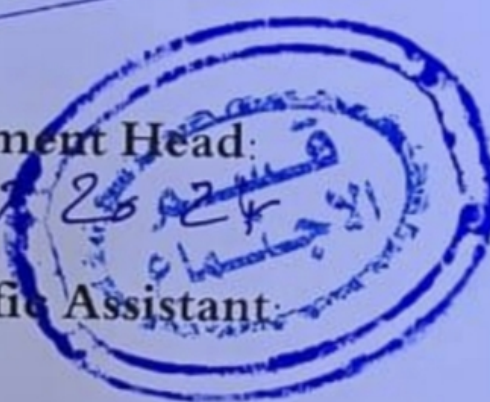
File Verified by


Quality Assurance and University Performance Division

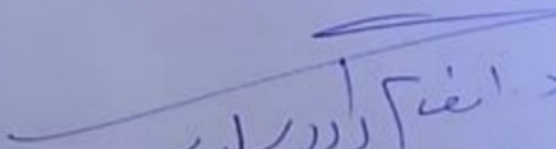
Name of Director of Quality Assurance and University Performance  
Division:

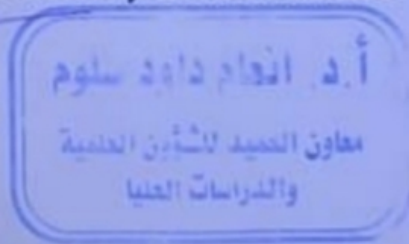
Date:

Signature:



  
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د. أمبارك الحبيب



ministry-education-High-SupervisionTo search-Scientific  
and Evaluation Authority      Scientific C-  
circle-a guarantee-Quality-Otherwise      Reliance-Academic  
Department of Sociology



Program and course description   For sociology department students

5-2024202

the introduction:

The educational program is a coordinated and organized package of courses that include procedures and experiences organized into study modules. The primary purpose of the program is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the External Examiner Program.

The academic program description provides a brief summary of the program's main features and courses, indicating the skills students are expected to acquire based on the program's objectives. The importance of this description is evident in that it represents the cornerstone for obtaining program accreditation. It is written by faculty members under the supervision of the academic committees in the academic departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the new developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester), in addition to adopting the description of the academic program circulated pursuant to the letter of the Department of Studies TM 2906/3 dated 5/3/2023 regarding programs that adopt the Bologna process as the basis for their work.

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

## Concepts and terms:

Academic Program Description: The academic program description provides a concise summary of the program's vision, mission, and objectives, including a detailed description of the targeted learning outcomes based on specific learning strategies.

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

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

Program mission: It briefly explains the objectives and activities required to achieve them, and also identifies the program's development paths and directions.

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

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

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

Teaching and learning strategies: These are the strategies used by faculty members to develop student teaching and learning. They are plans followed to achieve learning objectives, describing all classroom and extracurricular activities to achieve the program's learning outcomes.

### 1. Program vision

The department seeks to graduate female social science teachers and researchers who are scientifically and educationally qualified according to comprehensive quality standards in the fields of education, teaching, and scientific research, specializing in social and educational studies, and capable of effective participation in serving the community.

### 2. Program message

Preparing distinguished Sharia academic competencies in line with scientific progress, publishing research to meet needs, supporting the educational process, teaching, and research with high efficiency, and working to develop professions through positive interaction with the requirements of the era.

### 3. Program objectives

The department aims to graduate female social workers (social researchers) who specialize in the field of social work.
The Sociology Department contributes to the human development process for members of society and works to achieve important aspects of comprehensive work to serve the general goals of the state.
Graduating female researchers scientifically qualified to solve social problems.
Graduating female students with specialized knowledge in the field of work and professional practice in social institutions
Graduating female researchers capable of contributing to the preparation of scientific plans within social institutions.
Graduating female social researchers who work in relevant government departments and ministries (Labor and Social Affairs - Education - Health - Justice)
Commitment to work in light of the state's general philosophy in the field of building and developing the individual and society.

4. Program accreditation
<p>1-<b>Failure to complete accreditation requirements</b>We do not have all the required documents and papers according to the standards specified by the competent authorities. Depending.</p> <p>2- Incomplete preparations: Despite our diligent efforts over the past period, the preparations have not reached the level that qualifies the department to participate effectively in the accreditation process.</p> <p>3- Due to the department's desire to submit a strong and comprehensive file later, and in order to ensure the quality of the outputs and full adherence to the standards, we preferred to postpone participation until the next session to ensure the submission of a comprehensive and comprehensive file.</p>

## 5. Other external influences

1-Admission and expansion plans: small number of accepted students.

2- The introduction of new technologies (such as artificial intelligence, the Internet of Things, cybersecurity, etc.) requires continuous software updates to keep pace with the times.

## 1. Program structure

Program structure	number Courses	%	Study unit	ratio Centennial	Number of hours				comments *
					Look R Y	%	practical	%	
Institutional requirements	11	23.4%	34	17.7%	20	20%	0	0	essential
College requirements	15	31.9%	60	31.25%	30	30%	0	0	essential
Department requirements	21	42.5%	98	51%	48	48%	0	0	essential
Summer training	/	/	/	/					essential
Practical application	2	4.25%	6	4.4	3	2.20	0		essential

## Course Type

Specialized courses	21	44%	88	45%	49	50%	0	0%	essential
Educational decisions	5	10.6%	20	10.4%	8	8.1%	2	1%	essential
Psychology courses	4	8.5%	24	12.5%	11	11.2%	0	0%	essential
Other	17	36%	60	31.25%	30	30.6%	0	0%	essential

number Courses	Units Academic	watches Theory weekly	ratio Centennial	watches practical weekly	percentage
47	192	98	88%	2	8%

2. Program description					
Level	code	Course name		Approved	
The student	The student	Arabic	English	consideration	practical
<b>2024-2025</b>		Arabic	English		
<b>First</b>	SWS 101	Why the meeting?	Sociology	3	/
	WEPS102	Education	Education Principle	2	/
	HRD 103 SW	Human cavities and democracy	Human & rights Democracy	2	/
	WCSS104	Hibernation	Computer Science	1	/
	WAL 105S	Arabic	Arabic Language	1	/
	WIAS106	Anthropology	Entrance of Anthropology	3	/
	WEPS 107	Why the soul	Education Psychology	2	/
	WSW108S	Service income	Introduction to Social	3	/
	WCES109	Mathematics for English	Concept in English	3	/
	WELS110	Arabic language	English ALANGU EG	1	/
	WPHS 111	Click	Philosophy	2	/
<b>Second</b>	WSLS 212	Sharia Social	Social legislation	2	/
	WCSS 213	Arabic calculators	TCOMPU RE	1	/
	WSPS 214	Mathematics Social	Social Problem	3	/
	MRW215 S	Search number	Social Research Method	3	/
	WLPS 216	Qaida and programs	Leadership and Program	2	/

	WCTS 217	Nauce English	SConcept & OTerminol yg	3	/
	GP W218 S	A not the same growth	hGrowt gPsycholo y	2	/
	WASS 219	A secondary education and A vision A education	aAdministrator dion and ySecond nEducation	2	/
	SWIS 220	M aqi gathering	iIraq ysociety	2	
	WInS221 S	K individual blood	IIndividual eService	3	/
	FCCW222 S	R family care and d blood	dFamily and dchildhoo ecar	3	/
	WSpS 223	R sports	tSports	M S T and F Y	/
	WEL S224	A language English	hEnglish eLanguage	1	/
	WTA 225S	M look approach	kTextboo hApproac	2	/
		C resurrection dreamer A for the old regime	fCrimes o hthe Baat eRegime	2	/
Third	SWC 326	A why the crime?	oCriminol yg	3	/
	CM W327 S	T clear A to teach	uCurricul & m sMethod fo gTeachin	2	/
	WSCS 328	T change Social English	Isocial echange	3	/
	ESSW329 S	K blood A social and environmental	eEnvironment Isocial eService	2	/
	WSTS 330	A statistics Social	ISocia SStatistics	3	/
	GS W331 S	K blood of the group	pGrou eService	3	/



	SMS 332 SW	K <sup>blood</sup> Social Medical	ISocial Medica Service	2	/
	SSC W333 S	A <sup>serve</sup> Social and act	ISocial & Service CCommuni ratio	2	/
	GEGP 334 SW	A <sup>for guidance</sup> A <sup>for myself</sup> and A <sup>for education</sup>	iPsychology lca eGuidanc dand aEducation el Guidanc	2	/
	WEL S335	A <sup>for language</sup> English	ALANGU EG hEnglish	1	/
	PTET 336SW	A <sup>for technologies</sup> A <sup>for educational</sup> and A <sup>for technology</sup> A <sup>to teach</sup>	CPedagogy la eTechniqu ds an aEducation l gTechnolo y	1	2
	FSSW337S	M <sup>Thank you for the service</sup> Social	fFields o lSocial KWOR	3	/
Fourth	ISS W438 S	K <sup>Social blood</sup> D <sup>Guardianship</sup>	nInternational lal-social KWOR	3	/
	DSST439 SW	A <sup>for trends</sup> A <sup>for the theory of</sup> A <sup>to serve</sup> Social	aTheoretic n Direction lin Socia Service	3	/
	WMIS 440	A <sup>to use</sup> M <sup>Institutions</sup>	eManagement fnt o SInstitution	3	/
	MPH 441 SW	A <sup>for mental health</sup> A <sup>for psychology</sup>	dMental and iPsychologist hcal health	2	/
	CSGW442 S	R <sup>Categories Care</sup> A <sup>especially</sup>	fcare o lSpecia Sgroup	2	/
	WEL S443	A <sup>for language</sup> English	hEnglish eLanguage	1	/
	MEW444 S	A <sup>to measure</sup> and eSocial	mMeasure dent and nevaluation	2	/

	WAPS 445	Assess and apply for ( Practical education )	Applications ns Practice	1	2
	WSPS446	Social Yassa And	Social Police	2	/
	WSLS 447	Meeting plan Y	Social planning	3	/
	W RP448 S	for evaluation urging	Research Project	2	/

8- Expected learning outcomes of the program	
Knowledge	
<p>A-1-- Keeping pace with the development of the meeting.</p> <p>A-2- Communicate with everything new or useful and adapt it.</p> <p>A-3-Possessing a comprehensive knowledge base in Specialization.</p> <p>A-4-Understanding the relationship between specialization And other specializations.</p>	
Skills	

<p>B-1--General and transferable skills (other skills related to employability and personal development).</p> <p>B-2-- Developing interviewing skills that reflect directed conversations between the social researcher and the beneficiary</p> <p>B-3- Enhancing general and qualification skills related to employability and individual development.</p> <p>B-4-- Developing the skills of influencing others.</p> <p>B-5--Participation in specialized seminars, conferences and workshops.</p>	
<p><b>A</b> values:</p> <p><b>1</b>- Developing students' abilities to share ideas with the community.</p> <p><b>2</b>-Justice and fairness.</p> <p><b>3</b>-Treat all students fairly and without discrimination.</p> <p><b>4</b>- Academic excellence</p> <p><b>5</b>- Linking the program to community needs and serving the public good.</p> <p><b>6</b>- Striving for quality and excellence in academic and educational performance.</p>	

9.Teaching and learning strategies
<p>- Explain the scientific material to the students in detail. 2-</p> <p>Involve the students in clarifying the meeting's features. 3-</p> <p>Discuss and discuss vocabulary related to the topic.</p>

10.Evaluation methods
<p>Weekly, monthly, daily and end of year exams.</p>

11. Faculty						
Faculty members						
Academic rank	The student's S		The aspirant's W special skills (And CDT)		Faculty members	
	general	private			fill your	lecturer
Mr	The an enjoy	service M The meeting ware	/	/	7	1
assistant professor	servant And She can ware M	service Aya They meet	/	/	5	1
assistant professor	The an enjoy	The scatter and biology			0	0
assistant professor	Manager And so and es	administrative educational	/	/	1	1
assistant professor	Manager And	administrative organized	/	/	1	0
assistant professor	The an enjoy	to organize community	/	/	1	0
teacher	The an enjoy	service Aya They meet	/	/	2	2
teacher	The an enjoy	The scatter Biology		/	1	0
Assistant Professor	The an enjoy	The scatter Biology		/	1	0
Assistant Professor	The an enjoy	The meeting M	/	/	2	0
Assistant Professor	servant And She can ware M	service Aya They meet	/	/	2	0
Assistant Professor	Technically T Manager And a job Yat	Technically administration T practically T	/	/	1	0

As professional developer
Welcome new faculty members
<p>The performance of teachers and staff will be improved.</p> <p>Increase educational and technical skills.</p> <p>Scientific research and publishing.</p> <p>Keep up to date with the latest developments in the specialty.</p> <p>Develop administrative and leadership skills in the department.</p>
12 Acceptance criteria.

With the Ministry of Higher Education and Scientific Research has accepted the stage Bachelor's degree Depends on:

Central Paul.

direct urine

Private urine (parallel)

Qena  
Many's families

Qena  
People with special needs

- Qa  
Vocational secondary school graduates.

13 The most important sources of information about the program.

1- Course of Study

2-Libraries

3-Scientific competencies of professors

4-Internet unit

5-Field study

14. Program Development Plan

- Use Or new concepts in the field of sociology and the use of electronic devices to display information.

. Harmonization Program outcomes match labor market requirements

. Enhance The research and cognitive dimension in sociology

Integration. Harat past and present in terms of critical thinking, analysis, and communication

. to update Curricula that are consistent with societal developments and global transformations

RMaz Ar the decision	Course name	SS Y  M KTia RY	The objectives Rn it				Objectives Special skills Shut up By program				Ar emotional and value-based purposes		
											C 2	C 3	C 4
110 SSW	science The meeting Maa	SS Y									√	√	√
W102S PE	Foundations breeding	SS Y									√	√	√
310 WS DHR	His rights Humanities my father Marati And	SS Y									√	√	√
W104S SC	Calculus at	SS Y									√	√	√
W105S LA	the language Arabic	SS Y									√	√	√
W106S AI	chimney female And Polo to R Gia	SS Y									√	√	√
710 PSWE	Science For the same soil and	SS Y									√	√	√
W108S WS	chimney servants The meeting to And Ma'iya	SS Y									√	√	√
W109S EC	Concepts And a teacher In the language The anki Wazid	SS Y									√	√	√
011 LSWE	the language The anki Wazid	SS Y									√	√	√
111 hSWP	philosophy	SS Y									√	√	√
221 LSWS	Tishri Aat Aya They met	SS Y									√	√	√
321 SSWC	computer Bat	SS Y									√	√	√
421 PSWS	Problems They met nō Aya	SS Y									√	√	√
521 RSWM	Ways Search Ma'i The meeting	SS Y									√	√	√

621 PSWL	command And out	SS Y										✓	✓	✓
721 TSWC	Text Ankle	SS Y										✓	✓	✓
821 PSW G	Science growth	SS Y										✓	✓	✓
921 SSWA	Education Secondary And what soil and	SS Y										✓	✓	✓
022 SSWI	Community Iraq	SS Y										✓	✓	✓
122 SSWIn	service individual	SS Y										✓	✓	✓
222 CSWF C	And My sheep Float for him	SS Y										✓	✓	✓
322 pSWS	And	SS Y										✓	✓	✓
W224S LE	the language The anki Wazid	SS Y										✓	✓	✓
W225S AT	Methodology book	SS Y										✓	✓	✓
	Crimes The system The extinct	SS Y										✓	✓	✓
632 CSW	Science No crime	SS Y										✓	✓	✓
732 WS MC	Methods Training	SS Y										✓	✓	✓
832 CSWS	changing They me powerless Ankle	SS Y										✓	✓	✓
932 SSWE S	service They me Environmental	SS Y										✓	✓	✓
033 TSWS	Count They me powerless	SS Y										✓	✓	✓
133 SSW G	service The crowd	SS Y										✓	✓	✓
233 WS SSM	service They me Medical	SS Y										✓	✓	✓
333 WS CSS	servants The me And tool	SS Y										✓	✓	✓



433 WS GPGE	Sh self Walto CYes soibnd	SS Y										√	√	√
W335S LE	the language The ankiWazid	SS Y										√	√	√
W336S TPTE	Technology soibnd And it is a Education	SS Y										√	√	√
W337S SFS	Mayadi N servants And The medMa'iya	SS Y										√	√	√
843 WS SIS	servicemeeting countries Yes	SS Y										√	√	√
943 DSWT SS	The trends signs The thob servants And The medMa'iya	SS Y										√	√	√
044 ISWM	administration Founde Sat	SS Y										√	√	√
144 WS HMP	The And mental And Yes	SS Y										√	√	√
244 SSWC G	My sheep And The category T S And	SS Y										√	√	√
W443S LE	the language The ankiWazid	SS Y										√	√	√
444 ESWM	The Q S And	SS Y										√	√	√
544 PSWA	walkers Heddawalt Application (Altar work Yes	SS Y										√	√	√
W446S PS	PoliticsWe met Aya	SS Y										√	√	√
744 LSWS	skip T They mepowerless	SS Y										√	√	√
844 PSW R	research graduation	SS Y										√	√	√



## Subject: Social Problems

The second stage

This course description is a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made maximum use of the available learning opportunities. It must be linked to the program description.;

Educational institution	University of Baghdad
Scientific Department / Center	meeting
Course Name/Code	<b>214 SWSP</b> Social problems
Available attendance forms	Weekly - In-person
semester/year	annual
Number of study hours ( kidney)	76 hours per year
Date this description was prepared	10/1/2024
Course objectives	
Introducing students to the nature of <b>Social problems.</b>	
Definition of the most important types of <b>Words we face in society.</b>	
Introducing the students to the most <b>Characteristics and factors affecting problems.</b>	
important K Introducing the students to <b>Psychological, social and economic problems.</b>	
Training students on cauterization <b>Conducting field interviews to study the respondents.</b>	
Developing the national spirit and <b>Ethical orientation towards the professional preparation of the social worker.</b>	
Providing students with the skill of <b>To research and scientifically participate in preparing and presenting scientific material to develop personality through social interaction.</b>	

65	Course outcomes, teaching, learning and assessment methods
A	<p>Cognitive objectives</p> <p>A1- Allowing the accumulation of scientific knowledge on social problems.</p> <p>A2. Student knowledge of the concept of social problem</p> <p>A3- Achieving professional goals in customer care and professional development.</p> <p>A4- The social worker's understanding of the human being as an individual or a member of multiple social systems, beginning with the family and ending with the larger society.</p>
	<p>for Course skill objectives.</p> <p>B1 - The social worker practices his work according to a theoretical framework that guides his work with his clients in a scientific manner.</p> <p>B2 - Enabling students to understand social problems and their types.</p> <p>B3 - The student's ability to evaluate the importance of understanding social phenomena in society.</p> <p>B4- Training the student on how to conduct scientific research.</p>
	Teaching and learning methods
The	Lectures
And	What did you do?
	Evaluation methods
	<p>1 - Theoretical tests</p> <p>2- Reports and studies</p> <p>3 - Daily tests</p>
C	<p>Affective and value-based goals</p> <p>Part 1- Work effectively and actively within the group.</p> <p>Part 2- Effective time management and prioritization with the ability to work in an organized manner and within deadlines.</p> <p>Part 3- The ability to direct and motivate others.</p> <p>C- Cooperation and understanding between students</p>
	Teaching and learning methods
	<p>Giving lectures</p> <p>The and explain</p>

T Clear evaluation
Brother theory competitions
<p>D -General and transferable skills (other skills related to employability and personal development).</p> <p>D1The interview (which is a directed and mutual conversation between the social worker and the case)</p> <p>D2Providing students with high skills in conducting theoretical and field research.</p> <p>D3The skill of influencing others</p> <p>D4Observation and information recording skills</p>

The ac vomited		Learning outcomes Required	Unit name / Or the subject	Teaching method	How to Qim
Oh to		What is the problem? Social	What is the problem? Social	throw Lectures  Explanation and clarification	The tests T  Reports and Studies
The new		Preparatory conditions To the problem Social	circumstances prepared for the problem Social	throw Lectures	The tests T
Thah		Problem concept Social	Problem concept Social	Explanation and clarification	Reports and Studies
The end		features The problem Social	features The problem Social	throw Lectures	The tests T
etc yesterday		Types of problems Social	Types problems Social	the explanation And clarification	Reports and Studies
The Ads		Causes of problems Social	Reasons problems Social	throw Lectures	The tests T
The end		How to study problems Social	How to study problems Social	the explanation And clarification	Reports and Studies
The from		Measurement methods problems Social	Measurement methods problems Social	throw Lectures	The tests T
The said		Study levels problems Social	Levels study problems Social	the explanation And clarification	Reports and Studies
The		Difficulties that Obstacle to solution problems Social	Difficulties which object Problem solving Social	throw Lectures	The tests T
The di neBt		Research methods In a study problems Social	Research methods In a study problems Social	the explanation And clarification	Reports and Studies
The new neBt		style historical	style historical	throw Lectures	The tests T
Thah neBt		style sociologist	style sociologist	the explanation And clarification	Reports and Studies
The end neBt		style Psychology	style Psychology	throw Lectures	The tests T
etc yesterday neBt		perspective Pathology social	perspective Pathology social	the explanation And clarification	Reports and Studies

The s neBt Ads		disintegration theory social	disintegration theory social	throw Lectures	The tests T
The s neBt Send		Theory of change social	Theory of change social	the explanation And clarification	Reports and Studies
The s neBt From		conflict theory social values	theory Value conflict Social	throw Lectures	The tests T
The s neBt Sa'id		Deviance theory	theory deviation	Explanation and clarification	Reports and Studies
The s neBt Ron		Construction theory social	Construction theory social	throw Lectures	The tests T
Hell And N One		Some problems Social perspective Patients	some problems Social perspective Patients	the explanation And clarification	Reports and Studies
The s neBt And N New		crime problem	problem crime	throw Lectures	The tests T
The s neBt And N That		addiction problem On alcohol and drugs	addiction problem On alcohol and drugs	the explanation And clarification	Reports and Studies
The s neBt And N Send		problems Family	problems Family	throw Lectures	The tests T
The s neBt And N etc neBt Bon		Types of problems Family	Types of problems Family	the explanation And clarification	Reports and Studies
The s neBt And N Ads		Means and methods Problem solving Family	Means and methods Problem solving Family	throw Lectures	The tests T
The s neBt And N Send		Housing problems	problems Residential	the explanation And clarification	Reports and Studies
The s neBt And N From		population increase	increase Population	Lecturer T	The tests T
The s neBt And N Sa'id		poverty	poverty	the explanation clarification	Reports and Studies
Tuesday Thun		The problem of corruption	The problem of corruption	throw Lectures	The tests T
One Three Thun		problem slums	problem slums	the explanation And clarification	Reports and Studies
Than Three Thun		Divorce problem	Divorce problem	throw Lectures	The tests T

67-Infrastructure	
1 Required textbooks By	Social problems (Dr. Qais Al-Nouri)
2 Main References (Al (Exported)	<p>Dr. Gharbi Sabah</p> <p>Dr. Sahar Mabrouk - Dr. Abeer Faisal</p> <p>Baha' al-Din Khalil Turkiya</p>
A books and references Recommended (scientific journals, research Th, surveys)	<p>Journal of Social Sciences - Kuwait</p> <p>The impact of social networking sites on developing responsibility Socializing among youth</p> <p>(Dr. Hosni Awad)</p> <p>Bayt Al-Hikma Journal - for Social Studies</p>
b Electronic references , websites....	<a href="https://www.b-sociology.com">https://www.b-sociology.com</a>

68 Course Development Plan For study
<p>Use of technical means and Technology for teaching the curriculum</p> <p>Preparing a curriculum for teaching the topic Social Words</p> <p>Relying on visits Field trips to institutions and the role of the state to familiarize the student with the importance of the practical aspect of the course</p>



Course Description Form

Course: English Texts and Concepts

Stage: Second

This course description is a brief summary of the most important characteristics of the course and the learning outcomes expected of the student, demonstrating whether he has achieved the most of the learning opportunities available. These must be linked to the program description.

Educational institution	University of Baghdad
Scientific Department / Center	Social Service / College of Education for Girls
Course Name/Code	<b>217 SWCT</b> English texts and concepts
Available attendance forms	- My presence
semester/year	annual
Number of study hours ( (kidney)	80
Date this description was prepared	10/1/2024
Course objectives	
Introducing students to concepts	English terms
Providing students with a total	A lot of basic information and concepts in English
Providing students with background	A lecture on the objectives, characteristics and principles of sociology and social work in English.
information about the trend	Modern at the sub-unit level.
Developing the national spirit and Ethical approach to professional preparation of the social worker	

Providing students with the skill of To research and scientifically participate in preparing and presenting scientific material on personal development, social interaction and social leadership.

brainCourse syllabus, teaching, learning and assessment methods	
Oh Cognitive Dave	A-
<p>A1- Allowing the accumulation of scientific knowledge in the way of working with cases.</p> <p>A2- The social worker practices his work according to a theoretical framework that guides his work with his clients in a scientific manner.</p> <p>A3- Achieving professional goals in customer care and professional development.</p> <p>A4- The social worker's understanding of the human being as an individual or a member of multiple social systems, beginning with the family and ending with the larger society.</p> <p>A5- Assessing the client's situation and diagnosing him accurately to be able to interpret all problems and link their manifestations together.</p> <p>A6- Increasing the individual's ability and effectiveness in performing his social functions</p>	
for Program skill objectives	
for- The student's knowledge of basic English concepts and terms in sociology and social work.	
for- The student's ability to evaluate the importance of concepts in developing and advancing societies.	
for- Enabling students to understand the basic terms and concepts in the English language and to identify the most important treatments.	
Teaching and learning methods	
<p>The and explain</p> <p>Fly Model view</p> <p>Fly Lecture note</p>	
Evaluation methods	
Brothe Theory competitions	
Meet and studies	

<p><b>C-</b> Emotional and value goals.</p> <p>Part 1- Work effectively and actively within the group.</p> <p>Part 2- Effective time management and prioritization with the ability to work in an organized manner and within deadlines.</p> <p>Part 3- The ability to direct and motivate others.</p> <p><b>A4</b> Cooperation and understanding between students</p>
Teaching and learning methods
<p>The and explain</p> <p>FlyModel view</p> <p>FlyLecture note</p>
T Clear evaluation
<p>BrotherTheory competitions</p> <p>Meet and studies</p>
<p><b>D</b> General and transferable skills (other skills related to employability and personal development).</p> <p><b>D1</b> The interview (which is a directed and mutual conversation between the social worker and the case)</p> <p><b>D2</b> Acquiring the capabilities of adaptation and cognitive performance</p> <p><b>D3</b> The skill of influencing others</p> <p><b>D4</b> Observation and information recording skills</p>

structure the decision					
The actor for And	Elsa Aat	Exit T Required	The name of the actor The topic A	road education	road And Evaluation
day One	2	Certificate of the OEOS	Concepts and In the language English	throw Past at the explanation and Clarification H	Hide at Reports and The student SA T

infrastructure	
Required textbooks	English Terminology and Concepts, Melp The Hague Abdul Hussein Professor Al/Syllabus
Main references (Al-Mas (Turn)	Dictionary of Sociological Terms by Gilles Ferriol
Scientific books and references, reports, etc. It was published by (magazines)	Reports and research in English.
Electronic references, Mo Internet reality,.....	<a href="http://ftp.iza.org/dp3485.pdf">http://ftp.iza.org/dp3485.pdf</a>

Curriculum development plan sorrow
<p>Use of technical means and Technology for teaching the curriculum</p> <p>Preparing a teaching curriculum for the social worker's role in practice</p> <p><b>Relying on visits</b> Field trips to institutions and the role of the state to familiarize the student with the importance of the practical aspect of the course</p>

## Course Description Form

Course: Crimes

Stage: Third

Course description provides This is a brief summary of the most important course features and the learning outcomes expected of the student, demonstrating the maximum benefit they will get from the available learning opportunities. It must be linked to the program description.

Educational institution	University of Baghdad
Academic Department / KZ	meeting
Course Name / Course	326 SWC
Code Forms of Attendance	My presence
semester/year	annual
Number of hours The data (kidney)	hour per year 32
this recipe was prepared F	10/1/2024
<p>Definition of female students For me: Course objectives</p> <p>The concept of crime and Gathered</p> <p>The impact of societal variables Contributing to the increase in crime within society</p> <p>Scientific research methods In criminology and penology</p> <p>The most important methods of Hadith</p> <p>The role of the researcher in Social work in correctional institutions.</p> <p>developing the course outcomes Raaiq Teaching, Learning and Assessment.</p> <p>A- Cognitive objectives</p> <p>A1- Identify the t Slavery and modern reform methods.</p> <p>A2- Identify the most important Theories and fields of reform.</p> <p>A3- Identify the strength Prepare and conduct repairs</p> <p>A4- Identify the Cal and models of reform programs</p> <p>B - Main objectives Course specification</p> <p>B1 - Identify The most important skills of a social researcher</p>	

<b>B2 - Identify</b> The roles of social researchers in reform institutions.
Teaching and learning methodsdid not
<p>Explanation and clarification.</p> <p>Preparing reports on the I lost the course</p> <p>Giving the lecture with    Mention examples and evidence related to the topic.</p> <p>Use of the method of grant    Discuss and debate the topics assigned for the curriculum vocabulary, while giving students the opportunity to express themselves.</p> <p>About their opinions.</p>
Evaluation methods
<p>Theoretical tests .</p> <p>Number of reports and researchAnd the documents that depend on external sources for topics by students.</p>
<p><b>C- Conscious goals</b>    Value and value</p> <p>A1-A1- The training will be    It is implemented effectively, actively and in a flexible manner within the curriculum for the group of students in the department.</p> <p>A2- Respecting time    Seriously manage the lecture and ensure accurate delivery of information.</p> <p>A3-Work on orientationAnd motivate students to visit libraries for research and access to resources.</p> <p>A4- Following the method    Cooperating and assisting students to help them accept information and adhere to it.</p> <p>Criminology and the science Punishment, Jamal Ibrahim Al-Haidari, Sociology of Crime, Ihsan Muhammad Al-Hassan, Reforming Criminals, Abdul of the Jabbar Arim, origins    Criminology Raouf Obaid, Principles of Criminology and Punishment, Muhammad Shalal Habib, Criminology, Fatiha Al-Jumaili...</p>
Teaching and learning methodsdid not
<p>Follow the explanation method    Discussion and dialogue.</p>

View Method Followers The topic is explained through examples and evidence.

The lecture style A study of social phenomena in Iraqi society.

Use of social media I called.

Evaluation methods

Theoretical tests. And 1-

Number of reports and research And that depends on external sources for topics by students. 2-

.) D - General skills Transferable skills and qualifications (other skills related to employability and personal development

D1-D1-Interview and Interview Collective interactions between teachers and students.

D2-Empowering female students From compatibility and cognitive performance.

D3- The ability to influence He cares about others.

D4- Adopting a method Observe and record information.

Course structure					
A no S for and A	the S A A A T	Exit T learning Required	Name of business / Or the subject	road And Education M	road Evaluation
Y and M and A H D		Bachelor's S	Science ngram And the punishment for	throw The eras D Saw evil H Walto D Yes	Hiding Saw Reports R And the study Sat
infrastructure					
The prescribed books Loop1			Criminology		
)- Main references (Sources2			Abdul Jabbar Arim. Criminology. Ahmed Khanjar Al-Khazabi behavior		

	Crime and the factors affecting it. Ahmed Lotfy El Sayed Mar Crime and Punishment
Books and references Recommended Tea Scientific journals ( , research, survey Aat	Samia Al-Saati, Women's Crimes. Abdel-Azim Morsi, and the Science of R. Criminology Penology, Criminology and Punishment. Raouf Obaid. The Origins of and knowledge Crime and Punishment, Criminology and Punishment, Gamal Ab, Rahim Al-Haidari Sociology of Crime, Ihsan Muhammad Al-Hassan, Islah Al-Jabbar criminals, slave Areem, The Origins of Criminology, Raouf Obaid, The Origins of to Criminology Punishment, Muhammad Shalal Habib, Criminology, Fatiha Al-Jamm Y for me ...
B electronic references Intention, sites . . . . the Internet	<a href="http://library.alistiqlal.edu.ps/page-4-phttar.html">s://library.alistiqlal.edu.ps/page-4 - phttar.html</a>  <a href="https://Download/Principles of Criminology/ketabpedia.com">/Download/Principles of Criminology/ketabpedia.com</a> <a href="https://.2">https://.2</a>

Headquarters development planThe study aims to use modern methods to teach the subject, and to qualify the student to practice her specialty within the community. and allow her to appoint In various social institutions, increase field visits to reform institutions and state institutions.	
- Relying on the source Modern management.	



Course: Social Change

Stage: Third

This course description is a brief summary of the most important characteristics of the course and the learning outcomes expected of the student, demonstrating whether he has achieved the most of the learning opportunities available. These must be linked to the program description.

Educational institution	College of Education for Girls
Scientific Department / Center	meeting
Course Name/Code	<b>328 SWSC</b> Social change
Available attendance forms	My presence
semester/year	annual
Number of study hours ( (kidney)	80
Date this description was prepared	10/1/2024
Course objectives	
Introducing students to concepts	Terms for social change in English
Providing students with a set of	Basic information and concepts of social change in English
Providing students with a scientific	About the goals, characteristics and principles of social change in English
background and familiarizing students with	Modern at the sub-unit level.
Developing the national spirit and Ethical attitude towards professional preparation.	
Providing students with the skill of Research and scientific participation in preparing and presenting scientific material on personal development, social interaction and social leadership.	

Course syllabus, teaching, learning and assessment methods

Oh Cognitive Dave	A-
A1-	Allowing the accumulation of scientific knowledge in the way of working with cases.
A2-	The social worker practices his work according to a theoretical framework that guides his work with his clients in a scientific manner.
A3-	Achieving professional goals in customer care and professional development.
A4-	The social worker's understanding of the human being as an individual or a member of multiple social systems, beginning with the family and ending with the larger society.
A5-	Assessing the client's situation and diagnosing him accurately to be able to interpret all problems and link their manifestations together.
A6-	Increasing the individual's ability and effectiveness in performing his social functions
for Program skill objectives	
for-	The student's knowledge of the concepts and terminology of social change in basic English, sociology and social work.
for-	The student's ability to evaluate the importance of concepts in developing and advancing societies.
for-	Enabling students to understand the basic terms and concepts of social change in the English language and to identify the most important treatments.
Teaching and learning methods	
The and explain	-
Fly Model view	-
Fly Lecture note	-
Evaluation methods	
Brothe Theory competitions	1-
Meet and studies	2-
C- Emotional and value goals.	
Part 1- Work effectively and actively within the group.	
Part 2- Effective time management and prioritization with the ability to work in an organized manner and within deadlines.	
Part 3- The ability to direct and motivate others.	
A4-	Cooperation and understanding between students

Teaching and learning methods		
Theory and explain	-	
Model view	-	
Lecture note	-	
Clear evaluation		
Theory competitions	1-	
Meet and studies	2-	
<p>D General and transferable skills (other skills related to employability and personal development).</p> <p>D1 The interview (which is a directed and mutual conversation between the social worker and the case)</p> <p>D2 Acquiring the capabilities of adaptation and cognitive performance</p> <p>D3 The skill of influencing others</p> <p>D4 Observation and information recording skills</p>		

#### Academic Program Description

The academic program description provides a concise summary of the program's key features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available opportunities. It is accompanied by a description of each course within the program.

the Educational Foundation	University of Baghdad
the Specific Department / Center	College of Education for Girls / Department of Sociology
S M academic or professional program	Social statistics
S Final Certificate	Bachelor's

the Academic system:	annual
SNoi / Decisions / Other	
Barred Certification Program	nothing
the external influences	Training courses - field visits
Socription setting date	10/1/2024
Yes Academic Program	
1 Providing the student with a set of basic concepts and information for social statistics.	
2- Capacity development through interactive and integrated adoption to prepare qualified individuals in the field of statistics and quantitative analysis.	
3- Introducing the student to the difference between the scientific method (scientific approach) and the statistical method (statistical approach).	
4- Providing students with research and participation skills through the use of e-learning and teaching methods in social statistics.	
5- Introducing the student to the best statistical methods and laws used in social research.	
6 Providing the student with information about research tools (data collection sources)	

Required program outcomes, teaching, learning and assessment methods
Acognitive objectives.
A1 Providing the student with scientific knowledge of the importance of social statistics in collecting facts about various phenomena.
A2 Investigating the theories, methods and tools of statistics to draw conclusions from quantitative data.
A3 Enabling the student, social researcher, or specialist in social sciences to use numbers to present them with a set of observations related to the phenomenon being Withed.
A4 The student uses statistical tools to summarize his ideas and express them in a specific way.
A5 Acquire the skill of planning for a better economic life.
A6 Raising awareness of the importance of social statistics as an integrated science that includes the scientific method necessary to investigate the facts of phenomena and draw conclusions.

<p>for Program skill objectives:</p> <p>for The student's knowledge of the concept of social statistics.</p> <p>for Enabling the student to understand the research tools (data collection sources)</p> <p>for Enhancing the student's ability to classify and tabulate statistical data.</p>
Teaching and learning methods
<p>Explanation and clarification</p> <p>The method of presenting the topics assigned in the vocabulary of the social statistics curriculum, the lecture method, with examples and evidence of the topic</p> <p>The method of discussion and dialogue on the topics assigned to the vocabulary of the social statistics curriculum and giving the student the opportunity to express his opinion freely</p> <p>Involving female students in workshops, courses, and scientific seminars related to the vocabulary of the social statistics curriculum.</p>
Evaluation methods
<p>- For theory tests</p> <p>-</p> <p>the reports and research to enrich the material and curriculum with secondary sources</p>
<p>C- Emotional and value goals:</p> <p>A1- Using a flexible and democratic approach that depends on involving the largest possible number of students.</p> <p>C2- Respect the lecture time and ensure that its goal is to deliver useful and valuable information.</p> <p>C3- Directing and motivating the student to review other sources to obtain complete information.</p> <p>A4- Enhancing and creating a spirit of cooperation among students with the aim of encouraging them to collect facts.</p>
Teaching and learning methods
Explanation and clarification

Presentation of the topics covered in the Social Statistics Curriculum  
using the Computer  
**Internet use**

Evaluation methods

1- Theoretical tests

2- Preparing reports and research with the aim of enriching the curriculum vocabulary with secondary sources on the same topic.

D General and transferable skills (other skills related to employability and personal development).

D1 Preparing and formulating programs to enhance skills using statistical methods.

SS (D2- Qualifying skills to enable the student to use statistical programs, the most important of which are (SP

D3 Group meetings to encourage students to discuss and gain the greatest amount of information.

D4- Delivering useful information to the extent that it influences others.

Teaching and learning methods

1 -Explanation, discussion and dialogue

2-Give examples and evidence from real life

3-Use of modern technological means

3- Internet use

Evaluation methods

1-Theoretical tests

2-Reports and research to enrich the material with external sources

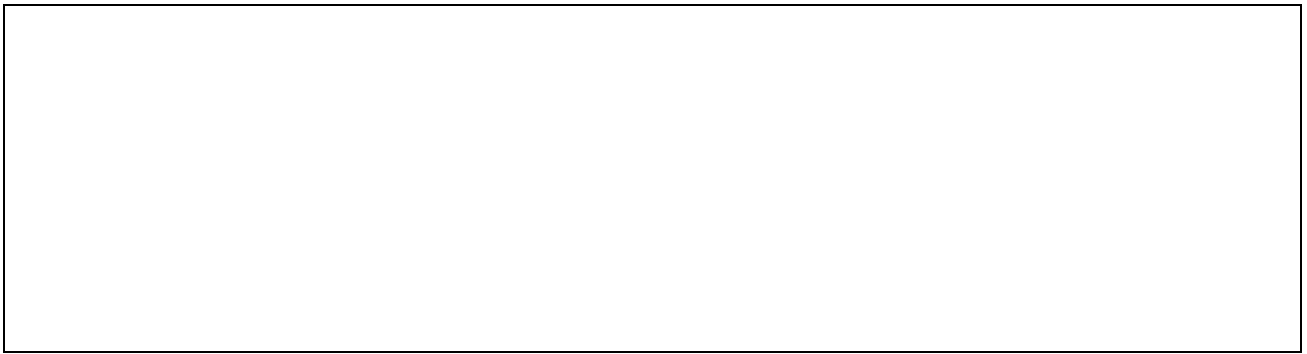
broThe program

pain Thead		Course code Or the course	Headquarter name The course	R or watches Approved	
Thgum		W3SSO2 S20	Dr. Saadi Hamoudi (a) meeting and its applications  Lecturer Statistics meeting (A.M.D.Mr. Face appearance Abbas)	My theory 3	practical Courses Training And Ziyara Field trip

the  
Personal development planning

<p>1- Respect the lecture time and try to convey useful information.</p> <p>2- Guiding and motivating students to use libraries and access other resources.</p> <p>3- Encourage the student to cooperate and help others.</p>
<p><b>M</b>ission Standard (setting regulations for admission to a college or institute)</p> <p>1- Central admission</p> <p>2- The interview</p> <p>3- Average</p>
<p><b>Yes</b> Sources of information about the program</p> <p>1- Dr. Saadi Shaker Hamoudi (Social Statistics and its Applications)</p> <p>1- Social Statistics Lectures prepared by (Assistant Professor Dr. Marwa Mazhar Abbas) for the academic year</p>





Curriculum Skills Map

Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.

				Required learning outcomes of the program															
year / The one who is Wii	code The decision	SM the included	essential  Or my choice	Cognitive objectives				Skill goals Program specific				The goals C and the value				the General and qualifying skills the transferred  (Other skills related to for the employment and development the effective)			
																			D4
202 1- 202 2  The third Th	SO2W 3SS20	la ts State sic	As AY																


## Course Description Form

### Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

Educational institution	University of Baghdad
Scientific Department / Center	Department of Sociology - College of Education for Girls
Course Name/Code	SO2W3SS20
Available attendance forms	Weekly - In-person
semester/year	annual
Number of study hours (total)	51 hours per year
Date this description was prepared	10/1/2024
Course objectives	
A- Cognitive objectives.	
A1- Providing the student with scientific knowledge of the importance of social statistics in collecting facts about various phenomena.	
A2- Investigating the theories, methods and tools of statistics to draw conclusions from quantitative data.	
A3- Enabling the student, social researcher, or specialist in social sciences to use numbers to present them with a set of observations related to the phenomenon being studied.	
A4- The student uses statistical tools to summarize his ideas and express them in a specific way.	
A5- Acquiring the skill of planning for a better economic life	
A6- Enhancing awareness of the importance of social statistics as an integrated science that includes the scientific method necessary to investigate the facts of phenomena and draw conclusions.	


Course outcomes, teaching, learning and assessment methods
<p>A- Cognitive objectives</p> <p>A1- Providing the student with scientific and practical knowledge of the importance of social statistics.</p> <p>A2- Achieving the objectives of benefiting from the application of social statistics in daily life</p> <p>A3- Developing the social worker's skill in practicing social statistics tools and methods.</p> <p>A4- Raising awareness of the importance of using modern methods in social statistics</p> <p>A5-</p> <p>A6-</p>

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<p>B - Course specific skill objectives</p> <p>B1 - The student's knowledge of the importance of social statistics</p> <p>B2 - Enabling the student to understand the difference between the scientific method and the statistical method.</p> <p>B3 - Enhancing the student's ability to demonstrate the importance of social statistics in planning daily life.</p>
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Teaching and learning methods
<p>1- Explanation and clarification</p> <p>2- Preparing reports and research on the topics of the prescribed curriculum.</p> <p>3- Use the method of discussion and dialogue and allow room for the free expression of opinions.</p>
Evaluation methods
<p>1- Theoretical tests</p> <p>2- Reports and research that rely on secondary sources.</p>
<p>C- Emotional and value goals</p> <p>A1- Teaching should be within the curriculum effectively and actively, with the participation of the largest number of students.</p> <p>A2- Respect the lecture time and try to convey useful information.</p> <p>A3- Motivating and guiding students to rely on other secondary sources, reinforced by visiting libraries.</p> <p>A4- Adopting a method of cooperation and assistance among students to accept information and guidance.</p>
Teaching and learning methods
<p>1- Explanation and clarification</p> <p>2- Giving lectures with examples and evidence from daily life.</p> <p>3- Using the discussion and dialogue method on topics related to the vocabulary of the social statistics curriculum.</p>

### 1- Theoretical tests

2- Preparing reports and research to enrich the curriculum with secondary sources.

D - General and transferable skills (other skills related to employability and personal development).

D1-Organizational skills

D2- Guidance skills

D3- Self-reliance skills

D4- Planning skills

Course structure					
The week And	Elsa Aat	Learning outcomes Required	Unit name/or the topic	road education	road Evaluation
1-	3	The concept of statistics social	The concept of statistics social	throw lecturer Saw  Discussion the explanation And ablation Yes	Test at Orality - Editing Yes  And the reports R
2-	3	scientific method (scientific method)	scientific method (scientific method)	throw lecturer Saw  Discussion the explanation And ablation Yes	Test at Orality - Editing Yes  And the reports R
3-	3	Statistical method (Statistical method)	The method Statistics (methodology) Statistician	throw lecturer Saw  Discussion the explanation And ablation Yes	Test at Orality - Editing Yes  And the reports R
4-	3	tools Research (collection sources) Data)	Search tools (Sources of collection Data)	throw lecturer Saw  Discussion the explanation And ablation Yes	Test at Orality - Editing Yes  And the reports R
5-	3	Classification and tabulation Statistical data	Classification and tabulation Statistical data	throw lecturer Saw  Discussion the explanation And ablation Yes	Test at Orality - Editing Yes  And the reports R
6-	3	Form Statistics and how Its design	Form Statistics and how Its design	throw lecturer Saw  Discussion the explanation	Test at Orality - Editing



				And ablation <b>Yes</b>	<b>Yes</b>  And the reports <b>R</b>
7-	3	Graphic display (For graphs)	Graphic display (For graphs)	throw lecturer <b>Saw</b>  Discussion the explanation And ablation <b>Yes</b>	<b>Test</b> <b>at</b> Orality - Editing <b>Yes</b>  And the reports <b>R</b>
8-	3	In case of values Classified (listed) polygon-curve	In case of values Classified (listed) polygon-curve	throw lecturer <b>Saw</b>  Discussion the explanation And ablation <b>Yes</b>	<b>Test</b> <b>at</b> Orality - Editing <b>Yes</b>  And the reports <b>R</b>
9-	3	In the case of ungrouped values (columns) Graphical-sectors circular-line (Biannual)	In the case of ungrouped values (columns) Graphical-sectors circular-line (Biannual)	throw lecturer <b>Saw</b>  Discussion the explanation And ablation <b>Yes</b>	<b>Test</b> <b>at</b> Orality - Editing <b>Yes</b>  And the reports <b>R</b>
10-	3	Advantages and disadvantages <b>Charts</b>	Advantages and disadvantages <b>Charts</b>	throw lecturer <b>Saw</b>  Discussion the explanation And ablation <b>Yes</b>	<b>Test</b> <b>at</b> Orality - Editing <b>Yes</b>  And the reports <b>R</b>
11-	3	Comprehensive registration and samples	Comprehensive registration and samples	throw lecturer <b>Saw</b>  Discussion the explanation And ablation <b>Yes</b>	<b>Test</b> <b>at</b> Orality - Editing <b>Yes</b>  And the reports <b>R</b>
12-	3	<b>Basic steps</b> To design the sample	<b>Basic steps</b> To design the sample	throw lecturer <b>Saw</b>  Discussion the explanation And ablation <b>Yes</b>	<b>Test</b> <b>at</b> Orality - Editing <b>Yes</b>  And the reports <b>R</b>

					R
13-	3	Types of samples	Types of samples	throw lecturer <b>Saw</b>  Discussion the explanation And ablution <b>Yes</b>	Test at Orality - Editing <b>Yes</b>  And the reports <b>R</b>
14-	3	propensity measures <b>Central</b>	propensity measures <b>Central</b>	throw lecturer <b>Saw</b>  Discussion the explanation And ablution <b>Yes</b>	Test at Orality - Editing <b>Yes</b>  And the reports <b>R</b>
15-	3	arithmetic mean	arithmetic mean	throw lecturer <b>Saw</b>  Discussion the explanation And ablution <b>Yes</b>	Test at Orality - Editing <b>Yes</b>  And the reports <b>R</b>
16-		The mediator	The mediator	throw lecturer <b>Saw</b>  Discussion the explanation And ablution <b>Yes</b>	Test at Orality - Editing <b>Yes</b>  And the reports <b>R</b>
17-	3	The loom	The loom	throw lecturer <b>Saw</b>  Discussion the explanation And ablution <b>Yes</b>	Test at Orality - Editing <b>Yes</b>  And the reports <b>R</b>

infrastructure

Required textbooks

Textbook and workbook

Main References (Sources)	<p>1- Dr. Saadi Shaker Hamoudi (Social Statistics and its Applications)</p> <p>2- Social Statistics Lectures prepared by (Assistant Professor Dr. Marwa Mazhar Abbas) for the academic year</p>
Recommended books and references (scientific journals, reports, etc.)	nothing
Electronic references, websites,.....	nothing
Curriculum Development Plan	
<p>Using modern technical means to teach the course material</p> <p>Preparing practical lectures to implement the course curriculum</p> <p>The brand participates in courses, workshops and scientific seminars to introduce students to the importance of the field aspect in social research.</p>	

Course structure					
The week And	Elsa Aat	Learning outcomes Required	Unit name/or the topic	road education	road Evaluation
day one	2	Bachelor's degree	social change In English	throw Past at  the explanation and Clarification H	Test at  Reports and The studies T

infrastructure	
Required textbooks	Jeremy Greenwood
Main References (Sources)	Social change
Recommended books and references (scientific journals, reports, etc.)	Reports and research in English.
Electronic references, websites,.....	<a href="https://www.princeton.edu/socioig/pdf/change.4.pdf">www.princeton.edu/socioig/pdf/change.4.pdf</a> https://

Curriculum Development Plan
<p>Using technical and technological means to teach the curriculum</p> <p>Preparing a teaching curriculum for the practical practice of social workers</p> <p>Relying on field visits to institutions and state institutions to familiarize the student with the importance of the practical aspect of the course</p>

Course Description Form

Course: Social Fields

Stage: Third

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.;

Educational institution	University of Baghdad	
Scientific Department / Center	Social service fields	
Course Name/Code	<b>337SWFSS-Social service fields</b>	
Available attendance forms	Weekly - In-person	
semester/year	annual	
Number of study hours (kidney)	72 hours	
Date prepared Description	10/1/2024	
Course objectives		
Introducing the student to the historical developments witnessed in the fields of social service		
Providing the student with a set of basic information and concepts in the fields of social service		
Providing the student with a scientific background in the fields of social service		
Introducing the student to modern trends and methods in the fields of social service		
Providing students with professional skills in the fields of social service		
Developing intellectual capacities and capabilities towards professional preparation for the social worker		
Providing the student with the skill of research and scientific participation in preparing and presenting scientific material to develop personality in the fields of social service.		

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Course outcomes, teaching, learning and assessment methods	
<p>A- Cognitive objectives</p> <p>A1- Providing the student with scientific knowledge of the importance of studying the fields of social service.</p> <p>A2- Achieving the goals of social service within the framework of understanding the fields of social service</p> <p>A3- The specialist practices his professional work in the fields of social service.</p> <p>A4- The specialist's awareness of his professional work in the fields of social service</p> <p>A5- The individual's understanding of the nature of the characteristics and traits of the social worker.</p> <p>A6- Enhancing awareness of the importance of understanding modern approaches to social service fields.</p>	
<p>B - Course specific skill objectives.</p> <p>B1 - The student's knowledge of the concept of professional practice applications in the fields of social service.</p> <p>B2 - Enabling the student to understand the characteristics of activities and functions in the fields of social service.</p> <p>B3 - Enhancing the student's ability to evaluate the importance of social service fields and areas</p>	
Teaching and learning methods	
Explanation and clarification.	1-
Preparing reports on assigned topics	2-
Delivering a lecture, giving examples and evidence related to the topic.	3-
Using the discussion and dialogue method on the topics assigned to the curriculum vocabulary, while giving students the opportunity to express their opinions.	4-
Evaluation methods	

### 1- Theoretical tests

2- Reports and research that depend on external sources for topics by students.

### 3- Daily tests

#### C- Emotional and value-based goals

A1- Teaching should be within the curriculum, in an effective, active and flexible manner for the group of students in the department.

A2- Respecting time in lectures, managing the class seriously, and ensuring accurate delivery of information.

A3- Working on directing and motivating female students to visit libraries for research and access to resources.

A4- Adopting a cooperative and helpful approach with students with the aim of helping them accept information and adhere to it.

#### Teaching and learning methods

Explanation and clarification. Live and online.

Preparing reports on assigned topics

Delivering a lecture, giving examples and evidence related to the topic.

Using the discussion and dialogue method on the topics assigned to the curriculum vocabulary, while giving students the opportunity to express their opinions.

#### Evaluation methods

### 1-Theoretical tests

2- Preparing reports and research that depend on external sources for topics by students.

#### D - General and transferable skills (other skills related to employability and personal development).

##### D1- Planning skills

D2-Organizational skills

##### D3- Guidance skills

D4- Supervisory skills

D5-Professional skills

## 47. Course structure

week		Learning outcomes Required	Unit name / Or the subject	Teaching method	Evaluation method
the first		Introduction to the study Service fields Social	Entrance to Study fields Service Social	throw Lectures  Explanation and clarification	Tests  Reports and Studies
the second		Service Social in Family field  and childhood	Service Social in Family field  and childhood	throw Lectures	Tests
the third		Service Social in Family sphere	Service Social in field  Prisoners	Explanation and clarification	Reports and Studies
Fourth		Service concept school	Service concept school	throw Lectures	Tests
Fifth		Philosophy and goals Service Social	Philosophy and goals Service Social	the explanation And clarification	Reports and Studies
Sixth		Service role Social in  Functional realization school	Service role Social in  Functional realization school	throw Lectures	Tests
Seventh		Service Social in Youth field	Service Social in Youth field	the explanation And clarification	Reports and Studies
The eighth		concept of care youth	concept of care youth	throw Lectures	Tests
Ninth		Youth care characteristics	Youth care characteristics	the explanation And clarification	Reports and Studies
tenth		Youth problems	problems youth	throw Lectures	Tests
atheistic ten		Service role Social in Youth Care	Service role Social in Youth Care	the explanation And clarification	Reports and Studies
the second ten		Service Social in Labor field		throw Lectures	Tests
the third ten		Service concept Social Labor	Service concept Social Labor	the explanation And clarification	Reports and Studies
Fourth ten		Services Social in Labor field	Services Social in field Labor	throw Lectures	Tests
Fifth		Service role	Service role	the explanation	Reports and



ten		Social in Labor field	Social in field Labor	And clarification	Studies
Sixth ten		Service Social in Family sphere	Service Social in field Prisoners	throw Lectures	Tests
Seventh ten		The concept of family	The concept of family	the explanation And clarification	Reports and Studies
The eighth ten		Jobs And the family's components	Jobs and components family	throw Lectures	Tests
Ninth ten		Service role Social in Family sphere	Service role Social in field Prisoners	Explanation and clarification	Reports and Studies
Twenty		Service Social in Field of events	Service Social in Field of events	throw Lectures	Tests
One And the tenth N		Event concept	Event concept	the explanation And clarification	Reports and Studies
the second And the tenth N				throw Lectures	Tests
the third And the tenth N				the explanation And clarification	Reports and Studies
Fourth And the tenth N		Contributions and methods Service Social in Field of events	Contributions Service methods Social in Field of events	throw Lectures	Tests
The fifth twenty		Deviation factors Events	Factors deviation Events	the explanation And clarification	Reports and Studies
Sixth And the tenth N		Service Social in Care field childhood	Service Social in Care field childhood	throw Lectures	Tests
Seventh And the tenth N		Child care From the perspective of Service Social	Child care From the perspective of Service Social	the explanation And clarification	Reports and Studies
The eighth And the tenth N	3	Childhood problems	problems childhood	Lecturer T	Tests
Ninth And the tenth N		Care institutions childhood	Institutions Child care	the explanation clarification	Reports and Studies
thirty		Service Social in medical field	Service Social in medical field	throw Lectures	Tests
one Thirty		Service Social in Elderly care	Service Social in Elderly care	the explanation And clarification	Reports and Studies
two Thirty		problems old age	problems old age	throw Lectures	Tests

three Thirty		Service Social and development trend	Service Social And the trend Developmental	the explanation And clarification	Reports and Studies
four Thirty		Service Social in field of addiction	Service Social in field of addiction	throw Lectures	Tests
five Thirty		The concept of addiction	The concept of addiction	the explanation And clarification	Reports and Studies
week		Service role Social in field of addiction	Service role Social in field of addiction	throw Lectures	Tests

infrastructure	
1 Fields of social service	Social Service Fields Professor Dr. Talat Al-Sarouji Modern University Office
2 Main References (Sources)	Social Service Fields Professor Dr. Talat Al-Sarouji  Social Work and Areas of Professional Practice / Dr. Abdul Mohi Mahmoud Hast Saleh / 2014
Recommended books and references (scientific journals, research, surveys)	Social Service and Areas of Professional Practice Dr. Mahmoud Hassan Saleh Modern University Office
By electronic references, websites...	Social service fields <a href="http://www.elmarjaa.com">www.elmarjaa.com</a>

Curriculum Development Plan
Using technical and technological means to teach the curriculum  Preparing a teaching curriculum for the practical practice of social workers  Relying on field visits to institutions and state institutions to familiarize students with the importance of the practical aspect of the course.

Course Description: Social Policy

Stage Four

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

Educational institution	University of Baghdad
Scientific Department / Center	Social Service Department
Course Name/Code Available	/Social Policy 446SWSP
Attendance Formats	Weekly - In-person
semester/year	annual
Number of study hours (total)	hour per year32
Date this description was prepared	10/1/2024
<p>Introducing students to the course objectives</p> <p>The concept of social policy</p> <p>The impact of societal variables on the formulation of social policy</p> <p>Theories and rules of social policy formulation</p> <p>Models of global social policies</p>	
Course outcomes, teaching, learning and assessment methods	
<p>A- Cognitive objectives</p> <p>A1- Understanding the concept of social policy.</p> <p>A2- Identify the theories and principles of social policy.</p> <p>A3- Identifying the methods and tools for formulating social policies</p> <p>A4- Identifying the challenges and difficulties of formulating social policy</p>	
B - Course specific skill objectives	

B1 - Providing the learner with skills to understand the mechanism of formulating social policy.

B2 - Defining the roles of the social researcher in providing the data necessary for policy formulation

#### Teaching and learning methods

Explanation and clarification. 1-

Preparing reports on assigned topics 2-

Delivering a lecture, giving examples and evidence related to the topic. 3-

Using the discussion and dialogue method on the topics assigned to the curriculum vocabulary, while giving students the opportunity to express their opinions. 4-

#### Evaluation methods

Theoretical tests. 1-

Preparing reports and research papers based on external sources for topics by students. 2-

#### C: Emotional and value-based goals

A1-A1- Teaching within the curriculum is done effectively, actively and in a flexible manner for the group of students in the department.

A2- Respecting time in lectures, managing the class seriously, and ensuring accurate delivery of information.

A3- Working on directing and motivating female students to visit libraries for research and access to resources.

A4- Adopting a cooperative and helpful approach with students with the aim of helping them accept information and adhere to it.

#### Teaching and learning methods

Follow the method of explanation, discussion and dialogue. 1-

Follow the method of presenting the topic through examples and evidence.

2-

The lecture method is to review the social phenomena in Iraqi society.

3-

Use of the Internet.

4-

Evaluation methods

Theoretical tests.

1-

Preparation of reports and research papers based on external sources on topics by students.

2-

d) General and transferable skills (other skills related to employability and personal development)

D1-D1-Interview and group meetings between the instructor and the students.

D2- Enabling students to adapt and perform cognitively.

D3- The ability to influence others.

D4- Adopting the method of observation and recording information.

Course structure					
unless Curse and A	The s Yes T	Outputs learning Required	Unit name /or the topic	road education	road Evaluation
You M And end		Bachelor's	policy Social (Dr. Alaa Mohammed Rahim )	throw The eraser Co-wives the explanation Walto Sahih	Hiding Saw Reports R And the study Sat

infrastructure					
Required textbooks1					
) - Main references (sources)2					
Recommended books and references: scientific journals, research, surveys. )			•		
B electronic references, websites ... the Internet					

Curriculum Development Plan
<p>- Relying on modern sources.</p>

#### Academic Program Description

This academic program description provides a concise summary of the program's key features and the learning outcomes the student is expected to achieve, demonstrating whether the student has made the most of the opportunities available. It is accompanied by a description of each course within the program.

Educational institution	University of Baghdad
Scientific Department / Center	College of Education for Girls
Name of academic or professional program	social psychology
Final Certificate Name	Bachelor's
Academic system:	annual
Annual/Courses/Other	

Accredited Certification Program	nothing
Other external influences	Training courses - field visits
Description preparation date	10/1/2024
Academic program objectives	
Introducing students to the nature of social psychology, its fields and importance.	
Providing students with the most important methods used in social psychology and training them on how to conduct field interviews to study the subjects.	
Introduction to the most important scientific theories used in social psychology.	
Introducing students to the phenomena of collective behavior in society and its types.	
Providing students with the concepts of social interaction, socialization, its institutions and purpose, and many concepts such as trends, groups, values, social roles, rumors, and public opinion.	
Definition of social diseases, their causes and prevention.	
Developing the national spirit and moral values towards the professional preparation of the social worker.	
Providing students with the skills of research and scientific participation in preparing and presenting scientific material, personal development, social interaction and social leadership.	

Required program outcomes, teaching, learning and assessment methods
<p>Cognitive objectives</p> <p>A1-Knowledge of the basic principles of social psychology.</p> <p>A2- Providing information about socialization and its concept.</p> <p>A3- Understanding individual and collective behavior when interacting in society.</p> <p>A4- Providing theories that explain behavior to predict behavioral patterns before they occur.</p> <p>A5- Providing students with the skill to diagnose behaviors and phenomena and their signs of formation.</p>

## B - Program skill objectives

B1- Enabling students to think creatively, analyze, interpret, criticize, and investigate the concepts of the prescribed vocabulary about social phenomena and what they read or encounter in social life.

B2 - Training students on how to conduct field research and use research methods and approaches to study social psychology topics.

B3 - Acquire the necessary skills in using the concepts and principles of social psychology.

B4- Developing students' ability to evaluate the importance of social psychology and practice their work according to theoretical and field frameworks in a scientific manner.

Teaching and learning methods

Explanation and clarification

Preparing reports on assigned topics.

Lecture method with examples and evidence related to the topic. Self-learning method.

Educational workshops

Evaluation methods

Theoretical tests

Reports and studies

C- Emotional and value goals.

A1- Motivating students and creating motivation by linking the basic concepts in social psychology to social reality and interests. The issues raised and their involvement in collective action.

A2- Working actively, effectively, and organizedly, and having the ability to dialogue and discuss on an objective basis.

A3- Developing and improving analysis and inference, developing trends, and the ability to communicate with others.

A4- Working in a team spirit with efficiency, cooperation and understanding.

Teaching and learning methods

Explanation and clarification

Form view

Lecture method

Evaluation methods

Written and oral scientific and educational tests.



D - General and transferable skills (other skills related to employability and personal development).

D1- Learning scientific facts and theories and acquiring cognitive performance capabilities

D2- Qualifying, developing and motivating female students to express themselves, take up jobs and go out into the field.

D3- Instilling confidence in students to evaluate their skills, ideas, observation and influence others.

D4- Delivering information and expertise in the field of social psychology.

Teaching and learning methods

Explanation and clarification

Discussion

Use of the Internet

Evaluation methods

Theoretical tests

Reports and studies

Program structure

stage	Course code	Course name	Credit hours	
			theoretical	practical
Academic				
Second		social psychology	3	Visits Field

Planning for personal development

- Using modern methods to teach the curriculum.

- Relying on modern sources.

- Relying on field visits to governmental and private institutions to familiarize the student with the importance of the practical aspect of the course.

Admission Criteria (setting regulations for admission to a college or institute)

Central acceptance

Personal interview

Average

Curriculum Skills Map																			
Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.																			
				Required learning outcomes of the program															
Year / Level y	Course code	name <small>The decision</small>	essential  Or my choice	Cognitive objectives				Objectives <b>Special skills</b> <small>By program</small>				Affective goals <small>and the value</small>				General skills <small>And the transferred qualification</small> <b>Other skills</b> <small>(related to employability and personal development)</small>			
Second	SO2W2FC 13		essential																D 4

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infrastructure

1 Required textbooks

2 Main References (Sources)

Dr. Shafiq Radwan / Social Psychology. Dr.  
Maan Khalil Omar / Social Movements. Dr.  
Fouad Al-Sayed Al-Bahi / Social Psychology.  
Dr. Fawzia Al-Attiah / Introduction to the Study of Social Psychology.

Wadih Yassin Al-Takriti and others / Social Psychology. Dr. Abdel  
Moneim Shehata / Applied Social Psychology. Dr. Sami Mohsen  
Al-Khatatneh and Dr. Fatima Abdel Rahim Al-Nawasah / Social  
Psychology.

Recommended books and references  
(scientific journals, research, surveys)

By electronic references, websites...

## Curriculum Development Plan

Using technical and technological means to teach the curriculum

Preparing a teaching curriculum for the practical practice of social workers

Relying on field visits to institutions and state institutions to familiarize the student with the importance of the practical aspect of the course

## Course Description Form

Course: Philosophy

Stage: First

We seek, through explaining to students the methods of assessment and evaluation and describing how they support a definition of good teaching, describing to students the most important goals for learning and the challenges they face, and clarifying what the content, skills, or values are, and are characterized by the uniqueness and distinction of each person and reflecting contextual factors such as specialization, personal educational experiences, and the type of teaching and its requirements.

Educational institution	University of Baghdad
Scientific Department / Center	Meeting/College of Education for Girls
Course Name/Code	philosophy
Available attendance forms	weekly
semester/year	annual
Number of study hours (total)	76 annual hours
Date this description was prepared	1_10_2024
Course objectives	
Learn how to activate your educational ideas.	
- Learn how to develop your ideas about your teaching practices.	
Identify new innovations that have been added to the students.	
- Learn about the personal theory of learning.	
- Identify the role, roles and responsibilities of the student in this process.	
- Identify the variables that enhance the learner.	

- Discussing evaluation and assessment methods.

- The student is familiar with the learning objectives and challenges he faces.

Course outcomes, teaching, learning and assessment methods

#### A- Cognitive objectives

A1- Providing students with scientific knowledge to work with cases.

A2- Achieving the goals of social service within the framework of understanding sociology.

A3- The social worker practices his work according to a theoretical framework that guides his work with individuals in a scientific manner.

A4- The social worker's understanding of the human being as a member of multiple social systems that begin with the family and end with the larger society.

A5- Assessing and accurately diagnosing individual situations to be able to interpret problems.

A6- Enhancing the individual's ability and effectiveness in performing his social functions.

#### B - Course specific skill objectives.

for1- Introducing students to the concept of philosophy.

B2 - The student's ability to evaluate the importance of philosophy

B3- Enabling students to understand philosophy

Teaching and learning methods

- Explanation and clarification.

Lecture method.

- Self-learning.

- Educational workshops.

Evaluation methods

- The tests

- Oral exams.

- Reports and studies.

C- Emotional and value-based goals

A1- The ability to direct and motivate others.

A2- The ability to interact socially within different systems and frameworks and to work effectively and actively within the group.

A3- Enhancing the student's ability to achieve his goals and accomplish his tasks within the framework of his ability to manage himself.

A4- Cooperation and understanding to understand the impact of different environmental and societal conditions.

Teaching and learning methods

- Explanation and clarification

- Form view

Lecture method

E-learning.

Evaluation methods

Theoretical tests.

Oral exams.

Reports.

D - General and transferable skills (other skills related to employability and personal development).

D1- Planning skills

D2-Organizational skills

D3- Guidance skills

D4- Supervisory skills

Curriculum Development Plan

Preparing a curriculum book for the subject.

Using modern technical means and technology in teaching the subject.



Conducting field visits to institutions to familiarize students with the importance of the practical aspect of the subject.

#### Academic Program Description

This academic program description provides a concise summary of the program's key features and the learning outcomes the student is expected to achieve, demonstrating whether the student has made the most of the opportunities available. It is accompanied by a description of each course within the program.

Educational institution	University of Baghdad
Scientific Department / Center	College of Education for Girls / Department of Sociology
Name of academic or professional program	Social Service and Communication
Final Certificate Name	Bachelor's
Academic system:	annual
Annual/Courses/Other	
Accredited Certification Program	nothing
Other external influences	Training courses - field visits
Description preparation date	1_10_2024
Academic program objectives	
Providing students with a set of basic concepts and information about social service and communication.	
- Introducing students to social service and communication	
- Students acquire the skills of research, scientific participation, interactions and social relationships.	

Providing students with diverse and sequential vocabulary about social service and communication.
- Developing intellectual capacities and capabilities towards professional preparation for the social worker.
- Providing the student with the skill of research and scientific participation in preparing and presenting scientific material to develop the personality for leadership and planning in the institution.
- Achieving the scientific accumulation required for understanding, addition and adaptation.
- Striving to provide scientific material to increase students' desire to learn, understand and think.
- Developing the national spirit and moral values to prepare social specialists.

Required program outcomes, teaching, learning and assessment methods
<p><b>Cognitive objectives</b></p> <p>A1- Providing students with scientific knowledge of the importance of social service and communication.</p> <p>A2- Achieving the goals of the profession in caring for individuals and developing the profession.</p> <p>A3- The social worker practices his work according to a theoretical framework that guides his work with individuals in a scientific manner.</p> <p>A5- Enabling students to benefit from sociological theories and the importance of applying and employing them in real life.</p> <p>A6- Defining the development in the culture of society</p> <p>A7- Assessing and accurately diagnosing individual situations to be able to interpret problems</p> <p>A8- Increasing the individual's ability and effectiveness in performing his social functions.</p> <p>A9- Gaining basic information and ideas as well as objective experiences.</p>
<p><b>B - Program skill objectives</b></p> <p>B1 - Students' knowledge of the concept of social service and communication</p> <p>B2 - Students' ability to evaluate the importance of social service and communication</p> <p>B3 - Enhancing the student's ability to classify social groups</p>
Teaching and learning methods
<p>- Explanation and clarification</p> <p>- Form view</p> <p>Lecture method</p>

- Self-learning
- Educational workshops
Evaluation methods
- Theoretical tests
- Reports and studies
C- Emotional and value goals.
A1- Use a democratic and flexible approach by involving the largest number of students in the lecture.
A2- Respect the lecture time and ensure that its purpose is to convey useful information.
A3- Guiding and motivating students to review other sources related to the course curriculum.
A4- Creating a spirit of cooperation among students to increase their interaction during the lecture.
Teaching and learning methods
- Explanation and clarification
- Form view
- Lecture method with examples and evidence from daily life.
- Discussion and dialogue method on the approved topics of social service and communication vocabulary
- Students' participation in scientific workshops and seminars related to social life.
Evaluation methods
Theoretical tests
Reports and research to enrich the material and curriculum with secondary sources

D - General and transferable skills (other skills related to employability and personal development).
D1- Planning skills
D2-Organizational skills
D3- Guidance skills

D4- Supervisory skills

D5- The skill of influencing others

Teaching and learning methods

- Explanation and clarification
- Choosing a model for social problems in society
- Use of the Internet

Evaluation methods

- Theoretical tests
- Reports and studies

Program structure

stage Academic	Course code	Course name	Credit hours	
			theoretical	practical
Third	333 SW SSC	Social Service and Communication	4	-----

Planning for personal development
<ul style="list-style-type: none"> <li>- Teamwork within the work group effectively and actively in social service and communication.</li> <li>- Effective self-management within the framework of commitment to the basic processes of the curriculum.</li> <li>- Leadership: the ability to communicate with, direct and motivate others.</li> <li>- Effective time management and prioritization with the ability to work in an organized manner.</li> </ul>
Admission Criteria (setting regulations for admission to a college or institute)
<ul style="list-style-type: none"> <li>- Central acceptance</li> <li>- Personal interview</li> <li>- Average</li> </ul>
The most important sources of information about the program
<p>Communication Skills in Social Service: Theoretical and Practical Foundations / Dr. Najlaa Mohamed Saleh</p> <ul style="list-style-type: none"> <li>- Communication Skills in Social Service / Hiam Shaker Khalil</li> </ul>

Curriculum Skills Map																		
Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.																		
				Required learning outcomes of the program														
Year / Level	code <small>The decision</small>	name <small>The decision</small>	essential  or optional	Cognitive objectives	Objectives <b>Special skills</b> <small>By program</small>				Affective goals <small>and the value</small>				General skills <small>And the transferred qualification</small> <b>Other skills</b> <small>(related to employability and personal development)</small>					
2021- 2022/Third	333 SW SSC	service <b>Social</b> <small>And contact</small>	essential															D 4







# Academic Program Description

This academic program description provides a concise summary of the program's key features and the learning outcomes the student is expected to achieve, demonstrating whether the student has made the most of the opportunities available. It is accompanied by a description of each course within the program.

Educational institution	University of Baghdad
Scientific Department / Center	College of Education for Girls / Department of Sociology
Name of academic or professional program	sociology
Final Certificate Name	Bachelor's
Academic system:	annual
Annual/Courses/Other	
Accredited Certification Program	nothing
Other external influences	Training courses - field visits
Description preparation date	10/1/2024
Academic program objectives	
Providing students with a set of basic concepts and information about sociology.	
- Introducing students to social research methods (historical, comparative, statistical)	
- Students acquire the skills of research, scientific participation, interactions and social relationships.	
Providing students with diverse and sequential vocabulary about sociology, civilization, groups, and social class.	
- Developing intellectual capacities and capabilities towards professional preparation for the social worker.	
- Providing the student with the skill of research and scientific participation in preparing and presenting scientific material to develop the personality for leadership and planning in the institution.	
- Achieving the scientific accumulation required for understanding, addition and adaptation.	
- Striving to provide scientific material to increase students' desire to learn, understand and think.	

- Developing the national spirit and moral values to prepare social specialists.

Required program outcomes, teaching, learning and assessment methods

#### Cognitive objectives

A1- Providing students with scientific knowledge of the importance of sociology in public life.

A2- Achieving the goals of the profession in caring for individuals and developing the profession.

A3- The social worker practices his work according to a theoretical framework that guides his work with individuals in a scientific manner.

A5- Enabling students to benefit from sociological theories and the importance of applying and employing them in real life.

A6- Defining the development in the culture of society

A7- Assessing and accurately diagnosing individual situations to be able to interpret problems

A8- Increasing the individual's ability and effectiveness in performing his social functions.

A9- Gaining basic information and ideas as well as objective experiences.

#### B - Program skill objectives

B1 - Students' knowledge of the concept of sociology

B2 - Students' ability to evaluate the importance of sociology

B3 - Enhancing the student's ability to classify social groups

Teaching and learning methods

- Explanation and clarification

- Form view

Lecture method

- Self-learning

- Educational workshops

Evaluation methods

- Theoretical tests

- Reports and studies

C- Emotional and value goals.

A1- Use a democratic and flexible approach by involving the largest number of students in the lecture.

A2- Respect the lecture time and ensure that its purpose is to convey useful information.

A3- Guiding and motivating students to review other sources related to the course curriculum.

A4- Creating a spirit of cooperation among students to increase their interaction during the lecture.

Teaching and learning methods

- Explanation and clarification

- Form view

- Lecture method with examples and evidence from daily life.

- The method of discussion and dialogue on the topics approved for the vocabulary of the sociology curriculum

- Students' participation in scientific workshops and seminars related to social life.

Evaluation methods

Theoretical tests

Reports and research to enrich the material and curriculum with secondary sources

D - General and transferable skills (other skills related to employability and personal development).

D1- Planning skills

D2-Organizational skills

D3- Guidance skills

D4- Supervisory skills

D5- The skill of influencing others

Teaching and learning methods

- Explanation and clarification

- Choosing a model for social problems in society  - Use of the Internet				
Evaluation methods				
- Theoretical tests  - Reports and studies				
Program structure				
stage	Course code	Course name	Credit hours	
Academic			theoretical	practical
First	Sws101	sociology	2	-----

Planning for personal development
- Teamwork within the work group effectively and actively  - Effective self-management within the framework of commitment to the basic processes of the sociology curriculum.  - Leadership: the ability to communicate with, direct and motivate others.

- Effective time management and prioritization with the ability to work in an organized manner.

Admission Criteria (setting regulations for admission to a college or institute)

- Central acceptance

- Personal interview

- Average

The most important sources of information about the program

Sociology: Anthony Gandhi and Karen Birdsall

Introduction to Sociology: Lahaye Abdul Hussein

Curriculum Skills Map																			
Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.																			
				Required learning outcomes of the program															
Year / Level	code <small>The decision</small>	name <small>The decision</small>	essential  or optional	Cognitive objectives				Objectives <b>Special skills</b> <small>By program</small>				Affective goals <small>and the value</small>				General skills <small>And the transferred qualification</small> <b>Other skills</b> <small>(related to employability and personal development)</small>			
2021- 2022/ First	Sws1 01	science meeting	essential																D 4



## Course Description Form

Yes For the material Social anthropology

Stage: First

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.;

Educational institution	University of Baghdad
Scientific Department / Center	Meeting/College of Education for Girls
Course Name/Code	106SWIASocial anthropology/
Available attendance forms	Weekly - In-person
semester/year	annual
Number of study hours (total)	72
Date this description was prepared	10/1/2024
Course objectives	
- Introducing the student to the historical developments witnessed by social anthropology.	
Providing the student with a set of basic information and concepts in social anthropology.	
- Providing the student with a scientific background on the functions, characteristics and principles of social anthropology.	
- Providing the student with the skill of research and scientific participation in preparing and presenting scientific material to develop the personality for leadership and planning in the institution.	



Course outcomes, teaching, learning and assessment methods
<p>A- Cognitive objectives</p> <p>A1- Providing the student with scientific knowledge of the importance of studying social anthropology.</p> <p>A2- Achieving the goals of social service within the framework of understanding social anthropology</p> <p>A3- The specialist practices his work as a cadre in social institutions.</p> <p>A4- The specialist's awareness of his administrative work as an employee in the social institution</p> <p>A5- The individual's understanding of the nature of the cultural identity of peoples and highlighting the features of customs and traditions on other peoples.</p> <p>A6- Enhancing the individual's ability and efficiency in performing his institutional work.</p>
<p><b>B - Course specific skill objectives.</b></p> <p>B1 - The student's knowledge of the concept of social anthropology</p> <p>B2 - Enabling the student to understand the functions and processes of social anthropology</p> <p>B3 - Enhancing the student's ability to evaluate the importance of social anthropology</p>
Teaching and learning methods
<p>- Explanation and clarification</p> <p><b>Lecture method</b></p> <p>- Self-learning</p> <p>- Educational workshops</p>
Evaluation methods
<p>- Theoretical tests</p> <p>- Reports and studies</p>
<p>C- Emotional and value-based goals</p> <p>A1- Understanding the institution as a social unit with its own characteristics, functions, and goals that it seeks to achieve.</p> <p>A2- The ability to interact socially within different systems and frameworks.</p> <p>A3- Enhancing the student's ability to achieve his goals and accomplish his tasks within the framework of his ability to manage himself.</p> <p>A4- Understanding the impact of different environmental and societal conditions on the organization's work</p>

Teaching and learning methods
<p>- Explanation and clarification</p> <p>- Form view</p> <p>Lecture method</p>
Evaluation methods
Theoretical tests
<p>D - General and transferable skills (other skills related to employability and personal development).</p> <p>D1- Planning skills</p> <p>D2-Organizational skills</p> <p>D3- Guidance skills</p> <p>D4- Supervisory skills</p>

Course structure					
A no S father A	A to S A A A T	Outputs learning Required	Unit name/or the topic	Teaching method	Evaluation method
You M And H D	3 S A A And	Bachelor's S	anthropologist Social	- Casting Lectures  - to explain And clarification	- Tests  - Reports and studies

infrastructure	
1 Required textbooks	Introduction to Social Anthropology (Dr. Abdul Ali Salman)
2 Main References (Sources)	Muhammad Al-Khatib (Social Anthropology)
Recommended books and references (scientific journals, research, surveys)	Anthropology and Contemporary Human Issues (Dr. Ali Muhammad Makkawi)  General Introduction to Anthropology (Dr. Mustafa Telwin)
By electronic references, websites...	<a href="http://www.noonbooks.com/social-sciences/ouu - oo">http://www.noonbooks.com/social-sciences/ouu - oo</a>

Curriculum Development Plan
Preparing a curriculum book for the subject
Using modern technical means and technology in teaching the subject

Conducting field visits to institutions to familiarize students with the importance of the practical aspect of the subject.

#### Academic Program Description

This academic program description provides a concise summary of the program's key features and the learning outcomes the student is expected to achieve, demonstrating whether the student has made the most of the opportunities available. It is accompanied by a description of each course within the program.

Educational institution	University of Baghdad
Scientific Department / Center	College of Education for Girls / Department of Sociology
Name of academic or professional program	Social Service and Communication
Final Certificate Name	Bachelor's
Academic system:	annual
Annual/Courses/Other	
Accredited Certification Program	nothing
Other external influences	Training courses - field visits
Description preparation date	10/1/2024
Academic program objectives	
Providing students with a set of basic concepts and information about social service and communication.	
- Introducing students to social service and communication	
- Students acquire the skills of research, scientific participation, interactions and social relationships.	
Providing students with diverse and sequential vocabulary about social service and communication.	
- Developing intellectual capacities and capabilities towards professional preparation for the social worker.	

- Providing the student with the skill of research and scientific participation in preparing and presenting scientific material to develop the personality for leadership and planning in the institution.
- Achieving the scientific accumulation required for understanding, addition and adaptation.
- Striving to provide scientific material to increase students' desire to learn, understand and think.
- Developing the national spirit and moral values to prepare social specialists.

Required program outcomes, teaching, learning and assessment methods
<p>Cognitive objectives</p> <p>A1- Providing students with scientific knowledge of the importance of social service and communication.</p> <p>A2- Achieving the goals of the profession in caring for individuals and developing the profession.</p> <p>A3- The social worker practices his work according to a theoretical framework that guides his work with individuals in a scientific manner.</p> <p>A5- Enabling students to benefit from sociological theories and the importance of applying and employing them in real life.</p> <p>A6- Defining the development in the culture of society</p> <p>A7- Assessing and accurately diagnosing individual situations to be able to interpret problems</p> <p>A8- Increasing the individual's ability and effectiveness in performing his social functions.</p> <p>A9- Gaining basic information and ideas as well as objective experiences.</p> <p><b>B - Program skill objectives</b></p> <p>B1 - Students' knowledge of the concept of social service and communication</p> <p>B2 - Students' ability to evaluate the importance of social service and communication</p> <p>B3 - Enhancing the student's ability to classify social groups</p>
Teaching and learning methods
<p>- Explanation and clarification</p> <p><b>- Form view</b></p> <p>Lecture method</p> <p>- Self-learning</p> <p>- Educational workshops</p>
Evaluation methods

- Theoretical tests

- Reports and studies

C- Emotional and value goals.

A1- Use a democratic and flexible approach by involving the largest number of students in the lecture.

A2- Respect the lecture time and ensure that its purpose is to convey useful information.

A3- Guiding and motivating students to review other sources related to the course curriculum.

A4- Creating a spirit of cooperation among students to increase their interaction during the lecture.

Teaching and learning methods

- Explanation and clarification

- Form view

- Lecture method with examples and evidence from daily life.

- Discussion and dialogue method on the approved topics of social service and communication vocabulary

- Students' participation in scientific workshops and seminars related to social life.

Evaluation methods

**Theoretical tests**

Reports and research to enrich the material and curriculum with secondary sources

D - General and transferable skills (other skills related to employability and personal development).

D1- Planning skills

D2-Organizational skills

D3- Guidance skills

D4- Supervisory skills

D5- The skill of influencing others

Teaching and learning methods				
- Explanation and clarification  - Choosing a model for social problems in society  - Use of the Internet				
Evaluation methods				
- Theoretical tests  - Reports and studies				
Program structure				
stage Academic	Course code	Course name	Credit hours	
			theoretical	practical
Third	333 SW SSC	Social Service and Communication	4	-----

Planning for personal development
- Teamwork within the work group effectively and actively in social service and communication.

- Effective self-management within the framework of commitment to the basic processes of the curriculum.

- Leadership: the ability to communicate with, direct and motivate others.

- Effective time management and prioritization with the ability to work in an organized manner.

Admission Criteria (setting regulations for admission to a college or institute)

- Central acceptance

- Personal interview

- Average

The most important sources of information about the program

Communication Skills in Social Service: Theoretical and Practical Foundations / Dr. Najlaa Mohamed Saleh

- Communication Skills in Social Service / Hiam Shaker Khalil



Curriculum Skills Map																			
Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.																			
				Required learning outcomes of the program															
Year / Level	code <small>The decision</small>	name <small>The decision</small>	essential  or optional	Cognitive objectives				Objectives <b>Special skills</b> <small>By program</small>				Affective goals <small>and the value</small>				General skills <small>And the transferred qualification</small> <b>Other skills</b> <small>(related to employability and personal development)</small>			
2021- 2022/Third	333 SW SSC	service <b>Social</b> <small>And contact</small>	essential																D 4



# Course Description Form

Course Description/Developmental Psychology

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.;

founderEducational	University of Baghdad / College of Education for Girls
Section A Lami / Center	Scientific Department / Department of Educational and Psychological Sciences
Name / R The curriculum	developmental psychology
Forms ofTo attend available	Two hours per week for an academic year
the chapter / year	annual
Number of sAcademic hours (total)	64 hours
Date of publicadad this description	10/1/2024
Goals aFor the decision	
You get to knthe student is familiar with the concept of developmental psychology, its fields, and the importance of studying it.	
Recognition On the meaning of growth and physical, mental, emotional and social changes	
3- UndressingOn the factors affecting the growth process	
4- HelloAccess growth standards at each stage of growth.	
5 - AndPsychological processes at different age stages and the characteristics of the change that occurs at each age stage	
6-ZiadThe ability to predict growth and development	
7- Evaluation m growth process	

Course outcomes, teaching, learning and assessment methods

<p>A- Cognitive objectives</p> <p>A1- Understanding the meaning of developmental psychology</p> <p>A2- The student should recognize the importance of the age stages from childhood to old age.</p> <p>A3- Identifying developmental theories and their educational applications</p>
<p>B - Course specific skill objectives.</p> <p>B1 - Developing the student's skills in speaking about the topic</p> <p>B2- Developing the student's skills in presenting her ideas well and her ability to discuss.</p> <p>B3 - The student should be able to use the appropriate statistical procedures for the topic.</p>
Teaching and learning methods
Lecture
Evaluation methods
Objective and essay tests
<p>C- Emotional and value-based goals</p> <p>A1- Creating motivation in the student by linking the basic concepts in developmental psychology to the interests of the student and society.</p> <p>A2- Developing and enhancing the ethical and objective trends and values related to the concepts and fields of developmental psychology and helping the student to convey knowledge to learners.</p>
Teaching and learning methods
Lecture
Evaluation methods
Homework

monthly exams

D - General and transferable skills (other skills related to employability and personal development).

D1- Teaching

D2-

D3-

D4-

Course structure					
A no	the S A A A T	Outputs of the A did not Required	Unit name/topic	road And Education M	road Evaluation
1	2 S A A And	The student recognizes for on me:	developmental psychology	The eraser dug	Test And collection
2	2 S A A And	The student recognizes for on me:	Understanding the meaning of growth and development and the difference between them	The eraser dug	Test And collection
3	2 S A A And	The student recognizes for on me:	Principles of growth and factors affecting it	The eraser dug	Test And collection
4	2 S A A And		First exam for the first semester		Test And collection
5	2 S A A And	The student recognizes for on me:	Research methods in developmental psychology	The eraser dug	Test And collection
6	2 S A A And	The student recognizes for on me:	Theoretical trends in the same growth	The eraser dug	Test And collection
7	2 S A A And	The student recognizes for on me:	The importance of life sciences in the development of developmental psychology	The eraser dug	Test And collection
8	2 S A A And	The student recognizes for on me:	socialization	The eraser dug	Test And collection
9	2 S A A And	The student recognizes for on me:	Dependent behavior and aggressive behavior Y	The eraser dug	Test And collection
10	2 S A	The student recognizes for on me:	physical growth	The eraser dug	Test And collection

	A And				
1 1	2 S A A And	The student recognizes on me: for	cognitive development	The eraser dug	Test And collection
1 2	2 S A A And	The student recognizes on me: for	congenital growth	The eraser dug	Test And collection
1 3	2 S A A And	The student recognizes on me: for	Language development	The eraser dug	Test And collection
1 4	2 S A A And	The student recognizes on me: for	emotional growth	The eraser dug	Test And collection
1 5	2 S A A And	The student recognizes on me: for	religious growth	The eraser dug	Test And collection
1 6	2 S A A And	The student recognizes on me: for	adolescence	The eraser dug	Test And collection
1 7	2 S A A And	The student recognizes on me: for	Adolescence goals	The eraser dug	Test And collection
1 8	2 S A A And	The student recognizes on me: for	Adolescence sections	The eraser dug	Test And collection
1 9	2 S A A And	The student recognizes on me: for	Physiological changes	The eraser dug	Test And collection
2 0	2 S A A And	The student recognizes on me: for	physical changes	The eraser dug	Test And collection
2 1	2 S A A	The student recognizes on me: for	motor development	The eraser dug	Test And collection

	And				
2 2	2 S A A And	The student recognizes on me: for	mental development	The eraser dug	Test And collection
2 3	2 S A A And	The student recognizes on me: for	emotional growth	The eraser dug	Test And collection
2 4	2 S A A And	The student recognizes on me: for	Teenagers' needs	The eraser dug	Test And collection
2 5	2 S A A And	The student recognizes on me: for	Childhood and adolescent problems	The eraser dug	Test And collection
2 6	2 S A A And	The student recognizes on me: for	Mental health and psychotherapy in childhood and adolescence Y	The eraser dug	Test And collection
2 7	2 S A A And	The student recognizes on me: for	mental retardation	The eraser dug	Test And collection
2 8	2 S A A And	The student recognizes on me: for	academic delay	The eraser dug	Test And collection
2 9	2 S A A And	The student recognizes on me: for	deviations	The eraser dug	Test And collection
3 0	2 S A A And	The student recognizes on me: for	Events wing	The eraser dug	Test And collection
3 1	2 S A A And	The student recognizes on me: for	Youth problems	The eraser dug	Test And collection
3 2	2 S A A And	The student recognizes on me: for	Growth theories	The eraser dug	Test And collection



Structure # For the infrastructure	
1 book b Required course	Developmental Psychology: Hamed Abdel Salam Z Oran Nael Abdul Rahman Akhras: Psychology S Growth (2010)
2 bitter Home (Resources)	Use of periodicals
books Recommended scientific ( magazines references, reports, etc.	Ahmed Mohamed Qazaqza: Sleep Psychology and (2008)
B m Check out the electronic, websites....	websites

Plan T Curriculum developer
From D From the development plan, I suggest adding some vocabulary related to developmental psychology.

#### Academic Program Description Form

University name: University of Baghdad

College/Institute: College of Education for Girls

Scientific Department: Sociology

Name of academic or professional program: Bachelor of Sociology

Final Degree Name: Bachelor of Sociology

Academic system: Annual

Description preparation date: 10/1/2024

File completion date: 10/1/2024

the signature :

the signature :

Name of the Head of Department: Asst. Prof. Dr. Zainab Mohammed Saleh

Name of Scientific Assistant: Prof. Dr. Enaam Daoud Salloum

the date:

the date :

File checked by:

Quality Assurance and University Performance Division

Name of the Director of the Quality Assurance and University Performance Division: Asst. Prof. Dr. Asmaa Adeeb Abbas

the date

the signature

Mr.'s approval

Dean

#### 1. Program vision

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

#### 2. Program message

Remember the program's mission as stated in the university's prospectus and website.

#### 3. Program objectives

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

#### 4. Program accreditation

Is the program accredited? And from which authority? No, the program has not been accredited.

#### 5. Other external influences

Is there a sponsor for the program? There are no sponsors for the program other than the Ministry of Higher Education and Scientific Research and the University of Baghdad.

6. Program structure				
Program structure	Number of courses	Study unit	percentage	comments
requirements				
The institution				
College requirements				
Department requirements				
Summer training				
Other				

Notes may include whether the course is core or optional.\*

Program Description 7				
Year/Level	Run in course or course	SM course	Credit hours	
			N theory	practical

8. Expected learning outcomes of the program					
knowledge					
Learning Outcomes 1			Learning Outcomes Statement 1		
Skills					
Learning Outcomes 2			Learning Outcomes Statement 2		
Learning Outcomes 3			Learning Outcomes Statement 3		
values					
Learning Outcomes 4			Learning Outcomes Statement 4		
Learning Outcomes 5			Learning Outcomes Statement 5		
9. Teaching and learning strategies					
Teaching and learning strategies and methods adopted in implementing the program in general.					
10. Evaluation methods					
Implementing it in all stages of the program in general.					
11. Faculty					
Faculty members					
Rank	AKSas		Requirements/Skills A (If any)		AFaculty members
Scientific	Aor	Kha S			Mo your lecturer
teacher	A soil And A r him S And	The My Lord And etc A S And			N Internal uncle

Professional development
Orientation of new faculty members
Briefly describes the process used to orient new, visiting, full-time, and part-time faculty members at the institutional and departmental levels.
Professional development for faculty members
Briefly describes the plan and arrangements for academic and professional development of faculty members such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.
12. Acceptance Criteria
(Establishing regulations related to admission to the college or institute, whether central admission or other mentioned)
13. The most important sources of information about the program
Remember briefly.
14. Program Development Plan

Program Skills Map						
Required learning outcomes of the program						
the			A	Alafat	Skills	values

S N And / the M S T and y			S A S Y  A M  A K T Y A R Y												

\* Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed.

Course Description Form

1. Course name					
Measurement and Evaluation					
2. Course code					
436PMae					
3. Semester/Year					
Year 2024-2025					
4. Date this description was prepared					
9/202427/					
5. Available forms of attendance					
According to regulations and instructionsjjzekkvlt will be a support class for the in-person class, with a Google Classroom link. In-person class + online class, from the Ministry of Higher Education and Scientific Research.					
6. Number of study hours (total) / Number of units (total)					
3 hours per week = 60 hours / units 3 units					
7. Name of the course administrator (if more than one)					
Name: Dr. Ahmed Alwan Shabram					
Email: ahmad.a@coeduw.uobaghdad.edu.iq					
From a male name					
8. Course objectives					
Course objectives			<p>The curriculum aims to prepare female students to practice the teaching profession by learning about:</p> <p>1- Many concepts and terms, including measurement, testing, and evaluation.</p> <p>2- Types of achievement tests, how they are formulated, and their advantages and disadvantages.</p> <p>3- Providing the Ministry of Education with specialized staff in educational guidance in secondary schools.</p>		
9. Teaching and learning strategies					
Strategy			<p>Standard method (lecturing).</p> <p>_ Method of discussion and interrogation</p> <p>Problem solving method.</p>		
10. Course structure: The study begins on 9/17/2023 and ends on 5/19/2024, the date of the start of the final exams.					
week	The s Yes T	Outputs required learning afed	name Unit or the topic look	Qa Learning SA	road Evaluation performance
September 3	2			The bea	

			General about development Calendar And the measurement	Wallace T Answer	The class And the nation bars
September 4	2		Concepts Calendar And the measurement And the test The relationship Among them	The best S Wallace T Answer	performance The class And the nation bars
October nw-1	2		importance Calendar And the measurement in The process Educational	The best S Wallace T Answer	performance The class And the nation bars
October nw-2	2		Types Calendar Educational	The best S Wallace T Answer	performance The class And the nation bars
October nw-3	2		look General about development Calendar And the measurement	The best S Wallace T Answer	performance The class And the nation bars
October nw-4	2		Types Calendar Educational	The best S Wallace T Answer	performance The class And the nation bars
November I am 1	2		The tests T Achievement that puts it teacher	The best S Wallace T Answer	performance The class And the nation bars
November I am 2	2		map Experimental	The best S Wallace T Answer	performance The class And the nation bars
November I am 3	2		Tests The article	The best S Wallace T Answer	performance The class And the nation bars
November I am 4	2		The tests T itself Answers Short	The best S Wallace T Answer	performance The class And the nation bars
Canon Ala And 1	2		Tests Performance	The best S Wallace T Answer	performance The class And the nation bars
Canon Ala And 2	2		The tests T the topic Yes	The best S Wallace T Answer	performance The class And the nation bars
Canon Ala And 3	2		The tests T	The best S Wallace T Answer	performance The class

			the topic Yes		And the nation bars
Canon Ala And for 4	2		analysis Paragraphs Test And improve it	The best Wallace S And T Answer	performance The class And the nation bars
January 1	2				
January NI 2			holiday Al-Rabi'ah from 1/14/ 2024 Until 1/28/ 2024		
February 1	2		Factors Ease	The best Wallace S And T Answer	performance The class And the nation bars
February 2	2				
February 3	2		Factors discrimination	The best Wallace S And T Answer	performance The class And the nation bars
February 4	2		specifications Test good	The best Wallace S And T Answer	performance The class And the nation bars
Application duration Adult (5 4) Day From 3/1/ 4202 Until 15/ 4/2024					
April 3	2		stability	The best Wallace S And T Answer	performance The class And the nation bars
April 4	2		the topic Yes and comprehensiveness	The best Wallace S And T Answer	performance The class And the nation bars
May 1	2		to improve some means Calendar not Experimental	The best Wallace S And T Answer	performance The class And the nation bars

11. Course Evaluation
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.
The grade is distributed through several channels:
Formative assessment through daily exams, observing and following up on the student's performance in class discussions and homework, and class assessment.



<p>Its grade does not exceed 20% of the total score.</p> <p>Diagnostic assessment of semester and final exams to issue judgments of success and failure, and this is its grade 80% is divided by (4)</p> <p>There are two exams for each semester, to extract the annual effort before entering the final exams.</p>	
12. Learning and teaching resources	
Required textbooks (methodology if any)	Calendar and measurement written by Mustafa Mahmoud Al-Imam and others.
Main References (Sources)	<p>- Calendar and Measurement in Education and Psychology, Sami Melhem, 2000.</p> <p>2- Measurement and Evaluation in Education, Toma George Al-Khoury, 2008.</p> <p>3- Measurement and Educational evaluation in the teaching process, Salah El-Din Mahmoud. Alam, 2007</p>
Recommended supporting books and references (scientific journals, reports...)	View on y Everything that is new and published in peer-reviewed scientific journals
Electronic references, websites	<a href="http://www.alkutubcafe.com/book/8_rjar.html">http://www.alkutubcafe.com/book/8_rjar.html</a>

Course Description Form

Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.;

Section A Lami / Center	Scientific Department: Department of Educational and Psychological Sciences
Name / R The curriculum	Psychological Counseling and Guidance 322 PPGE usurious

Programs Which includes:	
Forms ofTo attend available	Two hours per week for an academic year
the chapter / year	Annual 2024-2025
Number ofAcademic hours (total)	64 hours
Date of publication of this description	
Goals aFor the decision	
<p>Supply the Students with the following scientific concepts: educational guidance, vocational guidance, psychological guidance, guidance interview, behavior modification, school problem , the guide solving, rehabilitation services</p> <p>Supply the Students with information about: the origins of guidance, its development, objectives, and theories of educational guidance, vocational guidance and psychological guidance, guidance programs, The problemthe educational aspects covered by guidance, the nature of vocational guidance, the relationship between vocational guidance and rehabilitation services, the foundations upon which guidance is psychologicalbased, the information necessary for the psychological guidance process, guidance interviews, guidance in school, organizing guidance programs, educational problems and their guidance, the which we aremaking ofeducational guidance, the relationship between vocational guidance and rehabilitation services.</p>	

Course outcomes, teaching, learning and assessment methods
<p>A- Cognitive objectives</p> <p>A1- Identifying the concept of educational guidance, its development, causes and objectives.</p> <p>A2- Identifying the theories of educational guidance and its types</p> <p>A3- Knowledge of school guidance and counselling services and the need for them</p> <p>A4- Identifying the foundations upon which psychological counseling is based</p> <p>A5- Identifying the information necessary for the psychological counseling process</p> <p>A6- Learn about the guidance interview and prepare</p> <p>B - Course specific skill objectives.</p> <p>B1 - Developing the student's abilities towards educational and psychological guidance</p> <p>B2 - Mastering the basic skills of the educational and psychological guidance process</p>

<p>B3 - Developing skills to diagnose educational and psychological problems</p> <p>B4- Empowering the skills of using guidance programs that successfully achieve their goal.</p>
Teaching and learning methods
a lecture
Evaluation methods
Objective and essay tests
<p>C- Emotional and value-based goals</p> <p>Analysis</p> <p>Conclusion</p>
Teaching and learning methods
<p>Lecture</p> <p>Report writing and discussion</p>
Evaluation methods
<p>Homework</p> <p>monthly exams</p>
<p>D - General and transferable skills (other skills related to employability and personal development).</p> <p>D1- Teaching</p> <p>D2-</p> <p>D3-</p> <p>D4-</p>

Course structure					
Assessment for and A	the S A A A T	Outputs learning Required	Unit name/topic	TR Y Q And A to T A to Y M	TR Y Q And A to T Q Y Y M
1 - 4	8 S A A A T	recognize The student on	<p>Guidance</p> <p>The meaning of educational guidance, its origin and development, Guidance its concepts, justifications for guidance, its objectives, and guidance.Guidance starter</p> <p>The relationship between guidance and other sciences, Maj.,Guidance tools Guidance methods (individual guidance, etc.) Rashad Al-Jumai</p>	A to M H A D R And	A no K T for A R and A to T H S Y to
1 - 2	4 S A A A T	recognize The student on	<p>Foundations of guidance</p> <p>Philosophical, social, moral, religious, Fasla</p>	A to M H A D R And	A no K T for A R and A to T H S Y to
1 - 4	8 S A A A T	recognize The student on	<p>Counseling theories</p> <p>Psychoanalytic theory, behavioral, affective, and theories humanistic theories</p>	A to M H A D R And	A no K T for A R and A

					to T H S Y to
1 - 3	6 S A A A T	recognize The student on	Information needed for guidance  Importance of information, types of information, Ail plural and means of information (cumulative record, machine, record narrative study, autobiography, tests, scales, observation, interview)	A to M H A D R And	A no K T for A R  and A to T H S Y to
1 - 2	4 S A A A T	recognize The student on	Guidance and counseling in school  The guidance teacher, his duties and preparation  Educational guide, his duties and preparation  Parent-teacher associations and their role in education Sh or  The need for guidance programs in school	A to M H A D R And	A no K T for A R  and A to T H S Y to
1 - 3	6 S A A A A T	recognize The student on	Problems addressed by educational guidance  The meaning of mental health and its relationship - its goals - a Its importance  Normal and abnormal person, personality standards and The sound of the sound abnormalities, features of normal and abnormal personalityAnd, integration behavior	A to M H A D R And	A no K T for A R  and A to T H S Y to
1 - 3	6 S A	recognize The student on	Personal crises  Meaning of crisis, causes of psychological crises and S Turn it around,	A to M	A no K

	A A T		Proper ways to solve psychological crises, void, psychological disorders	H A D R And	T for A R and A to T H S Y to
5	1 O S A A A T	recognize The student on	Defensive mechanisms (defensive methods)  The origin of defensive behavior, the development of Faa' and its types mechanisms (compensation, identification, reverse Projection, formation, justification and its phenomenon), the results of Methods defensive behavior, escape (repression, withdrawal, dreams, Awakening, dreams sleep, regression, projection, compensation)  Pathological, defensive, and escape symptoms	A to M H A D R And	A no K T for A R and A to T H S Y to
1 - 2	4 S A A A T	recognize The student on	Compatibility  The meaning of compatibility, the nature of compatibility, types of F, properties compatibility of a compatible person, adaptation and compatibility, no there is a gap between them	A to M H A D R And	A no K T for A R and A to T H S Y to

Structure For the infrastructure	
1 book b Required course	Course books
2 bitter Home (Resources)	Workshops, use of periodicals and Internet

books Recommended scientific (magazines references, reports, etc.	
B m Check out the electronic, websites....	websites

Plan T Curriculum developer
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Course: Social Theories

## Stage Four

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description.

founderEducational	University of Baghdad
Section AFor my knowledge / center	social service
Name / R The curriculum	/ Social Service Theories 439 SWSTh
Forms Available attendance	weekly
the chapter / year	annual
Number of sAcademic hours (total)	45 hours
datePrepare this description	10/1/2024
Goals The decision	

Definition	Students of social service theories
Gathering and	organize and crystallize basic ideas and perceptions among students about the phenomena existing in society.
Heading to	For social research to formulate hypotheses.
Contribute to	Interpreting the results of research and studies that are free from a theoretical framework

Course outcomes, teaching, learning and assessment methods
<p>A- Cognitive objectives</p> <p>A1- Allowing the accumulation of scientific knowledge in the way of working with cases.</p> <p>A2- Enabling the social worker to practice his work within a practical field framework.</p> <p>A3- It contributes to students' knowledge of the logical basis for social prediction.</p> <p>A4- It helps students to know the future of social relations and their effects.</p>
<p>B - Course specific skill objectives.</p> <p>B1 - The student's knowledge of the basics and principles of the theory</p> <p>B2 - The student's knowledge of the types of social theories</p> <p>B3 - Enabling students to understand the importance of social theories for the work of the social worker.</p>
Teaching and learning methods
Giving lectures
Workshops
Evaluation methods
1- Theoretical tests



2- Reports and studies
3- Daily tests
<p>C- Emotional and value-based goals</p> <p>A1- Working within the group effectively and actively</p> <p>A2- Effective time management and setting priorities with the ability to work in an organized manner and to meet deadlines.</p> <p>A3- The ability to direct and motivate others.</p> <p>A4- Cooperation and understanding between students</p>
Teaching and learning methods
<p>Giving lectures</p> <p>Explanation and clarification</p>
Evaluation methods
Theoretical tests
<p>D - General and transferable skills (other skills related to employability and personal development).</p> <p>D1- The interview (which is a directed and mutual conversation between the social worker and the case)</p> <p>D2- Providing students with high skills to conduct theoretical and field research.</p> <p>D3- The skill of influencing others</p> <p>D4-Observation and information recording skills</p>

Course structure					
The week And	Elsa Aat	Outputs learning Required	name Unit / or the topic	Teaching method	Evaluation method M
One day N	2 messenger And	certificate Bachelor's degree	Theories service Social	throw Lectures  Explanation and clarification	Tests  Reports and Studies

Structure /For the infrastructure	
1 book b Required course	
2 bitter Home (Resources)	Karim Hamad Hamza, Theories of Social Science, 2015 Tamaa, Beirut Publishing House, 1st ed. 1-  Ihsan Muhammad Al-Hassan, Theories of CAdvanced Learning, Dar Wael Printing and Publishing, Amman, 2005 2-
books Recommended references (The magazine scientific articles, reports, etc.)	
B m Check out the electronic, websites....	<a href="https://www.scribd.com/h">https://www.scribd.com/h</a>  <a href="https://nabilkin.21.files.wordpress.com">21.files.wordpress.com qhttps://nabilkin</a>

Plan T Curriculum developer
<b>Use</b> Technical and technological means for teaching the curriculum  Prepared by Teaching curriculum for the practical practice of social work  I'tmat He also made field visits to institutions and state institutions to familiarize the student with the importance of the practical aspect of the course.

