



ACADEMIC PROGRAM DESCRIPTION GUIDE AND COURSE SYLLABUS



**UNIVERSITY OF WASIT
COLLEGE OF EDUCATION FOR HUMANITIES
DEPARTMENT OF EDUCATIONAL AND
PSYCHOLOGICAL SCIENCES**

**UNDER THE SUPERVISION OF
HOD OF EDUCATIONAL AND PSYCHOLOGICAL SCIENCES
PROFESSOR DR. ADNAN MARD JABR**

**PREPARED BY
DR. NOOR MOHAMMED KADHIM**

2026

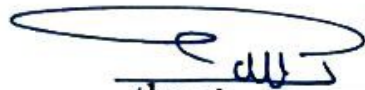
Final certificate title : Higher Diploma in Educational and Psychological Sciences.

Academic system: Annual

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Department of Educational and Psychological Sciences Graduate Studies


the signature :

Assistant

Scientific:

Prof. Dr.
Nasser Wali Faryeh
Deputy Dean For Academic
and Postgraduate Affairs
the date
28/7/2026


Dean's approval

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


the signature :

president Section

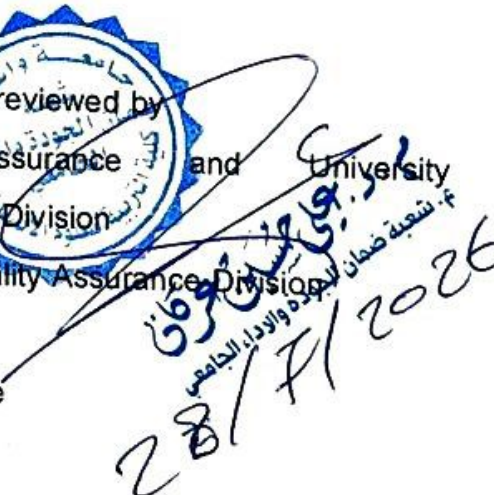
the date :

The file was reviewed by
Quality Assurance and University
Performance Division

:Head of Quality Assurance Division

:the date

:the signature


28/7/2026

1. Program Vision

Introduction

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

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

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

programs that adopt the Bologna Process as the basis for their
.work

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

:Concepts and terminology

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

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

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

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

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

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

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

Teaching and learning strategies are the strategies used by faculty members to enhance student teaching and learning. They are plans followed to achieve learning objectives. In other words, they describe all classroom and extracurricular activities aimed at achieving the program's .learning outcomes

Academic Program Description Template

University Name: Wasit University

College/Institute: College of Education for Humanities

Scientific Department: Department of Educational and . Psychological Sciences

..... Name of academic or professional program: Higher Education

To date, no specific information regarding the vision of the Department of Educational and Psychological Sciences at the College of Education for Humanities, University of Wasit, is available on the university's official . website or in online resources

However, it can be concluded that the department's vision aligns with the university's overall vision, which seeks to achieve excellence in university education and scientific research by building a comprehensive quality management system for its colleges and departments, and providing an environment open to innovation, with a robust infrastructure that supports .the process of academic communication and interaction

2. Program message

The mission of the Department of Educational and Psychological Sciences at the College of Education for Humanities, University of Wasit, is to prepare qualified educational and psychological professionals capable of meeting the needs of the educational and psychological community. The program aims to offer specialized academic programs, conduct scientific research that contributes to the development of the educational and psychological process, and provide educational and psychological consultations to educational institutions and the local community. It also seeks to participate in developing curricula to align with scientific and . educational advancements

Program objectives

:The main objectives of the department

1. :Preparing qualified educational and psychological personnel
Equipping students with the knowledge and skills necessary to
. work in the fields of education and psychology
2. Offering specialized academic study programs: Developing
undergraduate and graduate programs in the fields of education
. and psychology
3. Conducting specialized scientific research: Implementing scientific
research that contributes to the development of the educational
. and psychological process
4. Providing educational and psychological consultations: Offering
consulting services to educational institutions and the local
. community
5. Participating in curriculum development: Contributing to the
modernization and development of curricula to align with scientific
. and educational advancements

**- Course Description Template - Graduate Studies - Master's
Personality Theories and Their Educational Applications**

1.	:Course name
	Personality theories
2.	:Course code
	/
3.	:Chapter/ Year
	The course First/Master's
	6 202 – 5 202 /
4.	:Date this description was prepared
	2025/10/10
5.	:Available attendance formats
	My presence
6.	:Number of study hours (total) / Number of units (total)
	weeks 15
7.	Name of the course coordinator (if there is more than one name, mention it along (with the personal email address
	: Name : Dr. Ali Anad Zamel Email drqaam222@uowasit.edu.iq
8.	Course Objectives

,importance of personality theories T their applications, and their role in t .educational process Introducing graduate students to the most important Basic concepts personality theories Providing students with information about the different stages of personal and the requirements of each stage -					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	2	Introduction personality theories	Personality through histo development	Lecture	,Lectures discussions Analysis Watching shows Using Technical mea His speech L offers PowerPoint presentation and display in a d projector
2	2	Sigmund Freud psychoanalytic theory	- Theories and Models The Cognitive Development of Personality Theories	Lecture	discussions Watching Offers Using Technical means His speech Like offers PowerPoint presentation and its display in a data projector
3	2	Ancestor- Influence Personality System . Carl Jung	Life stages and demands placed	Lecture	discussions Watching Offers Using

			the individual with . them		
4	2	An attempt to understand the theories of personality in the psychology of the individual, specifically Alfred Adler	personality psychology and .research methods	Lecture	Technical means His speech Like offers PowerPoint presentation and its display in a data projector
5	2	Factors influencing personality - Karen Horney	The influence of personality between heredity and environment	Lecture	discussions Watching Offers Using
6	2	Maturity and Learning in the Personality of Henry Murray	Key aspects of maturation and learning	Lecture	Technical means His speech Like offers PowerPoint presentation and its display in a data projector
7	2	Key stages of personality according to Erik Erikson	Learn about the most important stages of personality theory in socio-psychology	Lecture	discussions Watching Offers Using
8	2	Theoretical trends in personality development studies according to Erich Fromm	The psychoanalytic trend Learning direction Behavioral trend	Lecture	Technical means His speech Like offers PowerPoint presentation and its display in a data projector
9	2	Maslow's Hierarchy ... of Needs Abraham Maslow	Key stages of personality	Lecture	discussions Watching Offers Using

			Methods according to Abraham Maslow		
10	2	Personality and its development in light of existential psychology views	Stages of psychosocial development in the existential personality	Lecture	Technical means His speech Like offers PowerPoint presentation and its display in a data projector
11	2	Social learning theory (observational learning) by Albert Bandura	Comparison between Bandura's thought and the general trend of radical behaviorism	Lecture	discussions Watching Offers Using
12	2	The personality according to Carl Rogers	The basic tendency to investigate Carol Rogers	Lecture	Technical means His speech Like offers PowerPoint presentation and its display in a data projector
13	2	Gordon Albert's theory		Lecture	discussions Watching Offers Using
14	2	George Kelly's Theory	Psychology Personal BA	Lecture	Technical means His speech Like offers PowerPoint presentation and its display in a data projector
15	2		End-of-term exam	paper exam	discussions Watching Offers Using

9. :Course evaluation

:The grade out of 100 is distributed according to the following formula

The annual effort grade is out of (30) points and is divided into (10) points for –1 .participation and activities and (20) points for the exam .Exam score The final written exam for the course is worth (70) marks –2	
10. :Learning and teaching resources	
Required textbooks	
the reviewer	
Recommended supporting books and references (scientific journals, reports)	
Electronic references, website	

**Academic Course Description M.A. Study in Educational
Administration Department**

1. Course Name					
Academic skills level2					
2. Course Code					
3. Semester/year					
Second / Course systemcourse only					
4. Description Preparation Date:					
1/2/2025					
5. Available attendance forms					
By Attendance My presence					
6. Number of study hours(total(/ number of units)total)					
unit 1/ hours 2weekly					
7. Course administrator's name (mention all, if more than one name)					
Prof. asst Mohammed Abed saleh Email: mabdsalih@uowasit.edu.iq					
8. Course objectives					
Course Objectives		The aims of this course are to help students become more efficient and effective in their studies by: developing strategies to improve reading speed , and to improve the ability to comprehend complex academic texts. Developing strategies to produce more coherent writing. Encouraging them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries. Exploring and evaluating research techniques and resources. Promoting learner independence.			
9. Teaching and learning strategies					
Strategy		Using presentations and discussion then reading and writing			
10. Course structure					
Evaluation method	Learning method	Unit or subject name	Required learning outcomes	Hours	The week
Read, write, do drills	Communicative method and classroom activity	Unit 6 READING Air pollution	Making notes, organizing recording, and remembering important information Interpreting meaning; recognizing fact an speculation	2222222 2	First
Read, write, do drills	Communicative method and classroom activity	Unit 6 Writing Trends	Paraphrasing and summarizing: using other sources Writing a summary	22	Second
Read, write, do drills	Communicative method and classroom activity	Unit 6 VOCABULARY DEVELOPMENT	Words that go together Noun /Verb + preposition: associated words Using numbers: numbers in writing	22	Third
Read, write, do drills	Communicative method and classroom activity	Unit 7 READING Three famous writers	Using original sources: dealing with difficult language and unknown vocabulary	22	Fourth
Read, write, do drills	Communicative method and classroom activity	Unit 7 RESEARCH Information on the Net	Using the Internet search engines; online encyclopedias; subject directories Developing a search plan: making a search efficient and reliable	2	Fifth

Read, write, do drills	Communicative method and classroom activity	Unit 7 Writing Biographies	Adding additional information: non-defining relative clauses Organizing ideas (2): structuring your ideas logically, eg chronologically Writing from research	2	Sixth
Read, write, do drills	Communicative method and classroom activity	Unit 8 The world of IT. READING Computers	Rephrasing and explaining; dealing with difficult scientific and technological words Avoiding repetition (2): pronouns and what they refer to	2	Seventh
Read, write, do drills	Communicative method and classroom activity	Unit 8 WRITING IT - benefits and drawbacks	Linking ideas (3): cause and result Coherent writing; writing up notes Writing from notes	2	Eighth
Read, write, do drills	Communicative method and classroom activity	Unit 8 VOCABULARY DEVELOPMENT	Abbreviations (1 and 2): how to write and say common abbreviations REVIEW RESEARCH Crediting sources Acknowledgments: acknowledging book and web site source	2	Ninth
Test	Midterm Exam				Exam
Read, write, do drills	Communicative method and classroom activity	Unit 9 READING How things work	Intensive reading: strategies for focusing your reading Linking ideas (4); sequencing words to describe a process	2	Tenth
Read, write, do drills	Communicative method and classroom activity	Unit 9 WRITING How things are made	Varying vocabulary Avoiding repetition (3): describing graphs using synonyms, adjectives + nouns, verbs + adverbs	2	Eleventh
Read, write, do drills	Communicative method and classroom activity	Unit 9 RESEARCH Reference books REVIEW Word-building	Using indexes: identifying key words and categories for a search, and finding them in a reference book	2	Twelfth
Read, write, do drills	Communicative method and classroom activity	Unit 10 READING International tourism	Interpreting data: statistical information in graphs, charts, and texts	2	Thirteenth
Read, write, do drills	Communicative method and classroom activity	Unit 10 VOCABULARY DEVELOPMENT	Varying vocabulary Avoiding repetition (3): describing graphs using synonyms, adjectives + nouns, verbs + adverbs	2	Fourteenth
Read, write, do drills	Communicative method and classroom activity	Unit 10 Writing Graphs and bar charts	Illustrating data: using a graph or bar chart Describing a graph or chart: transforming data into text Writing about data	2	Fifteenth

11. Course evaluation

Assignments, daily exams, mid-term exam and final course exam

12. Learning and teaching resources

Required textbooks (curricular books, if any)	Academic Skills level 2
Main references (sources)	Academic Skills level 2

Recommended books and references (scientific journals, reports...)	Student-based assignments
Electronic References, Websites	TOEFL and IELTS websites

Academic Program Description Template

Performance review of higher education institutions (academic (program review

Academic Program Description

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

College of Education for Humanities – Wasit University	1. Educational institution
Educational and psychological sciences	2. University Department / Center
Master's	3. Academic Program Name
Master's	4. Name of final certificate
second semester	5. Study system
NCATE	6. Accredited Accreditation Program
- Development courses for postgraduate students' skills .Master's level	7. Other external influences
2025/1/5	8. Date of preparation of description
9. Academic Program Objectives	
أ. graduate students' skills to enable them to deal with learners more effectively	
ب. Building the scientific and educational character of graduate students so that .they can have a positive and effective impact on society	

ت. Helping graduate students acquire the values and attitudes specific to the teaching profession

10. Required learning outcomes, teaching and learning methods, and assessment

A-Knowledge and understanding

: Students will be able to

The student relies on scientific thinking methods to address educational –1
.problems

The student analyzes the systematic thinking methods that help managers –2
.achieve the required goals

The student uses learning methods that include understanding and application – 3

The student is able to understand administrative concepts –4

Providing the student with feedback on administrative matters –5

The student employs scientific skills to solve administrative problems –6

b) Subject-specific skills

B1 – Skills related to administrative leadership concepts

B2 – Skills related to leadership thinking

B3 – Skills related to driving schools

Teaching and learning methods

Brainstorming method

Discussion method

The method of the lecture –

Workshop Method

Assessment methods

– Achievement tests of various types, including written essay and objective
.tests, whether administered during the educational program or as final exams

– Facial expression – surprise test
C– thinking skills A1– Planning Part 2 – Conclusion C3 – Student Self – Assessment Q4– Critical thinking
Teaching and learning methods
,Diverse teaching methods such as lecturing, discussion, live questioning, inquiry – problem–solving, and self–learning techniques for students
Workshop Method
Assessment methods
Written and oral tests

D – General and transferable skills D1– Scientific research skills D2– Thinking skills of different types D3– Litigation Skills				
Teaching and learning methods				
Lectures and Research				
12. Certificates and Accredited Hours	11.Program structure			
	Credit and units	hours	Course name	Course code
				Level/Year

Number of hours (2)	0	2	Advanced Strategies in Educational Leadership		Master's

13.Planning for personal development

:Field of scientific specialization

Contributing to the development of the capabilities of graduate students – Master of Educational Administration in the Department of Educational and Psychological Sciences

- A

The technological aspect : Presenting lectures using electronic means

Developing students' skills:

Students were urged to acquire the latest information on administrative developments .in developed countries

14. Admission criteria (establishing regulations related to enrollment in a college or institute

In terms of the highest grade point average upon graduation from undergraduate - studies (Bachelor's degree) in both its scientific and literary branches

15.Key sources of information about the program

Textbooks – Administrative Leadership – Nawaf Kanaan 1999

Curriculum Skills Plan																			
.Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed																			
Learning outcomes required from the program																			
General and transferable skills (or) other skills related to employability and personal development				thinking skills				Subject-specific skills				Knowledge and understanding				essential My choice	Course Name	Course code	/ Year Level
D4	D3	D2	D1	Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
	*	*	*	*	*	*	*	*	*	*	*		*	*	*	essential	Advanced Strategies in Educational Leadership	without	2025-2026
																			the third

Course description template

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available learning opportunities . It .must be linked to the program description

College of Education for Humanities – Wasit University	1. Educational institution
Educational and psychological sciences	2. / University Department Center
Advanced Strategies in Educational Leadership	3. Course Name/Code
Master's scholarships	4. Programs that he enters
actual student attendance	5. Available forms of attendance
2026-2025	6. Semester/Year
hours per week 2	7. Total number of study hours
2025/9/9	8. Date this description was prepared
9. :Course objectives : The student will be able to	
- The concept of educational leadership is known	
- It explains the evolution of leadership strategies and their relationship to other .sciences	

- He distinguishes between management and leadership in the capitalist .system and the socialist system
- The distinction between management and leadership in ancient civilizations

10. Learning outcomes, teaching and learning methods, and assessment

A- Knowledge and understanding

A1- A2- Giving lectures

A3- Raising questions

A4- Research Writing

b) Subject-specific skills

B1 – Performance skills through student participation in the lesson

B2 - Social skills through opening a group dialogue among students

B3 - Students' lesson application skills

B4 - Student self-assessment skills

Teaching and learning methods

Facial expressions -

Student group method -

Workshops -

Assessment methods

Written and oral exams, quizzes, participation, and activities assigned to the student

C- Thinking skills

Q1- Reading and Comprehension

Part 2 - Link

Part 3 - Analysis

Q4- Conclusion

Teaching and learning methods

Written and oral exams, quizzes, participation, and activities assigned to the student

Assessment methods

Written and oral exams , quizzes, participation, and activities assigned to the student

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

D1- Application Review

D2- Analysis

D3- Conclusion

11. Course structure						
Week	Hours	Required learning outcomes	Unit/Course Topic Name or	Teaching method	Evaluation Method	
1	2		Introduction to Leadership	Lectures	Tests	
2	2		Definitions of leadership, past and present	Lectures	Tests	
3	2		Leadership in modern educational thought	Lectures	Tests	
4	2		Leadership in Islamic thought	Lectures	Tests	
5	2		Al-Kir School	Lectures	Tests	
6	2		Leadership under classical theories	Lectures	Tests	
7	2		Scientific Management Theory	Lectures	Tests	
8	2		Theory of Administrative Division	Lectures	Tests	
9	2		Leadership and its importance in management	Lectures	Tests	
10	2		Leadership qualities	Lectures	Tests	
11	2		leadership elements	Lectures	Tests	
12	2		Obstacles to administrative leadership	Lectures	Tests	
13	2		The importance of administrative leadership	Lectures	Tests	
14	2		Leadership styles	Lectures	Tests	
15	2		Delegation of authority	Lectures	Tests	

12. Infrastructure

Administrative Leadership (Textbook) External sources	: Required readings ▪ Basic texts ▪ The course textbook ▪ Other
Workshops + Websites	,Special requirements (including ,for example, workshops (journals, software, and websites
Lectures + Studies	Social services (including, for ,example, guest lectures vocational training and field (studies

13. Acceptance

	Prerequisites
7	Minimum number of students
17	Largest number of students

Academic Program Description Template

**Performance review of higher education institutions (academic
(program review**

Academic Program Description

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

College of Education for Humanities – Wasit University	16. Educational institution
Educational and psychological sciences	17. University Department / Center
Master's	18. Academic Program Name
Master's	19. Name of final certificate
quarterly	20. Study system
NCATE	21. Accredited Accreditation Program
- Development courses for postgraduate students' skills .Master's level	22. Other external influences
2025/9/9	23. Date of preparation of description
24. Academic Program Objectives	

ث.	graduate students' skills to enable them to deal with learners more effectively
ج.	Building the scientific and educational character of graduate students to enable them to have an effective positive impact
ح.	Helping graduate students acquire the values and attitudes specific to the teaching profession

25. Required learning outcomes, teaching and learning methods, and assessment

A-Knowledge and understanding

: Students will be able to

- It adopts scientific thinking methods in addressing educational problems –1
- Analyzes systematic thinking methods that help managers achieve the –2 required goals
- Uses learning methods that include understanding and application – 3
- He is able to understand administrative concepts –4
- Providing students with feedback on administrative matters –5
- Employing scientific skills to solve administrative problems –6

b) Subject-specific skills

B1 – Skills related to educational management concepts

B2 – Skills related to classroom management

B3 – Skills related to educational supervision

Teaching and learning methods

Brainstorming method

Discussion method

The method of the lecture –

Workshop Method

Assessment methods

– Achievement tests of various types, including written essay and objective .tests, whether administered during the educational program or as final exams – Facial expression – surprise test
C– thinking skills A1– Planning Part 2 – Conclusion C3 – Student Self – Assessment Q4– Critical thinking
Teaching and learning methods
,Diverse teaching methods such as lecturing, discussion, live questioning – inquiry, problem–solving, and self–learning techniques for students Workshop Method
Assessment methods
Written and oral tests

D – General and transferable skills D1– Scientific research skills D2– Thinking skills of different types D3– Litigation Skills
Teaching and learning methods
Lectures and Research
26.Program structure

27. Certificates and Accredited Hours	Credit hours and units		Course name	Course code	Level/Year
Number of hours (4)	2	2	Concepts in Educational Administration and Supervision		Master's

28.Planning for personal development

:Field of scientific specialization

Contributing to the development of the capabilities of graduate students – Master of Educational Administration in the Department of Educational and Psychological Sciences

- A

The technological aspect : Presenting lectures using electronic means

Developing students' skills:

Students were urged to acquire the latest information on administrative developments .in developed countries

29. Admission criteria (establishing regulations related to enrollment in a college or institute)

In terms of the highest grade point average upon graduation from undergraduate - studies (Bachelor's degree) in both its scientific and literary branches

30.Key sources of information about the program

,Textbooks – Principles of Public Administration – Al-Douri Hussein and Al-A'raji, Asim

Curriculum Skills Plan																			
.Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed																			
Learning outcomes required from the program																			
General and transferable skills (or) other skills related to employability and personal development				thinking skills				Subject-specific skills				Knowledge and understanding				essential My choice	Course Name	Course code	/ Year Level
D4	D3	D2	D1	Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
	*	*	*	*	*	*	*	*	*	*	*		*	*	*	essential	Concepts in Educational Management and Supervision	without	2025-2026
																			the third

Course description template

Course Description

**Review of the performance of higher education institutions (academic
(program review**

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available learning opportunities . It .must be linked to the program description

College of Education for Humanities – Wasit University	14. Educational institution
Educational and psychological sciences	15. / University Department Center
Concepts in Educational Management and Supervision	16. Course Name/Code
Master's scholarships	17. Programs that he enters
actual student attendance	18. Available forms of attendance
2026-2025	19. Semester/Year
hours per week 2	20. Total number of study hours
2025/9/9	21. Date this description was prepared
22. :Course objectives : The student will be able to	
- The concept of educational management is known	

- It explains the development of educational administration and its relationship

23. Learning outcomes, teaching and learning methods, and assessment

A- Knowledge and understanding

A1- A2- Giving lectures

A3- Raising questions

A4- Research Writing

b) Subject-specific skills

B1 – Performance skills through student participation in the lesson

B2 - Social skills through opening a group dialogue among students

B3 - Students' lesson application skills

B4 - Student self-assessment skills

Teaching and learning methods

Facial expressions -

Student group method -

Workshops -

Assessment methods
Written and oral exams, quizzes, participation, and activities assigned to the student
C- Thinking skills Q1- Reading and Comprehension Part 2 - Link Part 3 - Analysis Q4- Conclusion
Teaching and learning methods
Written and oral exams, quizzes, participation, and activities assigned to the student
Assessment methods
Written and oral exams , quizzes, participation, and activities assigned to the student

D - General and transferable skills (other skills related to employability and personal
.(development
D1- Application Review
D2- Analysis
D3- Conclusion

24. Course structure					
Evaluation Method	Teaching method	Unit/Course Topic Name or	Required learning outcomes	Hours	Week
Tests	Lectures	Introduction to Management		2	1
Tests	Lectures	Definitions of Management		2	2
Tests	Lectures	Management as a science, art, and profession		2	3
Tests	Lectures	The evolution of management and its relationship to the humanities		2	4
Tests	Lectures	Historical development of management		2	5

Tests	Lectures	Traditional management approach		2	6
Tests	Lectures	Scientific Management Movement		2	7
Tests	Lectures	School of Human Relations		2	8
Tests	Lectures	The concept of managerial capitalism		2	9
Tests	Lectures	Basic operations in management		2	10
Tests	Lectures	Educational Training Objectives		2	11
Tests	Lectures	Justifications for educational training		2	12
Tests	Lectures	Features of an educational supervisor		2	13

Tests	Lectures	Objectives of educational supervision		2	14
Tests	Lectures	Educational training		2	15

25. Infrastructure

Principles of Management and Supervision Modern Management (a textbook) External sources	: Required readings ▪ Basic texts ▪ The course textbook ▪ Other
Workshops + Websites	,Special requirements (including ,for example, workshops (journals, software, and websites
Lectures + Studies	Social services (including, for ,example, guest lectures vocational training and field (studies

26. Acceptance	
	Prerequisites
7	Minimum number of students
17	Largest number of students

Course description template

1. :Course name
Scientific induction methods
2. Course code
3. Semester/ Year: Course
annual
4. Date this description was prepared : 15/9/2025
5. : forms of attendance
My working hours are official and regular
6. :Number of study hours (total) / Number of units (total)
28 One .hour per course. One hour per week
7. Name of the course coordinator (if there is more than one, please .(mention it
Prof. Dr. Abbas Nahi Kaid Abbas.n@uowasit.edu.iq
8. Course objectives

Providing students with basic information on scientific research methodologies -1						
Providing students with sufficient information about research methodologies -2						
Also providing students with information related to the scientific research program						
Providing students with information on research methodologies -4						
Providing students with information about the most important sources for scientific research						
Providing students with information about the beginnings of scientific research -6						
Providing students with information about the development and important stages of the scientific research methodology						
Providing students with important information on some topics related to research methodologies						
9. Teaching and learning strategies						
•				Lecture method 2– Discussion method –1		
				Question and answer method 4. Brainstorming method		
10. Course structure						

Evaluation Method	Learning method	Unit or location name	Required educational outcomes	Hours	Week
Written exams	Lectures discussions Analysis	Definition of scientific research	Complete - knowledge	hour 1	1
			And excellence	hour 1	2
		Reasons why we need scientific research	research	hour 1	3
			. methodologies	hour 1	4
	Bringing theses and dissertations from library and working their practical application	Formulating and defining research problem	The importance of . scientific research	hour 1	5
			Why do we study ? scientific research	hour 1	6
			Characteristics of a . scientific research	hour 1	7
		Problem validity conditions	The problem in scientific research	hour 1	8
			Sources of the -6 problem	hour 1	9
			The importance of .7 scientific research	hour 1	10
				hour 1	11
				hour 1	12
				hour 1	13
				hour 1	14
				hour 1	15
				hour 1	16
				hour 1	17

and participa tion in various activities Teamwo rk Observat ion and -follow up		The theoretical scientific importance scientific research Types of assumptions Descriptive research methodology Experimental research methodology Research tools (observation , (disadvantages, its advantages The interview disadvantages (advantages Surveys, types of survey	Objectives of scientific research Scientific research -9 hypotheses Types of Assumptions -10 Characteristics of a good hypothesis	hour 1	18
				hour 1	19
				hour 1	20
				hour 1	21
				hour 1	22
				hour 1	23
				hour 1	24
				hour 1	25
				hour 1	26
				hour 1	27
				hour 1	28
				hour 1	29
				hour 1	30
				hour 1	9
					10
					11
					12

		Samples, their ty ,random, simple, stratifi ,systematic, double, clu (chance			2 3 4 5 6 7 8 9 10 11 12 13 14
11. Course evaluation					
.The distribution is as follows: 30 marks for monthly and daily exams for the first semester					
12. Learning and teaching resources					

Research Methods by Dr. Kadhim Karim / Jabri and Dr. Dawood Abdul Salam Sabri	-1 Required textbooks
nothing	-2 Main references (sources)
nothing	-3) Recommended books and references (scientific journals, reports
All internet sites	Electronic -4 references , websites

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description	
College of Education for Humanities – Wasit University	Educational institution
Educational and psychological sciences	Scientific Department / Center

Measurement and Evaluation	Course Name/Code
Student attendance	Available forms of attendance
2026/2025	Semester/Year
hours per year, 3 hours per week 90	Total number of study hours
Dr. Heba Mohamed Ali hibaali@uowasit.edu.iq	.7 Name of the course coordinator (if there is more .(than one, mention it
31/3/2026	Date this description was prepared
Course Objectives	
To equip the graduate with the skills to generalize the results from the sample to the population in order to extract and draw conclusions about the various phenomena .under study	
Graduating a student who excels in selecting the appropriate statistical tool for their .research data	
parametric statistical methods Nonparametrics in different fields	

1. Course structure					
Week	Hours	Learning outcomes	Topic Name /	Teaching method	Evaluation Method
1	3		Introduction to Measurement and Evaluation	Lectures	note
2	3		A brief history of the development of the measurement and evaluation process	Lectures	note
3	3		,Concepts of evaluation, measurement, testing and the relationship between them	Lectures	note
4	3		The importance of assessment in the educational process	Lectures	note
5	3		Introductory Calendar	Lectures	note
6	3		Formative assessment	Lectures	note
7	3		Summative calendar	Lectures	Tests
8	3		Standardized assessment	Lectures	Tests
9	3		Some common mistakes in formulating educational objectives	Lectures	Tests
10	3		Educational measurement tools	Lectures	Tests

11	3		traditional achievement tests	Lectures	Tests
12	3		Educational goals	Work	Tests
13	3		Objective achievement tests	Lectures	Tests
14	3		Psychometric tools	Lectures	Tests
15	3		Introduction to Psychometrics Studies	Lectures	Tests
16	3		Psychometric tools in the conventional mental domain	Lectures	note
17	3		Psychological measurement tools in the affective domain	Lectures	note
18	3		General mental ability tests	Lectures	Tests
19	3		Individual intelligence tests	Lectures	Tests
20	3		Group intelligence tests	Lectures	Tests
21	3		Readiness tests	Lectures	Tests
22	3		sectarian aptitude tests	Lectures	Tests
23	3		Observation	Lectures	Tests
24	3		Questionnaires	Lectures	Tests
25	3		Personal interview	Lectures	Tests
26	3		Records	Lectures	Tests
27	3		Aptitude tests	Lectures	Tests
28	3		Wilcoxon test	Lectures	Tests
29	3		Kruskal and S	Lectures	Tests

30	3		Examples using theSPSS package	practical	Tests
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2. Infrastructure	
1- Required textbooks	Descriptive and Inferential Statistics Skills in – Education and Psychology, Abdul Jabbar Al-Bayati and Zakaria Athanasius

2-) Main references (sources	Statistical Analysis in Educational and Psychological Research : Non-Parametric Methods , Abdul Jabbar Tawfiq Al-Bayati
1) Recommended books and references (scientific (journals , reports , etc	Statistics and its applications in educational and psychological sciences, Abdul Jabbar Tawfiq Al-Bayati Parametric statistics Nonparametric testing of hypotheses in psychological, educational, and social research, by Abdel Moneim Ahmed El-Dardir Electronic sources -

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the program description

College of Education for Humanities – Wasit University	Educational institution
Educational and psychological sciences	Scientific Department / Center
Inferential statistics	Course Name/Code
Student attendance	Available forms of attendance
2026/2025	Semester/Year
hours per year, 3 hours per week 90	Total number of study hours
Dr. Heba Mohamed Ali hibaali@uowasit.edu.iq	.7 Name of the course coordinator (if there is more than one, mention it
31/3/2026	Date this description was prepared
Course Objectives	
To equip the graduate with the skills to generalize the results from the sample to the population in order to extract and draw conclusions about the various phenomena under study	
Graduating a student who excels in selecting the appropriate statistical tool for their research data	
parametric statistical methods Nonparametrics in different fields	

3. Course outcomes, teaching and learning methods, and assessment
A - Cognitive objectives
A1- Giving lectures A2- Asking questions A3- Writing research papers
B - Course-specific skills objectives
B1 - Performance skills through student participation in the lesson
B2 - Social skills through opening a group dialogue among students
B3 - Students' skills in applying the lesson
B4 - Student self - assessment skills
Teaching and learning methods
Classroom observation during lesson delivery - Student group work - Workshops -
Assessment methods
Observations, participation , and activities assigned to the student
C - Affective and value-based objectives

A1- Reading and Comprehension A2- Connecting A3- Analysis A4- Conclusion
Teaching and learning methods
Classroom observation during lesson delivery - Student group work - Workshops -
Assessment methods
Observations, participation , and activities assigned to the student
D - General and transferable skills (other skills related to employability and personal .[development Review of applications 2. Analysis 3. Conclusion .1

4. Course structure					
Evaluation Method	Teaching method	Topic Name /	Learning outcomes	Hours	Week
note	Lectures	Descriptive Statistics and the Nature of Descriptive Statistics		3	1
note	Lectures	Teacher Non-parametric , functions of statistics, some terminology		3	2
note	Lectures	,Population and sample, types of populations sampling methods		3	3
note	Lectures	Landmarks and estimates, visual errors		3	4
note	Lectures	Measurement levels		3	5
note	Lectures	The difference between measures of dispersion		3	6
Tests	practical	Examples using theSPSS package		3	7
Tests	Lectures	?is a t- test ? What is a one-sample t -test		3	8
Tests	Lectures	paired sample t -test		3	9
Tests	Lectures	Independent t -test of two unequal samples		3	10
Tests	Lectures	Independent two-sample t- test		3	11
Tests	Work	T test Correlation coefficients for a single sample		3	12
Tests	Lectures	T test Correlation coefficients for two independent samples		3	13
Tests	practical	Examples using theSPSS package		3	14
Tests	Lectures	One-way analysis of variance		3	15
note	Lectures	Indications for using analysis of variance		3	16
note	Lectures	Its characteristics and methods of calculation		3	17
Tests	Lectures	Analysis of variance for equal and unequal sample sizes		3	18
Tests	Lectures	Post-hoc comparisons		3	19
Tests	practical	Examples using theSPSS package		3	20
Tests	Lectures	Nonparametric statistics: its nature and methods		3	21
Tests	Lectures	Chi-square: its properties and methods		3	22
Tests	Lectures	chi-square for good matching		3	23

Tests	Lectures	Kai Square for Independence		3	24
Tests	Lectures	Smirnoff test		3	25
Tests	practical	Examples using theSPSS package		3	26
Tests	Lectures	Man Whitney test		3	27
Tests	Lectures	Wilcoxon test		3	28
Tests	Lectures	Kruskal and S		3	29
Tests	practical	Examples using theSPSS package		3	30

5. Infrastructure	
3- Required textbooks	Descriptive and Inferential Statistics Skills in – Education and Psychology, Abdul Jabbar Al-Bayati and Zakaria Athanasius
4-) Main references (sources	Statistical Analysis in Educational and Psychological Research : Non-Parametric Methods , Abdul Jabbar Tawfiq Al-Bayati

2) Recommended books and references (scientific .journals , reports , etc	Statistics and its applications in educational and psychological sciences, Abdul Jabbar Tawfiq Al-Bayati Parametric statistics Nonparametric testing of hypotheses in psychological, educational, and social research, by Abdel Moneim Ahmed El-Dardir Electronic sources -
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31. Educational institution	College of Education for Humanities – Wasit University
32. Scientific Department Center /	Educational and psychological sciences
33. or professional program	Educational Administration Master of
34. Name of final certificate	Master of Educational Administration
35.: Study system Annual / Courses / Other	Educational Administration Course
36. Accredited Accreditation Program	NCATE
37. Other external influences	
38. Date of preparation of description	2026/9/20
39.Academic Program Objectives	
خ. Developing teachers' skills that enable them to deal with learners more effectively	
د. Building the scientific and educational character of future teachers so that .they can have an effective positive influence	
ذ. Helping students acquire the values and attitudes specific to the teaching profession	

40. .Program output requirements, teaching and learning methods, and assessment

. A- Cognitive objectives

A1 - Students should be able to adopt scientific thinking methods in dealing with .academic (achievement), psychological, behavioral and health problems

A2- Adopting systematic thinking methods that help teachers achieve the required goals in the educational process

A3 - Using learning methods that include understanding and application

A4- Mastering leadership styles and skills

A5- Providing students with feedback on the educational and administrative process

A6- Employing scientific skills to solve problems facing students

:B -Skill-specific objectives of the program

B1 – Skills related to educational administration and educational guidance

B2 – Skills related to solving problems faced by students

B3 – Skills related to educational methods

Teaching and learning methods

Brainstorming method

Discussion method

The method of the lecture –

Workshop Method

Assessment methods

– Achievement tests of various types, including written essay and objective .tests, whether administered during the educational program or as final exams

– Facial expression

– surprise test

:C- Affective and value-based objectives

-A1

-Part 2

-Q3

-C4

Teaching and learning methods

,Diverse teaching methods such as lecturing, discussion, live questioning, inquiry – problem–solving, and self–learning techniques for students

Workshop Method

Assessment methods

Written and oral tests

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

D1– Scientific research skills

D2– Thinking skills of different types

D3– Litigation Skills

Teaching and learning methods

Lectures and Research

Assessment methods

Written and oral tests

41.Program structure

Credit Hours		Course name	Course code	Academic stage
practical	theoretical	Contemporary management trends		Master's degree in Educational Administration (Postgraduate Studies)
2				

42.Planning for personal development

:Area of scientific specialization

Contributing to the development of teaching capabilities in the Department of Educational and Psychological Sciences in the field of educational counselors

The technological aspect : Presenting lectures using electronic means

Developing students' skills:

Students were urged to acquire the latest information regarding administrative and .educational processes in developed countries

43. Admission criteria (establishing regulations related to enrollment in a college or institute

In terms of the highest grade point average upon graduation from preparatory - school, both scientific and literary branches

44.Key sources of information about the program

1. The book "Educational Administration in the 21st Century" by Dr. Essam El-Din Barir Adam, published by Dar Al- Kitab Al - Jami'i, Al Ain, United Arab Emirates

2. The book "Educational Administration: Between Reality and Theory" by Professor Yahya Muhammad Nabhan, First Edition .Dar Safaa for Publishing and Distribution, Amman, Jordan ,2007

3. The book "Functions and Contemporary Issues in Educational Administration" by Dr. Muhammad Hassan Muhammad Hamadat, First Edition 2007, Dar Al-Hamid for Publishing and .Distribution, Amman, Jordan

4. The book "Educational Administration" by Professor Dr Hassan Muhammad Ibrahim Hassan and Dr. Muhammad .Hassanein Al-Ajami. 1st edition, 2007, Amman, Jordan

5. The book "Distinguished School and Classroom Management The Road to an Effective School" by Salama Abdel Azim Hussein, 1st edition, 2006, Dar Al-Fikr for Publishing and .Distribution, Amman, Jordan

7. The book "Effective Practical Education" by Nafeh Ahmed Baqi'i, 1st edition, Dar Al-Masirah for Publishing, Distribution .and Printing, Amman, Jordan

8. The book "Educational Administration and Organizational Behavior: The Behavior of Individuals and Groups in Systems by Hani Abdul Rahman Saleh Al-Taweel, 4th edition, 2006, Dar .Wael for Publishing and Distribution, Amman, Jordan

9. Classroom and School Management and its Regulations, by Dr Kahila Buz, Damascus University 2003-2004, Damascus .University Publications, Faculty of Education

Course description template

Course Description

The course description provides an introduction to contemporary trends in educational management, such as total quality management, change management, and management by objectives. And models of educational management in some countries of the world in order to employ these trends in developing educational institutions and qualifying educational leadership .cadres with the latest trends that help develop work in educational institutions

College of Education for Humanities – Wasit University	27. Educational institution
Department of Educational and Psychological Sciences	28. / Scientific Department Center
Contemporary management trends	29. Course Name/Code
actual student attendance	30. Available forms of attendance
2027/2026	31. Semester/Year
hours per week 2	32. Total number of study hours
2026/9/20	33. Date this description was prepared
34. Course Objectives	
- It aims to provide students with knowledge and equip them with administrative skills and some contemporary trends in educational management for managing educational institutions in order to form a pattern of educational leaders to meet the needs of society, based on administrative foundations and theories and .contemporary management trends and employing them in the educational field	

- The student should be familiar with the most important variables of the era .that have led to the emergence of contemporary trends in educational management
- The student should be able to understand the connection between the effects of these variables and the concepts that have emerged from them in contemporary .educational management trends
- The student should realize the necessity that compelled the educational .administration to use modern methods in educational management
Developing the student's ability to apply contemporary concepts and trends in .educational management in order to face the future

35. Course outcomes , teaching and learning methods, and assessment
A- Cognitive objectives A1 - Giving lectures A2 - Raising questions A3 - Research Writing
B - Course-specific skills objectives B1 - Performance skills through student participation in the lesson B2 - Social skills through opening a group dialogue among students B3 - Students' lesson application skills B4 - Student self-assessment skills
Teaching and learning methods
Facial expression Student group method - Workshops -
Assessment methods
Written and oral exams, quizzes, participation, and activities assigned to the student

C- Affective and value-based objectives Q1- Reading and Comprehension Part 2 - Link Part 3 - Analysis Q4- Conclusion
Teaching and learning methods
Written and oral exams, quizzes, participation, and activities assigned to the student
Assessment methods
Written and oral exams , quizzes, participation, and activities assigned to the student
D - General and transferable skills (other skills related to employability and personal .(development D1- Application Review D2- Analysis D3- Conclusion

36. Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Tests	Lectures	Educational administration in the 21st century		2	1
Tests	Lectures	Modern requirements of educational management		2	2
Tests	Lectures	:Educational administration between reality and ambition		2	3
Tests	Lectures	Future Schools (Achieving integration between the electronic and traditional (school		2	4
Tests	Lectures	Some contemporary management approaches to preparing the modern manager		2	5
Tests	Lectures	Effective teacher quality		2	6
Tests	Lectures	Characteristics of an effective teacher		2	7
Tests	Lectures	Basic competencies of a teacher		2	8
Tests	Lectures	Knowledge management in the school system		2	9
Tests	Lectures	) Management engineering business process (reengineering		2	10
Tests	Lectures	Change management		2	11
Tests	Lectures	Management by Objectives		2	12
Tests	Lectures	Management by shared vision		2	13
Tests	Lectures	The teacher: between profession and mission		2	14

37. Infrastructure

External sources	1- Required textbooks
Educational Administration	2- Main references (sources)

Lectures + Studies	أ) Recommended books and ,references (scientific journals (.reports , etc
	ب) , Electronic referenceswebsites

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available learning opportunities. It .must be linked to the program description

University of Wasit - College of Education for Humanities	1. Educational institution
Department of Educational and Psychological Sciences	2. / Scientific Department Center
Human Resources Management	3. Name / Code
My presence	4. Available forms of attendance
Chapter Two	5. Semester / Year
weeks , at a rate of (2) hours per week 15	6. Total number of study hours
2026/9/1	7. Date this description was prepared
8. Course Objectives	

To provide the student at the master's level with knowledge specific to human resource management, the most important topics related to this management, and its relationship to achieving the organization's goals, mission, and vision, and to familiarize them with the activities it includes or This department performs its duties as one of the most important departments in the organization, and clarifies the strategic role it plays at present. Since it deals with managing , human resources , which is considered one of the most important resources of the organization as it represents human, intellectual, and social capital, and the success of the organization depends on the success of its human resources, this requires the existence of successful management. The course does not cover human resources management . It also equips students with the skills to plan for human resources, determine the optimal number of personnel, and diagnose shortages or deficiencies. The surplus and what are the most important strategies for dealing with this situation, as well as methods of measuring employee turnover and how to build a balanced wage and salary structure, in addition to providing the student with a knowledge framework on everything related to attracting , selecting, testing, motivating, retaining and .developing employees

9. Course outcomes, teaching and learning methods, and assessment

A– Cognitive objectives

- A1– Providing the knowledge base about human resource management and its historical .development
- .A2– Understanding the nature of a human resources management system
- A3– Understanding how human resources management is organized and its relationship with other .departments in the organization
- .A4– Knowledge of the most important applications and practices of human resource management
- A5– How can the outputs of this department's work be measured and reflected in the organization's ?performance
- A6– Knowing the effectiveness of the work of the human resources department in the presence of .an integrated information system specific to this department

B – Course-specific skills objectives

B1 – Knowledge of the administrative, technical, human, and analytical skills of a human resources manager

B2 – Skills for measuring employee performance and modern methods for training and developing them

B3 – Skills for job analysis and design, and skills for measuring employee turnover

B4– Job-specific skills, salary structure and calculation methods, and how to build an effective incentive system

Teaching and learning methods

,The theoretical and analytical presentation is done through lectures, open discussions, dialogues posing questions, opening the door to discussions and expressing opinions, in addition to urging the student to search through the Internet, scientific journals, and entering libraries, as well as .other means

Assessment methods

Written exams

Daily and weekly oral exams

Examples and practical exercises

C– Affective and value-based objectives

A1– Work Teams

D2– Self-assessment

D3– Making decisions related to individuals

D4– Leading work groups

Teaching and learning methods					
.Thinking skills in developing a future vision for the organization regarding its human resources Skills on how to properly utilize human resources – Skills in how to maintain and sustain human resources Skills on how to develop the work of this department –					
Assessment methods					
Oral and written tests and case study solutions					
.D – General and transferable skills (other skills related to employability and personal development) –D1 –D2 –D3 –D4					

10. Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Written and oral tests and discussions	Classroom lectures	Human Resources Management Planning	,Knowledge skills, and experience on the subject	2	the first

Written and oral tests and discussions	Classroom lectures	Human Resources Management Organization	,Knowledge skills, and experience on the subject	2	the second
Written and oral tests and discussions	Classroom lectures	Human Resources Department Directive	,Knowledge skills, and experience on the subject	2	the third
Written and oral tests and discussions	Classroom lectures	Human Resources Management Evaluation	,Knowledge skills, and experience on the subject	2	Fourth
Written and oral tests and discussions	Classroom lectures	Human Resources Management Recruitment	,Knowledge skills, and experience on the subject	2	Fifth
Written and oral tests and discussions	Classroom lectures	Human Resources Management Training	,Knowledge skills, and experience on the subject	2	Sixth
Written and oral tests and discussions	Classroom lectures	Human Resources Management Motivation	,Knowledge skills, and experience on the subject	2	Seventh
Written and oral tests and discussions	Classroom lectures	Human Resources Management Development	,Knowledge skills, and experience on the subject	2	Eighth
Written and oral tests and discussions	Classroom lectures	Human Resources Management Productivity	,Knowledge skills, and experience about the subject	2	Ninth

Written and oral tests and discussions	Classroom lectures	Designing Human Resources Management Functions	,Knowledge skills, and experience about the subject	2	tenth
Written and oral tests and discussions	Classroom lectures	Human Resources Management Information Systems	,Knowledge skills, and experience about the subject	2	eleventh
Written and oral tests and discussions	Classroom lectures	Green Human Resources Management	,Knowledge skills, and experience about the subject	2	twelfth
Written and oral tests and discussions	Classroom lectures	Human Resources Management Development	,Knowledge skills, and experience about the subject	2	thirteenth
Written and oral tests and discussions	Classroom lectures	Recruitment in Human Resources Management	,Knowledge skills, and experience on the subject	2	fourteenth
Written and oral tests and discussions	Classroom lectures	Compliance with the law in human resources management	,Knowledge skills, and experience about the subject	2	fifteenth

11. Infrastructure

Al-Salem, Mu'ayyad Saeed, 2010 Human Resources – .Management – A Strategic Approach Abbas, Anas Abdulbasit , 2011, Human Resources– Management	1– Required textbooks
Modern Human Resource Management Books	2– Main references (sources)
Modern Human Resource Management Books – Iraqi and Arab Journals Specialized in Management	1) Recommended books and references (scientific journals, reports (.etc ,
Books and research published through accredited websites	2) , Electronic references,websites

12. Curriculum Development Plan

Adopting modern sources and emerging topics in the field of human resource management and attempting to link the theoretical aspect with practical reality by reviewing the field reality and .requesting solutions to case studies and questions of an applied nature

Minimum number of students: 10

.The largest number of students is 15 male and female students