

**Ministry of Higher Education & Scientific Research
The Scientific Supervision and Evaluation Authority
Quality Assurance and Academic Accreditation**

**Department
Accreditation Department**



**Academic Program
and Course
Description Guide
2024/2025**

Introduction:

The educational program is considered a coordinated and organized package of curricula that includes procedures and experiences structured around study units, primarily aimed at building and refining the skills of graduates, making them qualified to meet the requirements of the job market. It is reviewed and evaluated annually through internal or external auditing procedures and programs, such as the external examiner program.

The academic program description provides a brief summary of the key characteristics of the program and its courses, indicating the skills that are being developed in students based on the program's objectives. The importance of this description is evident as it represents the cornerstone for obtaining program accreditation, with contributions from teaching staff under the supervision of the scientific committees in the academic departments.

This third edition of the guide includes a description of the academic program after it has been approved by the Committee of Deans of Colleges of Education for Humanities at Iraqi universities, regarding the curricula based on accreditation requirements. It also includes updates to the sections and items of the previous guide in light of the developments and updates in the educational system in Iraq, which encompasses the traditional academic program description (annual, semester) as well as adopting the generalized academic program description as per the letter from the Ministry of Higher Education and Scientific Research / Studies and Planning Department No. (T M3/2906 on 3/5/2023) concerning programs that fundamentally rely on the Bologna Process.

In this context, we cannot stress enough the importance of writing clear descriptions of academic programs and curricula to ensure the smooth progress of the educational process.

Concepts and Terms:

- **Academic Program Description:** The academic program description provides a brief overview of its vision, mission, and objectives, including a precise description of the targeted learning outcomes based on specific learning strategies.
- **Course Description:** It offers a concise summary of the main characteristics of the course and the expected learning outcomes for the student, demonstrating whether they have maximized the available learning opportunities, and it is derived from the program description.
- **Program Vision:** An ambitious image of the future of the academic program, aiming to be a developed, inspiring, stimulating, and applicable program.
- **Program Mission:** It briefly outlines the goals and necessary activities to achieve them, as well as defining the pathways for the program's development and its directions.
- **Program Objectives:** These are statements that describe what the academic program intends to achieve within a specific timeframe and are measurable and observable.
- **Curriculum Structure:** All the courses/subjects included in the academic program according to the adopted learning system (semester, annual, Bologna process), whether they are requirements (by ministry, university, college, academic department) along with the number of credit hours.
- **Learning Outcomes:** A coherent set of knowledge, skills, and values that the student has acquired after successfully completing the academic program, and the learning outcomes for each course should be defined in a way that achieves the program's goals.
- **Teaching and Learning Strategies:** These are the strategies used by faculty members to enhance student teaching and learning. They are plans followed to achieve learning goals, describing all the in-class and out-of-class activities to achieve the program's learning outcomes.



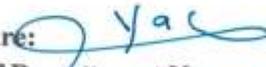
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Academic Program and Course Description Template

University Name: *University Of Anbar*
Faculty/Institute: *College of Education for Humanities*
Scientific Department: *Department of Educational and Psychological Sciences*
Department of Educational and psychological sciences Academic or
Professional Program Name: *Bachelor*
Final Certificate Name: *Bachelor of Educational and psychological sciences*
Academic System: *semester*

Description Preparation Date: 16/9/2024
File Completion Date: 15/10/2024

Signature: 
Head of Department Name:
Prof. Dr. YASIR KHALAF RASHID
Date: 15/10/2024

Signature: 
Scientific Associate Name:
Prof. Dr. Ahmed Falih Fayyad
Date: 15/10/2024

The file is checked by: *Asst. Prof. Dr. Muthana Ismaeil Turki*
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance
Department: *كلية التربية للعلوم الإنسانية*
للتقنية ضمان الجودة
والإدارة الجامعية
Date: 
Signature:


Approval of the Dean
15/10/2024



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University Name: *University Of Anbar*
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1. Program Vision

Leadership and educational and psychological excellence for building a vibrant community.

2. Program Mission

Preparing outstanding teachers and specialized researchers in educational and psychological sciences who are professionally and research-qualified, capable of creativity and competitiveness in the job market, executing effective community partnerships, and providing robust educational and psychological programs, research, and expertise.

3. Program Objectives

The goals and strategies of the college aim for the Department of Educational and Psychological Sciences to achieve the following objectives:

1. Contribute to the university's three functions (education, scientific research, and community service).
2. Achieve program accreditation according to national standards for accrediting programs in the education field.
3. Publish scientific research in local journals and reputable global databases, and prepare researchers to keep up with scientific developments in both the academic and research fields to ensure the acquisition of information from global scientific sources and maintain the momentum of rigorous scientific research.
4. Provide a university environment that encourages students' abilities to think creatively and innovatively.
5. Prepare students academically, professionally, and culturally, enabling them to understand educational and psychological facts, concepts, and theories, and grasp the fundamental principles that qualify them for teaching, scientific research, and psychological and educational guidance in the Ministry of Education and other social, psychological, and educational institutions.
6. Meet community and labor market needs with highly qualified educational and psychological specialists who can solve and address problems according to precise scientific standards.
7. Empower students to apply scientific methods in addressing problems and life and professional situations and develop their ability to analyze and evaluate these methods against specific criteria.
8. Enable graduates to continue their higher education and adapt to new scientific developments and advancements in educational and psychological sciences, mastering research methodologies.
9. Provide educational, psychological, and counseling services to both students and citizens alike in the fields of psychological treatment, educational guidance, and career counseling.
10. Build impactful community partnerships that contribute to sustainable development.

4. Program Accreditation

Does the program have program Accreditation? And from which agency?

No

5. Other external influences

External influences include many variables that can come from society, the economy, politics, technology, and even culture. Here are some of the most significant external influences:

1. Economic trends and needs: The job market greatly impacts the design of academic programs. If there's a need to increase the number of specialists in educational and psychological sciences in a certain area, it leads to the development of programs to meet this need.
2. Legal and regulatory requirements: Government regulations and national and regional education policies play a role in setting academic standards such as accreditation, assessment, and quality assurance.
3. Technological changes: Technological advancements force academic institutions to update their curricula to include new technologies. For example, the emergence of artificial intelligence has increased the demand for programs related to modern technology.
4. Social and cultural trends: Changes in social values and ethical principles also affect academic programs. For instance, the growing interest in environmental issues, sustainable development, and gender equality drives universities to develop programs that focus on these issues.
5. Scientific and research developments: New scientific and research discoveries in the field of educational and psychological sciences can influence academic programs, as universities strive to update their curricula based on the latest scientific advancements.
6. Education funding: The availability of funding, whether from the government or the private sector, impacts academic programs. Institutions that receive more funding may be able to offer a wider variety of innovative programs.
7. Student and parent expectations: The desires and expectations of students and their families regarding quality education and future careers influence the design of academic programs, as institutions seek to meet their aspirations.

All these influences interact with one another to affect how academic programs are designed and implemented, requiring educational institutions to be flexible and able to adapt to the changing environment.

Is there a sponsor for the program? The sponsor of the program: Ministry of Higher Education and Scientific Research, University of Anbar.

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	8	18	11.39%	Core requirement
College Requirements	12	36	22.78%	Core requirement
Department Requirements	33	99	62.66%	Core requirement
Summer Training	2	5	3.16%	Core requirement
Other	55	158	100%	

* This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First stage/1 st semester	EHS1101	General Psychology/1	3	0
First stage/1 st semester	EHS1102	Psychology of Individual Differences	2	2
First stage/1 st semester	EDH1103	Foundations of Education/1	3	0
First stage/1 st semester	UNV02	Educational Texts in English	2	0
First stage/1 st semester	UNV01	Arabic Language	2	0
First stage/1 st semester	UNV04	Democracy and Human Rights	2	0
First stage/2 nd semester	EHS1201	General Psychology/2	3	0
First stage/2 nd semester	EHS1202	Educational Sociology	3	0
First stage/2 nd semester	EDH1203	Foundations of Education/2	3	0
First stage/2 nd semester	EDH1204	Environmental Education	2	2
First stage/2 nd semester	EDH1205	Sustainable Development	2	2
First stage/2 nd semester	EDH1206	Ethics of the Teaching Profession	2	2
First stage/2 nd semester	UNV03	Computers	2	2
Second stage/1 st semester	EHS2101	Curricula and Textbooks/1	2	2
Second stage/1 st semester	EHS2102	Educational Psychology/1	2	2
Second stage/1 st semester	EHS2103	Social Psychology	3	0
Second stage/1 st semester	EHS2104	Descriptive Statistics/1	2	2
Second stage/1 st semester	EHS2105	Developmental Psychology/1 (Childhood)	3	0
Second stage/1 st semester	UNV02	Educational Texts in English	2	0
Second stage/1 st semester	UNV03	Computer Science	2	0
Second stage/1 st semester	UNV05	Crimes of the Ba'ath Regime in Iraq	2	0
Second stage/2 nd semester	EHS2201	Educational Psychology/2	2	2
Second stage/2 nd semester	EHS2202	Descriptive Statistics/2	2	2
Second stage/2 nd semester	EHS2203	Developmental Psychology/2 (Adolescence)	3	0
Second stage/2 nd semester	EDH2204	Educational Planning	3	0

Second stage/2 nd semester	UNV01	Arabic Language	2	0
Second stage/2 nd semester	EHS2205	Continuous Education	2	0
Third stage/1 st semester	EHS3101	Psychological Counseling and Educational Guidance/1	3	0
Third stage/1 st semester	EHS3102	Personality Psychology/1	3	0
Third stage/1 st semester	EHS3103	Physiological Psychology	3	0
Third stage/1 st semester	EHS3104	Experimental Psychology	2	2
Third stage/1 st semester	EDH3105	Educational Technology and Its Applications/1	2	2
Third stage/1 st semester	EHS3106	Teaching Methods	2	2
Third stage/1 st semester	EHS3107	Comparative Education	2	0
Third stage/1 st semester	EHS3108	Inferential Statistics	2	2
Third stage/2 nd semester	EHS3201	Psychological Counseling and Educational Guidance/2	3	0
Third stage/2 nd semester	EHS3202	Personality Psychology/2	3	0
Third stage/2 nd semester	EHS3203	Cognitive Psychology	3	0
Third stage/2 nd semester	EDH3204	Educational Technology and Its Applications/2	2	2
Third stage/2 nd semester	EHS3205	Teaching Methods	2	2
Third stage/2 nd semester	EDH3206	Scientific Research Methods	2	2
Third stage/2 nd semester	EHS3207	Inferential Statistics	2	2
Fourth stage/1 st semester	EHS4101	Mental Health	3	0
Fourth stage/1 st semester	EHS4102	Measurement and Evaluation/1	2	2
Fourth stage/1 st semester	EHS4103	Teaching Thinking	3	0
Fourth stage/1 st semester	EHS4104	Behavior Modification	2	2
Fourth stage/1 st semester	EHS4105	Leadership and Educational Management	3	0
Fourth stage/1 st semester	EHS4106	Special Education	2	2
Fourth stage/1 st semester	EDH4107	Practical Education - Observation/1	2	2
Fourth stage/2 nd semester	EHS4201	Economics of Education	3	0
Fourth stage/2 nd semester	EHS4202	Measurement and Evaluation/2	2	2
Fourth stage/2 nd semester	EHS4203	Philosophy of Education	3	0
Fourth stage/2 nd semester	EDH4204	Practical Education - Application/2	2	2
Fourth stage/2 nd semester	EDH4205	Graduation Research	1	2

8. Expected learning outcomes of the program

Knowledge

Learning outcomes 1

Learning outcomes statement 1

A1- To gain comprehensive knowledge in the field of educational and psychological sciences and to work towards advancement in both educational and research areas, aligning with the requirements of sustainable development, the digital revolution, and keeping up with the rapid changes in the world.

A2- To learn the educational and psychological knowledge that enables a scientific understanding and perception to reach the truth, engage in research and inquiry, and develop thinking and reasoning skills to emphasize the principle of learning for knowledge leading to truth.

A3- To actively participate in knowledge production and leverage more knowledge, information, and skills that enable the acquisition of experience and professionalism, while prioritizing aspects of life to establish the principle of learning for work.

A4- To possess a high level of specialized knowledge that supports critical analysis and the synthesis of concepts in the field of educational and psychological sciences.

A5- To practice self-learning skills through lifelong learning and continuous professional development.

Skills

Learning outcomes 2

Learning outcomes statement 2

B1 – To have effective communication skills and the ability to manage teamwork and lead others.

B2 – To demonstrate advanced personal skills in both academic and practical life, clearly representing vision, flexibility, adaptability, initiative, and other personal skills.

B3 – To show mastery and skilled application of specialized and general knowledge in various professional contexts.

B4 – To demonstrate the ability to solve problems and make appropriate decisions in different contexts by using analysis, reasoning, and seeking multiple and innovative solutions, among others.

B5 – To possess effective, responsible, and secure use of modern technologies in academic and professional life by employing analysis and evaluation and applying information and data from various sources to meet their specialized and professional needs.

Ethics

Learning outcomes 3

Learning outcomes statement 3

C1 - To cultivate a sense of responsibility by being aware of the social and legal dimensions of all his behaviors.

C2 - To commit to responsible behavior and embrace Islamic values and national identity.

C3 - To engage in community activities that contribute to the development of their university and local community.

C4 - To uphold professional ethics and conduct by adhering to academic integrity, lifelong learning, fairness and appreciation of diversity, excellence, quality, and discipline, professionalism, and freedom.

C5 - To apply scientific and educational principles that help him to be a contributing and good member of society, believing that every civilization has its own values system, and working according to the principle of learning to live with others.

9. Teaching and Learning Strategies

Strategies and methods of teaching and learning used in implementing the program in general:

- Active learning strategies.
- Mastery learning strategies.
- Cooperative learning strategies.
- Inquiry-based learning strategies.
- Blended learning strategies.
- E-learning strategies.
- Reflective learning strategies.
- Self-directed learning strategies.

10. Evaluation methods

Implementation at all stages of the program in general.

- Essay performance assessments
- Objective performance assessments.
- Performance tests.
- Questionnaires.
- Observation card.
- Alternative evaluation.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Educational Sciences	Teaching Methods			3	
Professor	Psychological Sciences	Psychological Guidance			1	
Assistant Professor	Educational Sciences	Teaching Methods			2	
Assistant Professor	Psychological Sciences	Psychology			6	
Assistant Professor	Educational Sciences	Educational Management			1	
Instructor	Educational Sciences	Teaching Methods			2	
Instructor	Psychological	Psychology			5	

	Sciences					
Assistant Instructor	Educational Sciences	Teaching Methods			4	
Assistant instructor	Psychological Sciences	Psychology			5	

Professional Development

Mentoring new faculty members

Briefly describe the process used to guide new faculty members, visitors, part-time, and full-time faculty at the institutional and departmental levels.

- Conducting informative guidance workshops and courses for new faculty members on various key aspects including:

1. Self-development
2. Administrative and human resource skills
3. Legal skills
4. Modern teaching methods
5. Scientific skills and academic research

- Actively participating in both theoretical and practical classes under the supervision of experienced and competent instructors in teaching and academic research.

Professional development of faculty members

Briefly outline the plan and arrangements for the academic development of faculty members such as teaching and learning strategies, assessment of learning outcomes, professional development, and more, as the professional development of faculty members is crucial to ensure the improvement of the quality of education and research in educational institutions. There are several ways to achieve this, including:

1. Workshops and training sessions: Educational institutions organize workshops and training courses aimed at developing the skills of faculty members in areas such as effective teaching, communication with students, assessment techniques, scientific research, and more:

- Professional development for university lecturers.

- Effective teaching and learning strategies.

- Building achievement tests.

Administrative skills and human resources development.

- Legal skills.

- High-quality scientific publishing in international repositories.

2. Guidance and counseling: Individual support can be provided to faculty members through guidance and counseling sessions aimed at identifying strengths and weaknesses, and developing personal and professional development plans.

3. Encouraging and motivating continuous learning: Incentives and rewards can be provided to faculty members who seek continuous learning and skill development.

4. Online learning: Providing online learning resources such as online courses and educational materials available on the internet can be an effective way to develop the skills of faculty members at their convenience.

5. Engagement in the academic community: Encouraging faculty members to participate in academic conferences, workshops, and seminars to share experiences and learn from others.

6. Research and scholarly publishing: Encouraging faculty members to conduct research and publish in peer-reviewed scientific journals can contribute to the development of their skills and increase their knowledge in their specialized fields.

7. Providing support and opportunities: Developing faculty members not only benefits their job performance and education quality but also contributes to enhancing the reputation and attractiveness of the educational institution to prospective students and researchers.

12. Acceptance Criterion

The regulations related to enrollment in the college or institute, whether it's central admission or other methods, should be noted.

- The plan for central admission set by the Ministry of Higher Education and Scientific Research/ Department of Studies and Planning: which includes relying on the criteria of preference and competition based on the high school graduation average.
- The applicant must pass a personal interview in front of the specialized committee from the department to prove their mental and psychological fitness.
- A medical examination is required, along with obtaining proof of being medically fit.

13. The most important sources of information about the program

There are several sources to rely on to obtain information about the academic program. Among the most important of these sources are:

- **The official website of the university or educational institution:** The official website contains comprehensive information about the academic programs offered, including curricula, courses, graduation requirements, research opportunities, and more.
- **Student handbook or academic program catalog:** This guide contains detailed information about the academic program including courses, study plans, and available specializations.
- **Faculty and staff:** You can communicate with faculty members to obtain information about the academic program, courses, research opportunities, and training.
- **University Library:** Resources and references can be found to help understand the content of the academic program and deepen knowledge in various subjects.
- **Academic Research and Scientific Journals:** Reading research and scientific articles published in specialized scientific journals can help understand current trends in the field of study and academic innovations.
- **Academic Forums and Discussion Groups:** Joining academic forums online or discussion groups to connect with fellow students and professors, and share experiences and knowledge.
- **Official Reports and Statistics:** Accessing official reports published by the university or educational institutions to obtain data and statistics related to the academic program and its performance.

Using a variety of these sources can help students and faculty members better understand the academic program and make the most of their educational experience or professional development.

14. Program Development Plan

Developing academic programs involves many steps and principles aimed at improving the quality of education, meeting students' needs, and fulfilling the requirements of the job market. SWOT analysis can be used to work in this field. Some of the key steps in developing academic programs are:

- **Assessment of needs and objectives:** It is important to identify the educational needs of students and the requirements of the job market. This includes studying changes in society, industry, and technology.
- **Curriculum design:** A curriculum must be designed that aligns with educational objectives, student needs, and job market requirements. This may involve developing new courses or updating current ones.
- **Implementing innovative teaching methods:** It is essential to employ innovative and interactive teaching methods that encourage active student participation, enhance active learning, and foster critical thinking.
- **Incorporating technology in education:** Technology can be used to enhance the learning experience, such as utilizing online learning platforms and interactive educational materials.
- **Continuous assessment and improvement:** Regular assessment of the study program must be conducted to ensure the achievement of educational objectives and quality improvement. The evaluation results can be used to introduce necessary enhancements.
- **Providing practical learning opportunities:** Offering practical learning opportunities such as workshops and field training to enable students to acquire relevant practical skills and experiences.
- **Enhancing Diversity and Inclusivity:** The study program should be designed to provide opportunities for all students regardless of their backgrounds and abilities.
- **Providing Academic and Professional Support:** Academic and professional support for students can be offered through counseling sessions, academic guidance, and opportunities to participate in research activities.

Developing the academic program relies on continuous collaboration among faculty members, academic administration, students, and business owners to ensure the highest levels of quality and effectiveness in education.

Program Skills Outline

				Required program Learning outcomes														
Year/Level	Course Code	Course Name	Basic or optional	Knowledge					Skills					Ethics				
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5
First stage/1 st semester	EHS1101	General Psychology/1	Section	✓	✓		✓		✓			✓		✓			✓	
First stage/1 st semester	EHS1102	Psychology of Individual Differences	Section	✓				✓	✓	✓			✓	✓				✓
First stage/1 st semester	EDH1103	Foundations of Education/1	College	✓	✓				✓	✓		✓		✓	✓	✓		
First stage/1 st semester	UNV02	Educational Texts in English	University	✓	✓	✓	✓		✓			✓	✓		✓	✓		✓
First stage/1 st semester	UNV01	Arabic Language	University	✓	✓				✓	✓	✓	✓			✓	✓	✓	
First stage/1 st semester	UNV04	Democracy and Human Rights	University	✓	✓		✓		✓			✓	✓	✓				
First stage/2 nd semester	EHS1201	General Psychology/2	Section	✓	✓		✓		✓	✓				✓				✓
First stage/2 nd semester	EHS1202	Educational Sociology	Section	✓	✓			✓	✓	✓				✓		✓		✓
First stage/2 nd semester	EDH1203	Foundations of Education/2	College	✓		✓	✓			✓		✓		✓				

First stage/2 nd semester	EDH1204	Environmental Education	College	✓	✓		✓			✓	✓			✓	✓			✓
First stage/2 nd semester	EDH1205	Sustainable Development	College	✓			✓	✓			✓	✓		✓	✓		✓	
First stage/2 nd semester	EDH1206	Ethics of the Teaching Profession	College	✓	✓			✓	✓				✓	✓	✓		✓	
First stage/2 nd semester	UNV03	Computers	University	✓	✓				✓					✓	✓		✓	✓
Second stage/1 st semester	EHS2101	Curricula and Textbooks/1	Section	✓	✓			✓	✓				✓	✓	✓			
Second stage/1 st semester	EHS2102	Educational Psychology/1	Section	✓			✓		✓			✓		✓		✓		✓
Second stage/1 st semester	EHS2103	Social Psychology	Section	✓			✓		✓			✓	✓	✓		✓		
Second stage/1 st semester	EHS2104	Descriptive Statistics/1	Section	✓		✓		✓	✓		✓	✓		✓	✓	✓	✓	
Second stage/1 st semester	EHS2105	Developmental Psychology/1 (Childhood)	Section	✓		✓	✓	✓	✓		✓	✓		✓				✓
Second stage/1 st semester	UNV02	Educational Texts in English	University	✓		✓	✓		✓		✓		✓	✓	✓	✓	✓	
Second stage/1 st semester	UNV03	Computer Science	University	✓	✓				✓			✓		✓			✓	✓
Second stage/1 st semester	UNV05	Crimes of the Ba'ath Regime in Iraq	University	✓	✓		✓		✓			✓		✓	✓	✓		

Second stage/2 nd semester	EHS2201	Educational Psychology/2	Section	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	
Second stage/2 nd semester	EHS2202	Descriptive Statistics/2	Section	✓	✓	✓	✓		✓		✓			✓	✓		✓	
Second stage/2 nd semester	EHS2203	Developmental Psychology/2 (Adolescence)	Section	✓	✓			✓	✓		✓	✓				✓	✓	✓
Second stage/2 nd semester	EDH2204	Educational Planning	College	✓			✓		✓		✓	✓	✓	✓			✓	✓
Second stage/2 nd semester	UNV01	Arabic Language	University	✓	✓				✓	✓			✓	✓				
Second stage/2 nd semester	EHS2205	Continuous Education	Section	✓		✓	✓	✓	✓					✓			✓	✓
Third stage/1 st semester	EHS3101	Psychological Counseling and Educational Guidance/1	Section	✓		✓	✓		✓			✓	✓				✓	
Third stage/1 st semester	EHS3102	Personality Psychology/1	Section	✓					✓	✓	✓			✓			✓	
Third stage/1 st semester	EHS3103	Physiological Psychology	Section	✓	✓			✓	✓			✓		✓	✓	✓	✓	✓
Third stage/1 st semester	EHS3104	Experimental Psychology	Section	✓			✓		✓			✓		✓			✓	
Third stage/1 st semester	EDH3105	Educational Technology and Its Applications/1	College	✓			✓	✓	✓		✓			✓			✓	✓
Third stage/1 st semester	EHS3106	Teaching Methods	Section	✓		✓	✓		✓			✓		✓	✓		✓	

Third stage/1 st semester	EHS3107	Comparative Education	Section	✓	✓	✓	✓		✓		✓	✓		✓	✓			✓
Third stage/1 st semester	EHS3108	Inferential Statistics	Section	✓	✓			✓	✓			✓		✓	✓	✓		
Third stage/2 nd semester	EHS3201	Psychological Counseling and Educational Guidance/2	Section	✓	✓		✓	✓			✓	✓			✓	✓		
Third stage/2 nd semester	EHS3202	Personality Psychology/2	Section	✓	✓		✓					✓						✓
Third stage/2 nd semester	EHS3203	Cognitive Psychology	Section	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓		
Third stage/2 nd semester	EDH3204	Educational Technology and Its Applications/2	College	✓		✓	✓					✓				✓	✓	✓
Third stage/2 nd semester	EHS3205	Teaching Methods	Section	✓					✓			✓	✓	✓			✓	
Third stage/2 nd semester	EDH3206	Scientific Research Methods	College	✓		✓	✓	✓				✓		✓				✓
Third stage/2 nd semester	EHS3207	Inferential Statistics	Section	✓	✓	✓	✓		✓	✓	✓	✓		✓				
Fourth stage/1 st semester	EHS4101	Mental Health	Section	✓			✓	✓	✓				✓	✓	✓			✓
Fourth stage/1 st semester	EHS4102	Measurement and Evaluation/1	Section	✓					✓	✓		✓		✓	✓		✓	
Fourth stage/1 st semester	EHS4103	Teaching Thinking	Section	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓

Fourth stage/1 st semester	EHS4104	Behavior Modification	Section	✓			✓	✓	✓		✓			✓	✓	✓	✓	
Fourth stage/1 st semester	EHS4105	Leadership and Educational Management	Section	✓	✓	✓	✓		✓		✓	✓		✓				✓
Fourth stage/1 st semester	EHS4106	Special Education	Section	✓				✓	✓	✓			✓	✓	✓	✓	✓	
Fourth stage/1 st semester	EDH4107	Practical Education - Observation/1	College	✓	✓	✓	✓	✓	✓	✓				✓				✓
Fourth stage/2 nd semester	EHS4201	Economics of Education	Section	✓				✓	✓	✓		✓		✓				
Fourth stage/2 nd semester	EHS4202	Measurement and Evaluation/2	Section	✓					✓	✓				✓				✓
Fourth stage/2 nd semester	EHS4203	Philosophy of Education	Section	✓	✓		✓		✓	✓		✓		✓	✓	✓	✓	
Fourth stage/2 nd semester	EDH4204	Practical Education - Application/2	College	✓		✓		✓		✓		✓		✓		✓	✓	✓
Fourth stage/2 nd semester	EDH4205	Graduation Research	College	✓	✓			✓		✓			✓	✓			✓	

- Please tick the boxes corresponding to the individual program learning outcomes under evaluatio

