Ministry of Higher Education and Scientific Research
Scientific supervision and evaluation device
Department of Quality Assurance and Academic Accreditation
Accreditation Department

Academic program description form
For the year 2025-2024

University name: **University of Baghdad**

College/Institute: **College of Arts**

Scientific Department: **History Department**

Name of the academic or professional program: **Academic**

Name of final degree: **Bachelor of History**

Academic system: **semester**

Description preparation date: **10/1/2024**

Date of filling the file: **10/1/2024**

the signature:
Name of scientific assistant: **A. D.**
Munther Ali Abdel Malek
Date: **10/20/2024**

the signature:
Name of department head: **A. M. D.**
Ahmed Nateq Ibrahim
Date: 10/20/202

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance

Division: Dr. Muhammad Ghazi

Date: 10/1/2024

1. Program vision

Preparing a generation capable of combining authenticity and modernity, providing community services, and meeting the needs of the labor market, as well as preparing distinguished scientific cadres with high competencies that qualify them to work and compete in continuing to complete postgraduate studies, and leadership in conducting scientific research and studies, transferring knowledge, and localizing technology to serve and develop society.

2. Program message

Working to prepare and graduate leading scientific and leadership competencies in developing the balance of knowledge in the field of scientific research to serve the local, regional and international community by creating educational outcomes based on students' creativity and thinking.

3. Program objectives

1. Creating a generation specialized in historical knowledge, capable of analysis and deduction, developing the ability to research, explore and investigate, strong in morals, firmly rooted in the Islamic faith, and believing in its national unity.

2. Developing the educational process through developing programs and curricula in line with scientific development.

3. Preparing specialized cadres capable of serving the community and

preparing for the preparation of future specializations.

4. . Urging students to provide services to the local community, focusing on the educational and moral aspect of the student, and spreading the spirit of dedication, tolerance, commitment, and work to serve the nation..

5. Work on the professional development of faculty members in a sustainable manner.

6. Providing advisory and educational services in the field of historical studies to all university colleges and community service institutions.

7. Refine the student's personality, consolidate citizenship and democratic practice, and build a positive relationship between the student and the university, the student, the faculty member, and the administrative staff.

4. Programmatic accreditation

Does the program have program accreditation? From which side?

nothing

5. Other external influences.

Is there a sponsor for the program?

nothing

6. Program structure

comments *	Percentage	Study unit	Number of courses	Program structure
nothing	13.1%	22	17	Enterprise requirements
nothing			yes	College requirements
nothing	86.9 %	138	63	Department requirements

			nothing	Summer training
			nothing	Other

7. Program description

Credit hours		Course or course name	Course or course	Year level /
practical	Theoretical			
	3	Ancient Iraq		The first course/first stage for the year 2025-2024
	2	Sasanian history		
	2	middle ages		
	3	Age of prophecy		
	3	Arabs before Islam		
	2	Human rights and democracy		
	2	English language		
	2	Computer		
	2	Byzantine state		The second course/first stage for the year 2025-2024
	3	Arabs before Islam		
	2	middle ages		
	2	Arabic		
	2	Historical geography		
	2	Computer		
	2	Human rights and democracy		
	2	English language		
	2	Islamic countries		The first course/second stage for the year 2025-2024
	2	Sasanian		
	2	Arab countries		
	2	Renaissance Europe		

	2	The Rightly Guided Caliphate		
	2	Computer		
	3	Ancient Near East (Egypt and Syria)		
	2	Research methodology		
	2	Central Morocco		
	2	Baath crimes		
	2	Central Morocco		The second course/second stage for the year 2025–2024
	2	Islamic countries		
	2	Arab countries		
	2	Research methodology		
	3	Ancient Near East (Iran and Anatolia)		
	2	Byzantine state		
	2	Renaissance Europe Compute		
	2	Computer		
	2	English language		
	2	Umayyad state		
	2	Islamic systems		The first course/third stage for the year 2025–2024
	3	Philosophy of history		
	2	The spread of Islam		
	2	Asia is modern		
	2	Arab countries		
	2	Early Abbasid		
	3	Ottoman history		
	3	Europe 19th century		
	2	Modern Iraq		
	1	English language		
	2	Islamic systems		The second

		2	The spread of Islam		course/third stage for the year 2025–2024
		3	Arab countries		
		3	Islamic systems		
		2	Islamic states		
		3	Asia modern		
		3	Europe 19th century		
		2	Modern Iraq		
		2	Abbasi		
		2	English language		
		2	Abbasi is late		The first course/fourth stage for the year 2025–2024
		2	Türkiye		
		2	Africa		
		2	Major countries		
		2	Private search		
		2	English language		
		2	household		
		2	Islamic thought		
		3	Modern Iraq		
		2	Andalusian		
		2	Africa		The second course/fourth stage for the year 2025–2024
		2	Iran		
		2	Andalusian		
		2	Major countries		
		2	Religions		
		2	Abbasi is late		
		2	Islamic thought		
		3	Modern Iraq		
		2	English language		
		2	Private search		

8. Expected learning outcomes of the program

Knowledge

The results were consistent with the target level, due to following teaching strategies and using assessment methods to achieve the outcome.	It includes the forms of intellectual activity among students, especially the mental processes of memorization, understanding, and analysis. This field includes educational goals that work to develop these mental processes.

	Skills
The results of the output were based on striving to improve and follow strategies, teaching methods, and evaluation methods to achieve positive results.	Determine the mechanism for transferring theoretical knowledge to the applied aspect within the classroom.
The output results came from using the smart board to display images, and using GIS scanning technology.	The method of delivery and conveying information directly to students while using the vocabulary of the subject clearly so that they understand the material in a simplified manner.

	Values
It improved the level of classes among students in general, which in turn was reflected in providing them with qualifications in the labor market.	Supporting student motivation by rewarding applicants with grades, and supporting students

	with good proficiency in line with department requirements.

9. **Teaching and learning strategies**
– Establishing teaching and evaluation strategies that are of an appropriate specialized nature, supported by the requirements necessary for their implementation, and that have a clear relationship and are connected to the learning outcomes and practices followed in the field of specialization.   – Clarity of teaching and program evaluation strategies in course description documents in accordance with the program requirements.   – Introducing students to the teaching and learning strategy, curricula, and evaluation methods.   – Matching teaching methods and evaluation tools with the program learning outcomes   – Using interactive teaching and learning strategies to translate course specifications into classrooms.   6. Preparing reports on the rate of teaching and learning achievement and striving towards implementing the department's strategy.

10. **Evaluation methods**
Evaluation in the educational process is the use of information from measured outcomes in a regular and continuous manner to improve student learning in terms of the knowledge required, understanding, and skills

acquired. The most prominent methods of evaluation and presenting them to students are :

1. Self-evaluation: Allow students the opportunity to evaluate themselves, whether in terms of the final result of the academic subject or the learning process through daily preparation, and this includes improving their skills in judgment and self-esteem .

2. Short research or essays: Written essays are a common method for evaluating students. In this method, students are asked to write an essay related to what they learned in the classroom in a specific subject. To write these essays, students will need to understand the topic they are talking about well so that they can write the essay. Providing assistance and resources to students who need help with this.

3. Daily and monthly examinations: They are the most common method of evaluation. They were applied to evaluate both students and their educational process.

11. The teaching staff

Faculty members						
Preparing the teaching staff		Special requirements/s (kills (if any		Specialization		Scientific rank
staff	lecturer			private	General	
	yes				Contemporary history	Prof. Dr. Mahmoud Abdel Wahed
	yes				Islamic history	Prof. Dr. Zakia Hassan Ibrahim
	yes				ancient history	Prof. Dr. Adel Shabat Jaber

	yes				Islamic history	Prof. Dr. Abdul Rahman Fartous
	yes				Islamic history	Prof. Dr. Abbas Abdel Sattar Abdel Qader
	yes				Islamic history	Prof. Dr. Laith Shaker Mahmoud
	yes				Contemporary history	Prof. Dr. Wasn Saeed Abboud
	yes				Islamic history	Prof. Dr. Dear bad morning
	yes				Islamic history	Prof. Dr.. Wafa Adnan Hamid
	yes				Islamic history	Prof. Dr.. Anisa Mohammed Jassim
	yes				Islamic history	Prof. Dr.. Names: Abdullah Ghani
	yes				ancient history	Prof. Dr. Jamal Nada Saleh
	yes				ancient history	Prof. Dr. Amer Hamza Hussein
	yes				ancient history	Prof. Dr. Maitham Abdul Kadhim Jawad
	yes				Contemporary history	Prof. Dr.. Nadia Yassin Abdel
	yes				Contemporary history	Prof. Dr. Ithmar Kazem Suhail
	yes				Islamic history	A.M.D. Taha Jamil Ahmed

	yes				Islamic history	A. M. D. Alaa Hammad Raja
	yes				Islamic history	A.M.D. Nibras Fawzi Jassim
	yes				Contemporary history	A.M.D. Anas Ibrahim Khalaf
	yes				Contemporary history	A.M.D. Kfah Ahmed
	yes				Contemporary history	A.M.D. Jumana Mohammed Rashid
	yes				ancient history	A.M.D. Ruwaida Faisal Musa
	yes				ancient history	A.M.D. Bushra Inad Muhammad
	yes				Contemporary history	A.M.D. Sahar Ahmed Naji
	yes				ancient history	A.M.D. Wasn Jassim Muhammad Ali
	yes				Islamic history	Dr. Warqa Akram Abbas
	yes				ancient history	Dr. Zeina Qasim Hashem
a lecture	yes				Computer	Dr. Iman Salim
	yes				Contemporary history	M.D. Hassan's stubbornness
	yes				Islamic history	M.D. Warqa Yunus Yahya
	yes				Islamic history	M.D. Zainab Khaled

						Hussein
a lecture	yes				Contemporary history	M.D. Talal Ismail
a lecture	yes				Contemporary history	M.D. Iman Muhammad Abdel
a lecture	yes				Contemporary history	M.D. dhikraa Adel Abdel Qade

Professional development

Orienting new faculty members

☒ Professional development for new faculty members by making the professional development process the main pillar of university education development plans

☒ Encouraging new teaching members to achieve the highest levels of quality in performance, which increases their ability to achieve national standards in educational science.

☒ Make the faculty member feel satisfied with the work, develop the responsibility placed on him, and determine the extent of his ability to fulfill his responsibility in an atmosphere of satisfaction and professional commitment.

☒ Developing the body member's skills in adopting modern technology (artificial intelligence) and innovating new alternatives in learning.

Professional development for faculty members

☒ Developing a long-term strategic plan that ensures the continuity and evaluation of individual professional development programs for teaching staff.

☒ Developing successful solutions to the material and human obstacles that hinder the implementation of self-professional development programs for

teaching staff.

☒   Relying on scientific expertise in the field of building training programs appropriate to the needs of faculty members.

☒   Develop a plan to evaluate the current training programs by holding a group of workshops, seminars and training courses in continuing education, and to maintain the continuity of those scientific activities for teaching members and achieve their goals with quality and efficiency.

☒   Follow the development of a strategic plan and various methods of education, most notably artificial intelligence, in order to keep pace with changes and developments, maintain quality, and control the quality of its outputs.

12.	**Acceptance criterion**
	Central, parallel and direct admission

13.	**The most important sources of information about the program**

1. Ahmed, Hafez: Sustainable development of university professors in light of contemporary changes, (Cairo: Ain Al-Shams University.

2. Badir, Kariman: Self-learning, an advanced vision of its application, (Cairo: World of Books Library).

3. Hayat, Muhammad: Professional development for university faculty members, (Cairo: Alam al-Kutub Library).

4. Ali, Ali: Developing the competencies and activities of the teaching staff in higher education institutions, (Riyadh: Saud University, College of Education).

5. Relying on a group of books, periodicals, and scientific theses related to the study of history in all its branches, including ancient history, Islamic history,

and modern history.

14.	Program development plan

1. Forming a committee of experienced and competent people to study the mechanism for developing the program and information that is committed to applying academic standards in describing the program.
2. Periodically evaluate the performance of the program's academic leaders by offering questionnaires to evaluate performance, analyzing the results of the questionnaires, and sending the evaluation results to the target groups.
3. Developing the capabilities and skills of teaching staff and supporting staff, and preparing a mechanism to enhance participation in specific committees in the department and college.
4. Preparing a guide on modern teaching methods in university education, providing modern educational technologies and expanding the scope of their use in teaching.
5. Develop a plan for the radical development of the department's library by building data and statistics for foreign and Arabic books, university theses, and periodicals.

Learning outcomes required from the programme													
values				skills				Knowledge				Essential or optional	Year/level
A11	A10	A9	A8	A7	A6	A5	A4	A3	A2	A1	Course name		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Ancient Iraq	essential	The first course/first stage for the year 2025–2024
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Sasanian history	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	middle ages	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Age of prophecy	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Arabs before Islam	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Human rights and democracy	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language	essential	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Byzantine state	essential	The second course/first stage for the year 2025–2024
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Arabs before Islam	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	middle ages	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Arabic	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Historical geography	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Human rights and democracy	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Byzantine state	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Arabs before	essential	

											Islam	l	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	middle ages	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Arabic	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Islamic countries	essential	The first course/second stage for the year 2025-2024
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Sasanian	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Arab countries	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Renaissance Europe	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	The Rightly Guided Caliphate	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Ancient Near East Egypt and Syria))	essential	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Research methodology	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Central Morocco	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Baath crimes	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Islamic countries	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Islamic systems	essential	The second course/second stage for the year 2025‑2024
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Philosophy of history	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	The spread of Islam	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Asia is modern	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Arab countries	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Early Abbasid	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Ottoman history	essential	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Europe 19th century	essentia l	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Modern Iraq	essentia l	The first course/third stage for the year 2025−2024
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language	essentia l	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Islamic systems	essentia l	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Philosophy of history	essentia l	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	The spread of Islam	essentia l	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Asia is modern	essentia l	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Arab countries	essentia l	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Early Abbasid	essentia l	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Ottoman history	essentia l	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Europe 19th century	essentia l	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Modern Iraq	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Islamic systems	essential	The second course/third stage for the year 2025-2024
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	The spread of Islam	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Arab countries	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Islamic systems	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Islamic states	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Asia modern	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Europe 19th century	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Modern Iraq	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Abbasi	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language	essential	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Islamic systems	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Abbasi is late	essential	The first course/fourth stage for the year 2025−2024
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Türkiye	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Africa	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Major countries	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Private search	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	household	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Islamic thought	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Modern Iraq	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Andalusian	essential	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Abbasi is late	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Africa	essential	The second course/fourth stage for the year 2025−2024
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Iran	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Andalusian	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Major countries	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Religions	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Abbasi is late	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Islamic thought	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Modern Iraq	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language	essential	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Private search	essential	

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