



Ministry of Higher Education and Scientific Research
University of Mosul/ College of Education for humanities
Division of Quality Assurance and University
Performance

Self-evaluation report

Department of Educational and
Psychological Sciences

ACCORDING TO ACCREDITATION STANDARDS(NCATE)

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6 – September - 2022



2022



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introduction

evaluation is the essential and inevitable step in the improvement process - Therefore, the self- evaluation process must include focusing on the strengths that should be maintained and developed and the weaknesses that may need improvement in an objective manner and based on evidence and material evidence and not on mere impressions or impressions. Inaccurate information. The importance of this basic step also lies in the fact that it is necessary in order to develop quality plans in the Department of Educational and Psychological Sciences based on objective rules, and to determine the priorities that should be focused on according to a timetable that takes into account the available human and material resources.

We must take into account three basic points:

- 1 Planning: The importance of this point must be emphasized so that the department (Educational and Psychological Sciences) by developing a clear and objective plan in terms of determining the timetable, tasks, roles, and functions assigned to individuals and entities within the department (and outside it, if any) in order to ensure that the strategies used are appropriate and effective to achieve the specific goals of the department in question.
- 1 Comprehensiveness: The self- evaluation process must be a comprehensive process in which all aspects of the educational department (Department of Educational and Psychological Sciences), its scientific programs, and ,its various units are evaluated, including the facilities, equipment services, and administrative procedures followed therein. This process must be implemented in a consistent manner, with the evaluation process focusing on performance standards related to each activity of the department.

Diversity in application: Although these proposed procedures are from the point -3 of view of the scientific department , there must be some qualitative differences between the subsidiary departments in other colleges, such ,as (the College of Basic Education and others) in goals, programs ,administrative aspects, activities and facilities. And services provided This diversity will in turn be reflected to varying degrees in the process of implementing self -evaluation according to what is dictated by the .nature of each department and its internal circumstances

The self-evaluation of any educational institution (scientific department) is a set of procedural steps that members of the educational community take to evaluate their institution themselves based on the reference of quality and accreditation standards, by collecting information and data about the scientific department's



performance in the current situation and comparing it to the standards of quality and programmatic accreditation

In summary, the main objective of the report is to make changes that contribute to raising the level of performance, supporting strengths and eliminating weaknesses through work that achieves accreditation standards for higher education institutions and giving a comprehensive overview of the level of activities , services and educational programs that are implemented . Provided by the scientific department , knowing the levels of students and ways to improve the educational reality, identifying the needs of staff and what they need in terms of training courses and development programs for faculty members , and ensuring the quality of the department's outputs and programs in a way that ensures the effectiveness of continuous quality processes and procedures.

Steps for preparing a self-evaluation report for the Department of Educational and Psychological Sciences

The department's self-evaluation report is the file for evaluating the scientific department in terms of a comprehensive examination of the overall tasks, functions and activities, taking into account the mission and objectives of the department within the quality assurance standards, accreditation standards and programs of the Department of Educational and Psychological Sciences in accordance with the standards of the NCATE program accreditation standards . In educational departments . The responsibility for conducting the self-study falls on those in charge of the department under the supervision of the Quality Assurance and University Performance Division in the college, so that everyone is committed to conducting an objective and scientific self-evaluation in the department in light of its mission, where the evaluation is an effective means of knowing the strengths and weaknesses and improvement plans, and it should also support the results of the evaluation. By attaching the required evidence and documentary property, this was done :through the following procedures

1. Forming a committee to write a self-evaluation report for the Department of Educational and Psychological Sciences in accordance .with program accreditation standards



2. Holding periodic meetings to follow up on the progress of work according to the plans formulated by the committee within precise .timings, identifying obstacles and trying to solve them
3. ,Collect and document the necessary data by the relevant department authenticate it by the Head of the Department of Educational and Psychological Sciences, and then authenticate it by the Dean of the .College

Section One: (Information Descriptive And the quantity around (Scientific Department

:Department of Educational and Psychological Sciences in lines

was founded in 1978, and the department contributes to accepting graduate students from preparatory school in its scientific and literary branches, as well as the first graduates from institutes for teachers, both male and female, and academically certified teachers.



The department grants graduates a bachelor's degree in educational and psychological sciences. The first course for preliminary studies students graduated in 1982. Evening studies were opened in 2007/2008, and ,postgraduate studies were introduced for master's studies in 1986/1987 doctorate studies in 1995/1996, and diploma studies in 1999/2000.

'contributes to preparing teachers to teach in male and female teachers institutes, and educational counselors in secondary schools, in addition to working in social welfare institutions and the Supreme Court (social researcher) . The study system is the annual system, while the system followed .in postgraduate studies is the semester system (courses)



Metadata

Country: Iraq

Governorate: Nineveh

Name of the educational institution: College of Education for Human Sciences

Name of the scientific department : Educational and Psychological Sciences

Full address of the institution: University of Mosul / College of Education for Humanities / Cultural Group

Email: quality.eh@uomosul.edu.iq

Type of institution: government

Funding body: government

College founding date: 1975

:Year of founding of the Department of Educational and Psychological Sciences
1978

:Duration of study in the Department of Educational and Psychological Sciences
four years

Awarding certificates: Bachelor of Education in Educational and Psychological Sciences

Number of faculty members: 44 (33) Ph.D. (11) Master's on permanent staffing of 1

(professors, 12 assistant professors, 16 teachers, 7 assistant teachers 9)

Number of employees: 1 permanent staff

Number of contract employees: 2

Total number of students for the year 2021-2022: Morning study (686) and evening study (219) male and female students

:Number of laboratories2 (Computer Laboratory and Experimental Psychology Laboratory) and the laboratories are not qualified

Number of classrooms: 14

Number of sports arenas: 0

Number of graduates for the year 2020-2021/ :excluding the second round morning study (166) evening study (52)



Vision, mission, goals

:Department vision

Expanding the horizon of educational, psychological and educational scientific research and the horizon of scientific cooperation with international educational and psychological scientific institutions, as well as activating the integration of classroom education with field reality and building laboratories for experimental .psychology

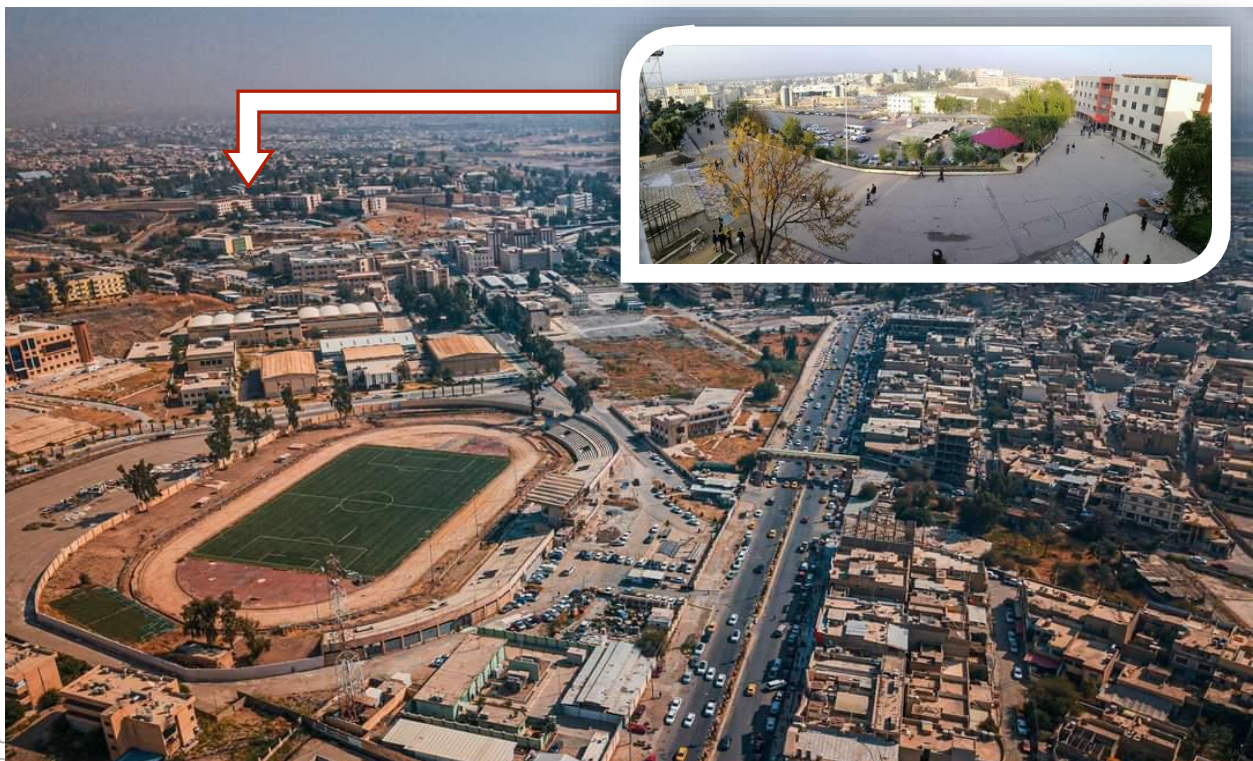
:Department Message

Preparing a conscious (academic) generation capable of providing .educational and psychological assistance to the institutions of Iraqi society

:Department goal

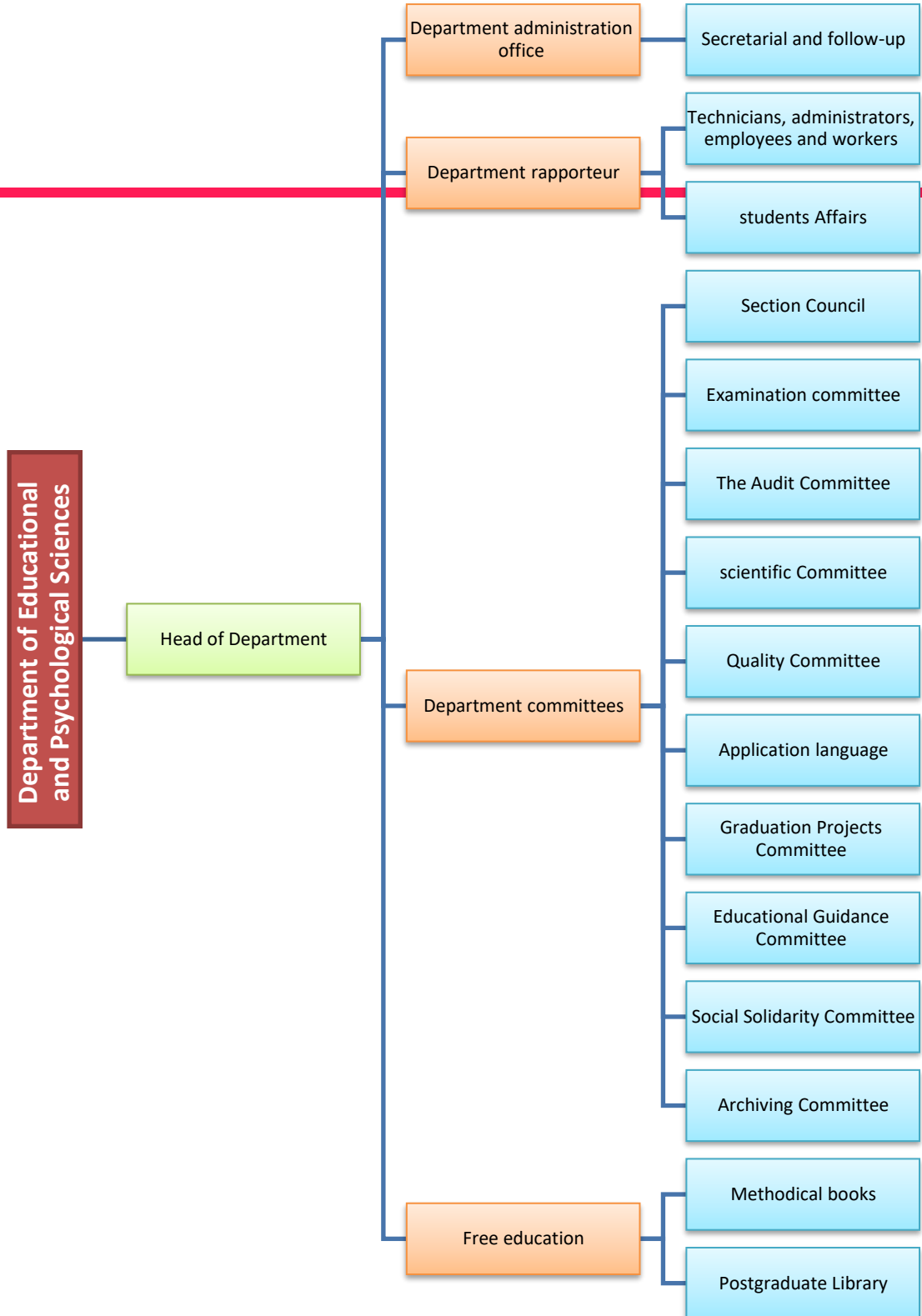
Preparing educational counselors in various Iraqi educational institutions and preparing teachers for psychology in the preparatory stage . In addition to preparing cadres for other ministries such as the Ministry of Labor and Social Affairs and the Supreme Court (social researcher)

Geographical location of the Department of Educational and Psychological Sciences





Administrative structure of the Department of Educational and Psychological Sciences





Description of the academic program

Educational institution: University of Mosul

College: Education for the Humanities Department: Educational and Psychological Sciences

.First: Determine the program and general (initial) information

- 1- **The preliminary studies program specializes in educational and psychological sciences** (annual system valid for four years)
- 2- **number of hours is (100) hours, consisting of (77) theoretical hours and (23) practical hours, and the number of accredited units is (40) . units for each year required to complete the program**
- 3- **The qualification (certificate) that the student obtains upon completion of the program: Bachelor's degree in Educational and Psychological Sciences**
- 4- **Details of the subjects, their codes (subject codes) and number of :hours**

number of units	Second Year			number of units	First year		Subject Name (material code)
	The number of hours		Material name (material code)		The number of hours		
	prac tical	theor etical			pract ical	theor etical	
4	1	2	Developmental psychology (UOME P 110)	6	1	2	General psychology (UOME P101)
4	1	2	Educational psychology (UOME P 111)	4		2	Environmental education (UOME P 102)



4		2	continuous education (UOMEF 112)	6	1	2	General foundations of education (UOMEF 103)
4		2	Social Psychology (UOMEF 113)	4	1	2	Individual Differences (UOMEF 104)
4	1	2	Syllabus and book (UOMEF 114)	4	1	2	Educational sociology (UOMEF 105)
4		2	English language (UOMEF 115)	4		2	English (UOMEF 106)
4		2	Educational planning (UOMEF 116)	4		2	Arabic (UOMEF 107)
4	1	2	the computer (UOMEF 117)	4	1	2	the computer (UOMEF 108)
4	1	2	Descriptive statistics (UOMEF 118)	4		2	Human rights and democracy (UOMEF 109)
4		2	Arabic (UOMEF 119)				
40	5	20	the total	40	5	18	the total

the fourth year				Third Year			
number Units	The number of hours		Material name material) (code	number of units	The number of hours		Substance name(substance (code
	practical	theoretical			practical	theoretical	
4	1	2	Philosophy of education (UOMEF 130)	4	1	2	Experimental psychology (UOMEF 120)
4		2	Teaching thinking (UOMEF 131)	4	1	2	Teaching methods (UOMEF 121)



4		2	Economics of education (UOME P132)	4	1	2	Physiological psychology (UOME P 122)
4		2	Psychological health (UOME P 133)	4	1	2	Scientific research method (UOME P 123)
4	1	2	Measurement and evaluation (UOME P 134)	4	1	2	Personality psychology (UOME P 124)
4	1	2	educational administration (UOME P 135)	4		2	Cognitive psychology (UOME P 125)
4		2	Special Education (UOME P 136)	4		2	Comparative education (UOME P 126)
		2	Behavior Modification (UOME P 137)	4	1	2	Inferential statistics (UOME P 127)
4	3	1	Practical education (UOME P 138)	4	1	2	Educational techniques (UOME P 128)
4		2	Research project (UOME P 139)	4		2	Psychological Counseling (UOME P 129)
40	6	19	the total	40	7	20	the total

Second : Determine the program and general information (higher)

- 1- **Postgraduate program specializing in educational psychology**
(Semester system (courses) and a research year)
- 2- **The total number of units is (36) units, with (28) units for the preparatory year and (8) units for the thesis**



3- **Qualification (certificate) that the student obtains upon completion of .the program: Master's in Educational Psychology**

4- **:Details of subjects, their codes, and number of hours**

Second Semester			First semester		
Units	Material name (material (code	T	Units	Material name (material code)	T
2	Language psychology (UOME P 148)	-1	2	Teaching Windows (140 UOME P)	-1
2	Cognitive theory and its educational applications(UOME P 149)	-2	2	Behavior modification methods UOME P 141) (	-2
2	Personality theories and their determinants(UOME P 150)	-3	2	Educational thought (UOME P 143)	-3
2	Tests and standards (UOME P 150)	-4	2	Human and social behavior (UOME P 144)	-4
2	Blended Teaching (UOME P 151)	-5	2	Mental, moral and social development (UOME P 145)	-5
2	Computer(SPSS) (UOME P 152)	-6	2	Positive psychology (UOME P 146)	-6
2	Optional subject (UOME P 153)	-7	2	English Texts (UOME P 147)	-7
14	Total units for the second semester		14	Total units for the first semester	
			28	Preparatory year units	
			8	Message units	
			36	Total total units	

.Third : Determine the program and general (higher) information

1- **Postgraduate program specializing in educational sciences (Semester (system (courses) and a research year**



- 2- The total number of units is (36) units, with (28) units for the preparatory year and (8) units for the thesis
- 3- Qualification (certificate) that the student obtains upon completion of .the program: Master of Educational Sciences
- 4- :Details of subjects, their codes, and number of hours

Second Semester			First semester		
Units	Material name (material code)	T	Units	Material name (material code)	T
2	Sustainable education (UOME P 173)	-1	2	Instructional systems (UOME P 166)	-1
2	Multimedia (UOME P 174)	-2	2	Quality of educational performance (UOME P 167)	-2
2	Curricula and their educational applications (UOME P 175)	-3	2	Educational thought (UOME P 168)	-3
2	Tests and standards (UOME P 176)	-4	2	Educational leadership (UOME P 169)	-4
2	Blended Teaching (UOME P 177)	-5	2	Planning strategies (UOME P 170)	-5
2	) ComputerSPSS (UOME P 178)	-6	2	Challenges of contemporary education (UOME P 171)	-6
2	Optional subject (UOME P 179)	-7	2	English Texts (UOME P 172)	-7
14	Total units for the second semester		14	Total units for the first semester	
			28	Preparatory year units	
			8	Message units	
			36	Total total units	

Determine the program and general information (higher) : Fourth



- 1- **Postgraduate program specializing in educational psychology**
(Semester system (courses) and a research year)
- 2- **The total number of units is (60) units, with (34) units for the preparatory year and (26) units for the thesis**
- 3- **Qualification (certificate) that the student obtains upon completion of .the program: Doctorate in Educational Psychology**
- 4- **:Details of subjects, their codes, and number of hours**

Second Semester			First semester		
Units	Material name (material code)	T	Units	Subject Name (material code)	T
3	Personality theories (UOMEF 160)	-1	3	Advanced studies in educational psychology (UOMEF 154)	-1
3	Intelligence and creativity (UOMEF 161)	-2	3	Thinking & Learning (UOMEF 155)	-2
3	Experimental Designs (UOMEF 162)	-3	3	Psychological and social compatibility (UOMEF 156)	-3
3	Psychometric theories (UOMEF 163)	-4	3	Advanced Studies in Developmental Theories(UOMEF 157)	-4
3	Guidance for special groups (164 UOMEF)	-5	3	Cognitive behavioral counseling(UOMEF 158)	-5
2	Optional subject (UOMEF 165)	-6	2	English Texts (UOMEF 159)	-6
17	Total units for the second semester		17	Total units for the first semester	
			34	Preparatory year units	
			26	Message units	



60

Total total units

Determine the program and general information (higher) : Fifth

- 1- **Postgraduate program specializing in educational sciences** (Semester (system (courses) and a research year
- 2- **The total number of units is (60) units, with (34) units for the preparatory year and (26) units for the thesis**
- 3- **Qualification (certificate) that the student obtains upon completion of .the program: Doctorate in Educational Sciences**
- 4- **:Details of subjects, their codes, and number of hours**

Second Semester			First semester		
Units	Material name (material code)	T	Units	Material name (material code)	T
3	Educational platforms (UOME P 186)	-1	3	Distance Education (UOME P 180)	-1
3	Philosophical studies (UOME P 187)	-2	3	Contemporary Trends in Leadership(UOME P 181)	-2
3	Curriculum Development (UOME P 188)	-3	3	Strategic Educational Planning(UOME P 182)	-3
3	Psychometric theories (UOME P 189)	-4	3	Educational policies (UOME P 183)	-4
3	_ Experimental design (UOME P 190)	-5	3	Development and economics of education (UOME P 184)	-5
2	Optional subject (UOME P 191)	-6	2	English Texts (UOME P 185)	-6
17	Total units for the second semester		17	Total units for the first semester	
			34	Preparatory year units	



26

Message units

60

Total total units

Determine the program and general information (higher) : Sixth

- 1- **Postgraduate program specializing in Higher Diploma in Teaching Methods** (semester system)
- 2- **The total number of units is (32) units, with (26) units for the preparatory year and (6) units for the thesis**
- 3- **The qualification (certificate) that the student obtains upon completion .of the program: Higher diploma in teaching methods**
- 4- **:Details of subjects, their codes, and number of hours**

Second Semester			First semester		
Units	Material name (material code)	T	Units	Material name (material code)	T
2	Measurement and evaluation (UOME P 198)	-1	3	Trends in teaching methods (UOME P 192)	-1
2	e-learning (UOME P 199)	-2	2	Curricula (UOME P 193)	-2
3	Computer applications in statistics (UOME P 200)	-3	2	Educational psychology (UOME P 194)	-3
2	Personality psychology (UOME P 201)	-4	2	Effective teaching models (UOME P 195)	-4
4	Microteaching (UOME P 202)	-5	2	Educational research methodology (UOME P 196)	-5



Satisfied	Seminar (203 UOMEF)	-6	2	Strategies for teaching thinking (UOMEF 197)	-6
13	Total units for the second semester		13	Total units for the first semester	
			26	Preparatory year units	
			6	Message units	
			32	Total total units	

section : Program Accreditation (NCATE)

This program includes six main standards:

The first criterion: knowledge, emotional and skills

Among the objectives of the institution is to provide sufficient knowledge and skills necessary to practice the teaching profession. Positive attitudes towards the profession must be developed in a way that helps achieve effective learning among student teachers. Evaluations are conducted to ensure that those qualified meet the approved standards

This standard includes several sub-indicators:

- 1- Knowledge content of the subject of specialization among those qualified to practice the teaching profession.
- 2- skills aspect of students to practice the teaching profession.
- 3- ,Educating those qualified for the ethics of the teaching profession : which focuses on
 - ✓ Professional ethics
 - ✓ Scientific honesty
 - ✓ Encouraging publication in reputable journals
- 4- Good teacher skills.



- ✓ Proficient in using modern technology
- ✓ Fresh and cooperative
- ✓ Familiarity with the latest teaching methods and learning theories
- ✓ Use feedback
- ✓ Persuasion
- ✓ Encouraging students
- ✓ Sound language and clear pronunciation
- ✓ Using classroom interaction patterns

The second criterion: evaluation

The department has a solid evaluation and examination system that can collect data about its students regarding the degree of their academic qualification to practice the profession and their performance after graduation, which helps provide feedback from its evaluation and .examination programs

This standard includes several sub-indicators:

1- Evaluation system: The college regularly practices the annual evaluation system

The evaluation is carried out through examinations according to the timings issued by the university presidency and the powers of the college councils in accordance with the orders and instructions of the Ministry of Higher Education and Scientific Research and according to :the following table



the exam Final %60	Mid-year exam %25	Daily exams And the quarterly %15		all the subjects Except for materials that have a practical application
Final exam %50	Half course exam 20%	Practical exam %15	Daily exam %15	Subjects that have a practical application such as) (computers Practical education
quest 30%	University supervisor %40	Guidance %10	Teacher %10 Manager %10	

2- **Data collection, analysis, and evaluation: The college's evaluation system provides regular and comprehensive information about the quality of programs.** By distributing a set of questionnaires, as shown in the appendices

3- **Use data to improve the program**

By processing the data resulting from the questionnaires applied in the previous point by announcing the results of those questionnaires and encouraging distinguished cases (for example, honoring the three best .(teaching staff as a distinguished teaching staff

4- **Changes are not made only when evidence indicates a weak system, but studies are conducted on an ongoing, systematic basis.** By encouraging



future studies in the field of quality (a research aspect) for ongoing ,scientific research to address the weaknesses existing in the department for example, encouraging the work of a graduation project, scientific .research, or postgraduate thesis

Third criterion: Field experiences and practical practices

This standard is achieved through several indicators:

1– The department cooperates with education directorates.

- ✓ Cooperation takes place through the department in holding joint courses, workshops, seminars and conferences by hosting a number of male and female teachers in the Ministry of Education through the central continuing education unit in the college or by holding courses within the corridors of the education .directorates (through preparation and training)
- ✓ Observation and theoretical application course (taking training (lessons according to the micro–teaching technique
- ✓ Application subject (practical education) in the fourth grade

2– Design, implement and evaluate field experiences and clinical practices.

Through wider activation of the role of educational guidance and its . committees

3– The growth of qualified people and their mastery of knowledge, skills and professional orientations to help all students learn.



- ✓ The results announced by the examination committee are considered a measure of the outcomes of evaluating the student's performance and assimilation of knowledge
- ✓ Evaluation of teaching performance is an incentive to develop skills
- ✓ Science Day celebration prizes

Fourth criterion: diversity

This is done by requesting knowledge and skills and forming positive attitudes to help students achieve professional integration.

Several indicators branch out from this standard:

1- Design, implement and evaluate the curriculum and experiences

- ✓ Vocabulary and detailed description of scientific material in the form of lectures
- ✓ Questionnaires to evaluate the curriculum and experiences

2- Experiences working with diverse members.

Through placement, participation with others, and scientific and .research cooperation

3- Experiences working with diverse candidates.

This happens through cooperation with school teachers and students and benefiting from the opinions and suggestions of the other party to achieve effective diversity in serving the department, the .educational community and the general public

4- Ways to deal with diverse students in schools.

There are three types of students that graduates from the Department :of Educational and Psychological Sciences must deal with

- ✓ Outstanding students



- ✓ Ordinary (natural) students
- ✓ Students with special needs

Fifth standard: qualifications of faculty members

Faculty members have sufficient academic qualifications, which make them good role models for professional practices, possess sufficient ability and experience in the field of teaching, have the ability to evaluate their students effectively enough, and cooperate with colleagues in a spirit of collegiality in their specializations and other specializations

Several indicators branch out from it:

1- Qualified faculty members.

Each academic year, a table of the numbers and names of teaching staff is printed, along with their titles, certificates, general and exact specialization, gender, and official email . It is signed by the department head, authenticated by the dean, and presented as an official document for the department's evaluation

2- Representing best professional practices in teaching.

- :Using leadership styles and good classroom management

,We can say that there is no specific teaching style that is best but rather a balance must be made between styles that are compatible with the nature of the subject, the characteristics of the students, and the available capabilities Teaching styles are not separate or precisely defined, they overlap with each other Whatever their classifications, they are an attempt to express the dominance or dominance of teaching methods, behavioral



characteristics, or specific personal traits over the teacher's performance.

- Below are some desirable behaviors to implement inside and outside the classroom

- 1- It establishes understanding in the learner and delivers information to him with ease. It is considered a means of .delivering information quickly to the learner
- 2- An important supporter and accompaniment of every educational, training, or behavioral move that works to achieve communication between the sender and the receiver. It builds a basic relationship between what the sender says and aspects of ,his outward personality, represented by his appearance movements, stances, and looks, which is one of the ways of .persuasion
- 3- It facilitates communication with students, makes everyone participate, attracts attention, and ends students' intellectual distraction. Using body language is an embodiment of the learner's educational lesson competencies and achieves the .consolidation of the learning lesson in any field

- Ways to attract students' attention

The successful teacher is the one who captures the attention of his students throughout the class, as he is convinced that there is no learning without attention, knowing that every teacher can develop these behaviors, increase them, or change them, and these behaviors are:

1. Ventilation – Preparing the classroom environment (light – sound .blackboard...) so as to reduce distractions in the classroom –



2. ,Directing the students' minds at the beginning of the lesson which might distract them from learning the lesson and listening to it, so he gives a small part of the class to the students in order to prepare for the lesson, or adjusts their seating position, or responds to the students' inquiries, then gives the students clear .instructions on what is required of them during the lesson
3. Ensuring that students learn in an organized and sequential manner, and presenting the lesson in a logical manner, avoiding randomness.
4. Teaching for the sake of understanding. The teacher must work to make the students understand what they are learning. If the student does not understand the lesson, his mind is distracted .from receiving
5. Employing different teaching methods to excite students during ,the lesson, by asking motivational questions, telling a story presenting current events, and other methods of suspense.
6. Show enthusiasm while teaching. An enthusiastic teacher transmits enthusiasm to his students.
7. Move around the classroom and vary it, so the teacher does not remain sitting or standing in one place all the time.
8. Change in tone of voice in terms of rise and fall in proportion to the teaching situation.
9. Use the sudden silence method so that the teacher notices the extent of the students' attention.



3– Representing best practices in scientific work.

Dividing groups and distributing members of one group. These practices encourage obtaining the best scientific work, for example dividing students into laboratories or presenting a scientific report or ...a group scientific lecture

4– Representing the best professional practices in providing services.

- 1– Through the teaching mastery of the subject
- 2– ,Enables the teacher to make better use of the blackboard language and dialect
- 3– Distributing attention and attention to all students
- 4– Explaining the material in an interesting and simple manner
- 5– Using modern technologies in explanation
- 6– Using blended learning in explanation

5– The department's evaluation of the professional performance of faculty members.

Through performance evaluation forms for teachers in cooperation with .the Quality Assurance and University Performance Division

6– The department facilitates professional growth.

.Through the activities of the college's continuing education unit

:Sixth standard: Management and resources

It can be achieved through the following indicators

1– .Leading the department in a positive manner

,Leading the department is the responsibility of the department head as he is considered the first and last responsible for the development and well-being of the department, and the distinguished cooperation



with him by the rapporteur and the cooperation of all teaching staff is .for the public good

2- Department budget

noting that ,The budget is central and fully linked to the college budget there is evening and parallel studies in the department in addition to .postgraduate studies (private expense)

3- The workers.

They are employees and service personnel working within the department

4- Facilities provided by the college department

Among the facilities provided by the department to the college and the rest of the departments is providing lecturers for Arabic language courses, English language proficiency , and continuing education courses (preparation for new teachers), assisting others in any guidance consultation (psychological support), and teaching educational subjects in other departments. Reviewing research in .journals

Eval uati on	ent irely	part ially	Nothi ng	Standard title and elements	T
6	2	1	0	The first criterion: knowledge, skills, and emotional (attitude and (motivation toward the profession	1
2	√	√		The first element: the knowledge content of the subject of specialization among those qualified to practice teaching.	
1				The second element: the cognitive and skill content students have to practice teaching.	
2	√			The third element: understanding who is qualified to practice teaching for student learning	
1		√		The fourth element: knowledge and skills of those qualified to practice other school professions.	

6				criterion : evaluation and examination system	2
2	√			element : the evaluation system	
2	√			The second element: data collection, analysis, and evaluation	
1		√		element : using data to improve the program	
1		√		element : Changes are not made only when evidence indicates the weakness of the system, but rather studies are conducted in an ongoing, systematic manner.	
4				criterion : field experiences and practical practices	3
2	√			element : cooperation of the department and college with partner schools.	
2	√			element : Design , implementation and evaluation of field . experiences and clinical practices	
1		√		element : the growth of qualified people and their mastery of knowledge, skills and professional orientations to help all students learn.	
7				criterion : diversity	4
2	√			element : designing , implementing, and evaluating the curriculum and experiences.	
2	√			The second element: experiences working with diverse members	
1		√		The third element: experiences working with diverse candidates	
2	√			The fourth element: experiences working with diverse students in schools	
10				Fifth standard: Faculty qualifications, performance, and professional growth	5
2	√			The first element: qualified faculty members	
2	√			The second element: Representing the best professional practices in teaching	
1		√		The third element: Representing best practices in scientific work	
1		√		Fourth element: Representing best professional practices in providing services	
2	√			:Fifth element Evaluating the professional performance of faculty members	
2	√			Sixth element: The department facilitates professional growth	
5				Sixth standard: management and resources	6
1		√		The first element: the department's leadership and authorities	
1		√		The second element: the department's budget	
1				The third element: workers	
2	√	√		Fourth element: Facilities provided by the department	

جدول يبين نسب معايير التقييم الذاتي لقسم العلوم التربوية والنفسية وفقا لمعايير (NCATE)



Section Three: SWOT analysis(SOWT)

SWOT analysis(SOWT) ,Strengths , Weaknesses :

: Opportunities and Challenges Analysis

The first criterion: cognitive , skill and emotional areas

: Strengths

- + Youth leadership in the department represented by the department head .and his rapporteurs
- + .Positive and deep relationships between the department's teaching staff
- + The department head continues to meet with students to review the academic problems they suffer from and develop radical solutions to .them
- + Diversity in the scientific specializations of the teaching staff. Such as educational psychology, educational sciences, educational counseling) ,and psychological guidance, curricula and teaching methods measurement and evaluation, educational administration, philosophy of (education
- + The academic subjects in the department are specialized and challenge .students' abilities, which contributes to a positive impact on learners
- + The academic description of the subjects is capable of providing students with various levels of different skills and competencies, in addition to the presence of enrichment courses published on e-learning .platforms



- ✚ The study materials in the department focus on the emotional field and develop motivation and positive attitudes among learners towards the .teaching profession

: Weaknesses

- ✚ .Failure to complete the scientific laboratories needed by the department
- ✚ .The large number of students is proportional to the number of teachers
- ✚ The number of subjects in each stage is large, which may constitute a .burden for them
- ✚ The density of academic vocabulary in each subject in the current study .plan
- ✚ Lack of practical applications in most subjects, especially in the .bachelor's program, and the theoretical aspect is predominant
- ✚ The department's students do not want to increase their scientific information and educational culture by examining external sources in the field of specialization and being satisfied with the information given in .the lecture only

: Opportunities

A great desire by a large number of middle school graduates who wish to obtain a bachelor's degree in the department's specialty in order to graduate .as educational counselors and teachers in middle and middle schools

: Challenges

- ✚ **An attempt is made to build and rebuild the number of classrooms , as they are few due to the circumstances that the University of Mosul went through .as a result of the occupation of the city by ISIS terrorist gangs**



- ✚ The small number of teaching staff is balanced by the number of students and the department's capacity, which affects the progress of the educational .process

The second criterion: evaluation and examination system

_ : Strengths

- ✚ The department has an evaluation system and theoretical and practical examinations in which data is collected on students regarding the degree of their academic qualification to practice the profession and their .performance after graduation
- ✚ Electronic exams and their follow-up are considered one of the positives .of dealing with large numbers of students accepted into the department
- ✚ . Archive the exam questions and give them the code for each subject
- ✚ Postgraduate studies (higher diploma, master's, and doctorate) are evaluated through two courses and a research period

: Weaknesses

- ✚ The momentum of students accepted into the department poses a burden on the examination committee due to the lack of department teaching staff
- ✚ Teacher fatigue due to the relatively large number of observers due to the large number of students accepted into the college in general and .the department in particular
- ✚ Marking in attendance exams constitutes a burden on the teacher due to the large number of notebooks and because the subject of educational and psychological sciences requires effort and thought in correcting the .questions



- ✚ Checking examination books in this number constitutes a burden on the examination committee and the audit committee

:Opportunities

- ✚ Sequences and central admission of students to the college in general and .the department in particular
- ✚ Providing opportunities to appoint teaching staff in the department to keep .pace with administrative and teaching work

Challenges: Providing an appropriate and precise mechanism to reconcile in-person and electronic tests

Third criterion: field experiences and practical practices

_ : Strengths

- ✚ Writing and applying scientific research by faculty members in the department to develop the educational reality
- ✚ Involving faculty members in the department in continuing education courses and activities and conducting external workshops and . seminars with civil society organizations
- ✚ Faculty members cooperate with the Community Service Center and . the Continuing Education Center at the university presidency
- ✚ The existence of communication channels between the department and the Ministries of Education and other institutions such as Social . Welfare and the Supreme Judicial Council

:Weaknesses

- ✚ Weak support provided to the department to develop specialized laboratories
- ✚ .Poor communication with department graduates



- ✚ Failure to conclude joint cooperation contracts with a number of organizations in order to develop the field of research, studies and consultations in various fields that serve the local community
- ✚ The absence of a five-year strategic plan that outlines the roadmap for the department to implement its activities , especially those related to local community service
- ✚ The number of faculty members is small and does not cover the teaching of academic subjects And projects of educational benefit
- ✚ The large teaching and administrative burdens for faculty members reduce their participation in community service
- ✚ Lack of financial support to implement activities outside the university walls that support the community and address the problems it suffers from

:Opportunities

- ✚ Working to complete a group of projects that benefit the community
- ✚ Activating the role of students in volunteer work that develops specialization and creating an environment of cooperation between teaching and students to make these initiatives successful
- ✚ Investing in the financial and moral support provided by the university and college to the department
- ✚ The possibility of benefiting from the support provided by the college for training and community service
- ✚ Continuous support to the university presidency for the active participation of departments in serving the community and providing high-quality community services that are consistent with the university's status as a house of expertise

:Challenges



- ✚ Changing traditional methods in the process of community .communication with the department and their weakness
- ✚ Searching for supporters from local community institutions in the field .of partnership with the department
- ✚ Trying to conduct cooperation related to communications between the .local community and the department
- ✚ Correspondence and formalities between institutions (routine) that .cause boredom for those who provide these services

Fourth criterion: diversity

_ : Strengths

- ✚ The presence of faculty members in the department who possess high and diverse skills and whose high academic qualifications enable them to hold many seminars and training workshops in various fields. In .addition to the diversity in scientific specializations
- ✚ unit is led by a faculty member who is interested in training matters for faculty members and administrators and developing their .capabilities . And develop them
- ✚ The department takes into account and cares about the various artistic and sports activities of students in all departments and tries to develop . and follow them up And develop their capabilities
- ✚ The desire and motivation of faculty members and administrators to participate B. Local and international advanced training programs that . contribute to their professional development

:Weaknesses

- ✚ The large teaching and administrative burdens of faculty members in the department limit their participation in training programs and .workshops organized at the college and university levels



- ✚ The timing of some training programs coming to the department is not appropriate with the timing of lectures and faculty members commitments
- ✚ Weak promotion and support for students' talents in all sports and artistic fields

:Opportunities

- ✚ Possibility of obtaining full support for holding training workshops from inside and outside the college
- ✚ The diversity of programs offered by many training bodies inside and outside the university
- ✚ The possibility of obtaining the necessary support to finance the college's activities from international organizations after obtaining approvals from the university presidency

:Challenges

- ✚ The large teaching loads and administrative duties of faculty members may prevent them from teaching
- ✚ Activating direct communication between the department and training institutions inside and outside the university
- ✚ Aligning the teaching and administrative burdens of faculty members and the training programs available to them

Fifth standard: Faculty qualifications, performance, and professional growth

_: Strengths

- ✚ The great contribution of faculty members in the department in the field of scientific research and educational studies
- ✚ Diversity of specializations in the department and academic titles



- ✚ The department's teaching staff teaches educational and psychological subjects in all departments of the College of Education for the Humanities
- ✚ The existence of cooperation between faculty members in the department in the field of scientific research
- ✚ The existence of cooperation between faculty members and researchers at universities and research centers within the university
- ✚ The presence of moral support for scientific research at the college and university levels
- ✚ The diversity of research experiences of the department's faculty members

:Weaknesses

- ✚ Excessive teaching and administrative burdens and teacher fatigue during additional lectures, which in turn reduces their participation in scientific research
- ✚ Lack of research cooperation between teachers in similar specializations within the same university (alternate colleges)
- ✚ Discouraging research teams, such as conducting research and writing collective books (research in collective books, electronic articles, or articles published in newspapers and magazines)
- ✚ Focus on conducting quantitative research rather than conducting qualitative research

:Opportunities

- ✚ Opening the way for the department through the College and the University Presidency and encouraging the writing, translation and publication of methodological and specialized books, individually and collectively



- ✚ Investing in the financial and moral support provided for scientific .research
- ✚ .Investing in the financial and moral support provided by the university
- ✚ Benefiting from the research cooperation agreements signed by the .university with many educational and research institutions
- ✚ Involving the largest possible number of joint research in different ,specializations and encouraging it within one department, one college and within one university with other universities in order to support .joint research
- ✚ Applying the research completed in a specific field practically on the .ground in a way that contributes to serving society

:Challenges

- ✚ The inability of faculty members to make effective research .contributions as a result of teaching loads
- ✚ The department's library is not prepared for scientific research .purposes
- ✚ Developing an integrated work plan for the department's research contribution and activating research partnerships with other .departments inside or outside the university
- ✚ Difficulty in obtaining partnerships in the field of scientific research .from local community institutions
- ✚ Lack of concerned parties benefiting from the results of research .conducted in the department
- ✚ Researchers' unwillingness to conduct research outside the scope of academic work at the university (outside the university) and to limit themselves to scientific research, such as scientific promotion .research, participation in a conference, or evaluation activity



- ✚ ,Failure to activate university specializations, despite their differences scientific and humanities, among themselves and with each other, in order to crystallize ideas in what serves these specializations, despite their differences and diversity, such as the participation of researchers in doing educational research with the arts, or psychological research .with social service, and so on

Sixth standard : management and resources

_ : Strengths

- ✚ ,The department has good management in distributing tasks, duties .and committees to the faculty
- ✚ .There is evening and parallel study in the department
- ✚ The presence of postgraduate studies (higher diploma, master's, and doctorate) with two seats at private expense
- ✚ Cooperating with the Continuing Education Unit to hold teaching .methods courses

:Weaknesses

- ✚ Slow procedures and obtaining approvals to hold scientific .conferences, as well as the lack of a special budget for this
- ✚ The large number of teaching and administrative loads among the .department's faculty members
- ✚ There is no independent budget for the department to finance .conferences and seminars
- ✚ Delay in paying academic evaluation fees and lecturers' fees at the Continuing Education Center and the lack of a mechanism to claim .their rights

:Opportunities



- ✚ The brilliant name and scientific reputation of the University of Mosul are a great qualification for the success of various activities inside and . outside the university walls
- ✚ Opening horizons for local and international cooperation to make cooperation and coordination initiatives successful through means of .communication and electronic platforms
- ✚ The stock of knowledge and communication acquired by teaching staff has transformed them into prominent names that attract institutions .and centers to work with the university
- ✚ Financial and moral support from the college and university to hold .and participate in seminars and conferences
- ✚ Trying to find the facilities and capabilities within the college and .university necessary to hold scientific events of various kinds
- ✚ The desire of the local, regional and international community to .participate in conferences held in the Arab region

:Challenges

- ✚ Weak support for coordination with corresponding institutions, centers and universities, hesitation in doing so, and setting undue difficult .conditions that hinder work
- ✚ ,Competition from other higher education institutions, whether local .regional or international, in holding conferences and seminars
- ✚ .Obtaining financial support from local community institutions



Section Four: (Improvement and Development Plan

It includes a plan to improve and develop the six standards through : a number of points

- 1- **:Opening new specializations in postgraduate studies such as Professional Diploma in Psychological Operations, Master in .Peace Building**
- 2- **Opening a model hall to discuss master's theses and doctoral .theses**
- 3- **Updating and publishing the vision, mission and goals in Arabic and English for the department on the website and in .paper publications and posters**
- 4- **Holding periodic electronic courses at the department and college levels, with a variety of specializations (educational ,guidance, modern teaching methods, research methods Methods of measurement and evaluation, statistical analysis (SPSS) . . (etc.....**
- 5- **.Holding seminars covering different and diverse topics**
- 6- **Nominating a number of teaching staff to participate in international workshops and foreign universities, which would develop the professional and academic capabilities of teachers, which in turn would reflect positively on the .department**



- 7- Increasing the number of continuing education courses in order to develop the skills of teaching staff for the purpose of improving their skills so that the department's outputs are appropriate for the current era, in addition to holding special courses for teachers and those appointed to the staff of the Directorate of Education for the purpose of developing skills**
- 8- Converting the paper evaluation form prepared by the Quality Assurance Division at the Deanship of the College into an electronic form for the purpose of converting the data into graphical charts for ease of use and understanding**
- 9- Additional plans to improve performance include working on developing an occupational safety plan and other plans, such as a plan for educational courses, on a semi-period basis**
- 10- Work on building a theater hall for the department and rehabilitating one or more conference halls equipped with smart devices and boards**
- 11- Work on building additional halls to fill the shortfall resulting from the increase in the number of students**
- 12- Rehabilitation of an e-learning laboratory**
- 13- Supporting laboratories with modern devices and equipment**
- 14- Activating financial support to hold courses, workshops and conferences periodically and annually**



- 15- Activating a channel for talented people, accepting and nurturing them**
- 16- Forming a committee or activating an organizational unit to .follow up on graduates and employ them**
- 17- Activating scholarships and scholarships to countries that .have reputable universities**
- 18- Organizing free festivals and training and educational courses for students**
- 19- Establishing an annual periodic scientific conference to publish only applied research that serves the community and .awarding prizes for the first distinguished research**
- 20- Finding sufficient incentives to sponsor researchers and .support them financially**
- 21- Working to find a work program that specifies a mechanism to support faculty members to participate, cooperate, and communicate with universities and global scientific research .networks through granting letters of thanks and appreciation**
- 22- Equipping the modern electronic library and connecting it to information networks with recent developments in the field of library and information services and cooperation with regional .and international universities**
- 23- The need for adequate training programs in various .magazines**



24- Increasing the courses, workshops and seminars in continuing education for members of the community so that .the benefit may spread

Appendix (1)

Names of the faculty members in the Department of Educational and Psychological Sciences according to their degree, scientific title , and . specialty

Jurisdiction	The scientific title	Certificate	Instructor's name	T
Educational psychology	Assistant Professor	Ph.D	Dr.. Yasser Mahfouz Hamed (Department Head)	.1
Educational psychology	Teacher	Ph.D	Dr.. Aseel Mahmoud Girgis (morning rapporteur)	.2
Computer teaching methods	Teacher	Ph.D	Dr.. Awesome Khaled Thanoun (evening course)	.3
Educational psychology	.Mr	Ph.D	Dr.. Osama Hamed Muhammad	.4
Philosophy of education	.Mr	Ph.D	Dr.. Ali Duraid Khaled	.5
Educational psychology	.Mr	Ph.D	Dr.. His Eminence Arafat Muhammad	.6
Psychological guidance and educational guidance	.Mr	Ph.D	Dr.. Ahmed Younis Mahmoud Al-Bajari	.7
Educational psychology	.Mr	Ph.D	Dr.. Nada Fattah Zidane Al-Abaji	.8
Curricula and teaching methods	.Mr	Ph.D	Dr.. Saddam Muhammad Hamid	.9
Educational psychology	Assistant Professor	Ph.D	Dr.. Sabiha Yasser Maktuf	.10
Educational psychology	Assistant Professor	Ph.D	Dr.. Samir Younis Mahmoud	.11



Educational psychology	Assistant Professor	Ph.D	Ahmed and Abdullah thank God The tenderness	.12
Pedagogical techniques	Assistant Professor	Ph.D	Dr.. Basma Jamil Jarjis	.13
Educational administration	Assistant Professor	Ph.D	Dr.. Names: Abdul Rahim Khadr	.14
Measurement and evaluation	Assistant Professor	Ph.D	Dr.. Yasser Nizam Majeed	.15
Educational administration	Assistant Professor	Ph.D	Dr.. Ahmed Aziz Fendi	.16
Educational psychology	Assistant Professor	Ph.D	Dr.. Aladdin Ali Hussein	.17
Educational psychology	Assistant Professor	Ph.D	) Dr.. Sighing Adel Fadel (scientific assistant	.18
Methods of teaching mathematics	Assistant Professor	Ph.D	Dr.. Asim Ahmed Khalil Al-Shamam	.19
Educational psychology	Assistant Professor	Ph.D	Dr.. Saad Ghanem Ali	.20
Educational psychology	Assistant Professor	Ph.D	Dr.. Ali Suleiman Hussein	.21
Educational psychology	Teacher	Ph.D	Dr.. Sari Ghanem Mahmoud	.22
Curricula and teaching methods	Teacher	Ph.D	Dr.. Subhan Younis Majeed	.23
Educational psychology	Teacher	Ph.D	Dr.. Saleh Muhammad Fathi	.24
Educational psychology	Teacher	Ph.D	Dr.. Raed Idris Younis	.25
Educational administration	Teacher	Ph.D	Dr.. Israa Ghanem Abdel Sammak	.26
Educational psychology	Teacher	Ph.D	Dr.. Rana Kamal Jiyad	.27
Educational psychology	Teacher	Ph.D	Dr.. Naima Younis Dhanoun	.28
Educational sciences	Teacher	Ph.D	Dr.. Tamar Muhammad Aziz	.29
Educational psychology	Teacher	Ph.D	Dr.. Anwar Ghanem Yahya	.30
Educational psychology	Teacher	Ph.D	Dr.. Lubna Hashem Lutfi	.31
Educational sciences	Teacher	Ph.D	Dr.. Handmade by Muzaffar Dakhil	.32
Educational psychology	Teacher	Ph.D	Dr.. Zafar Hatem Fadeel	.33
Educational psychology	Teacher	Master s'	Amoush Abdel Qader Mahmoud	.34



Methods of teaching mathematics	Teacher	Master s'	Maysaa Hamid Hussein	.35
Methods of teaching mathematics	Teacher	Master s'	Jahan Adel Fadel	.36
Educational psychology	Teacher	Master s'	Shaima Talab Hamad	.37
Sociology	assistant teacher	Master s'	Haitham Saeed Abdullah	.38
Educational sciences	assistant teacher	Master s'	Riad Hazem Fathi	.39
Educational psychology	assistant teacher	Master s'	Alaa Abdul-Jabbar Muhammad Ali	.40
Information systems	assistant teacher	Master s'	Bassam Muhammad Yassin	.41
Educational psychology	assistant teacher	Master s'	Nadia Bahjat Shawkat	.42
Educational psychology	assistant teacher	Master s'	Muhammad Hashem Taha Suleiman	.43
Educational psychology	assistant teacher	Master s'	Muhannad Ezzo Majeed Ali	.44



Appendix (2)

Questionnaire No. (1)

University of Mosul

College of Education for Human Sciences

Department of Educational and Psychological Sciences

A questionnaire about the opinion of employers regarding graduates of the University of Mosul

.....Graduated in the year ofcollege... .. Section

.....Specialization

.......... Date of appointment Male Female

Name of the ministry/ institution where the graduate works Name of the department/ department

Workplacegovernmental private

..... Number of years the graduate spent working in this place

.....

The job of the person who performs the evaluationprocess

.....Specialization of the person who performs the evaluation process

Interest in knowing the graduate's performance in his job from the institutions in which he works is very useful in developing the quality of scientific and training programs for all specializations in universities, noting that this information referred to colleges and scientific departments helps to provide institutions in the public and private sectors with graduates with high competencies in performing their job tasks. Therefore, we ask you to provide us with information by answering the following form statements by placing a mark () in the place that expresses the graduate's performance, taking into account



accuracy and objectivity in serving the public interest, so that we can communicate with you with graduates capable of serving the nation. With great thanks and appreciation

I do not agree at all (1)	I do not agree (2)	no I know (3)	OK (4)	Strongly Agree (5)	Paragraph	T
					Possesses sufficient knowledge and information related to work affairs	1
					Possess sufficient skills related to work affairs	2
					communication skills Social with customers	3
					Possesses written communication skills writes the required reports clearly and) (correctly	4
					Possesses research and analysis skills in business affairs	5
					Possesses critical thinking skills and the ability to solve problems	6
					Possesses teamwork skills	7
					Possess the skills of working in a team	8
					Possess planning and organizing skills for work affairs	9
					He has a high production capacity at work	10
					He has quality performance work	11
					He has the ability to create , innovate and develop work	12
					He has the ability to adapt to work and its different circumstances	13
					He has the ability to take responsibility	14
					social interaction skills	15



					He has the ability to accept directives and be prepared to implement them	16
					He has a sense of the importance of the work he performs	17
					He has the ability to review and scrutinize what is assigned to him	18
					The ability to deal with problems and endure work difficulties	19
					Follow up on developments in his field of work	20

أ- Briefly add the information your department needs about the graduate within his specialty

.....

.....

.....

ب- What skills or knowledge do you think the graduate excelled in in your department

.....

.....

.....

.....

ج- What are the suggestions that improve the quality of graduates within K specialty ?

.....

.....

.....

.....

.....



Appendix (3)

Questionnaire No. (2)

of Mosul University

Department of Educational and /College of Education for Humanities

Psychological Sciences

) year A questionnaire measuring teaching satisfaction for the academic 20-2021 (

.....Dear teacher

The questionnaire to measure teaching satisfaction depends mainly on the opinions and suggestions of the faculty member as he is the humanitarian / pillar of this scientific edifice. Accordingly, the Quality Assurance Division College of Humane Education conducts a questionnaire to measure the faculty member's satisfaction with the educational institution, as it includes a number of questions with the aim of using your experiences and suggestions in Improving and developing the educational process, thank you for your cooperation.

.....College.....Department

Certificate: Master's, Doctorate, body granting the last
.....certificate

Scientific title: Professor, Assistant Professor, Instructor, Assistant Lecturer

Gender: male, female

First: The rights and duties of the teacher and his relationship with the educational institution. (I agree to a degree)

%100	%75	%50	%25	%0	ferries	T
					The extent of participation in decision-making at the college, department, or branch level	1
					The extent of your participation in quality activities and programs	2
					Performing all assigned tasks honestly, seriously and sincerely	3
					It works to avoid exploiting the academic position to achieve personal interests and preferences	4
					I feel the fairness of the educational institution in distributing study materials and supervising academic dissertations in a manner that takes into	5
					The faculty member adhered to teaching strategies and course specifications	6
					The existence of a motivational system for faculty members	7



%100	%75	%50	%25	%0	ferries	T
					I feel benefited from courses to develop the capabilities of faculty members in advancing the educational or administrative process	8
					The Scientific Department is clearly concerned with the adequacy of information regarding its activities and instructions on the college's website	9
					The modernity of the curricula encourages self-education for students to keep pace with the changes and needs of the times and makes the necessary amendments in the course content to ensure the continuity of compatibility and quality	10
					The college library provides modern curricula and references that keep pace with the latest developments in the scientific field	11
					The suitability of the approved mechanisms to encourage and carry out scientific research for the purpose of improving and developing the educational process and serving society	12
					Directing students to various sources of knowledge, information, and references that help students achieve academic achievement efficiently and effectively	13
					,Respect for the intellectual property of others accuracy in conveying ideas, and belief in the value of research	14
					I feel the fairness and accuracy of the research I supervise or in which I participate	15
					Allocate part of the research completed by you to serve the community	16
					I feel that the number of conferences, seminars, or workshops that contribute to developing the scientific skills of faculty members that are held in	17
					Contribute to strengthening ties with civil society institutions and help solve the problems they face	18
					The college or department organizes practical field visits periodically	19
					Always strive to represent the university well and honorably by displaying a good appearance and	20
					I feel that the classrooms are equipped with information and communications technology ,computers, data display, duplicating device)	21
					I feel satisfied with supporting the organization in the field of scientific research and innovation	22
					I feel fair treatment by officials	23
					The extent of contribution to rehabilitation and employment activities in the college	24



%100	%75	%50	%25	%0	ferries	T
					I feel that the qualifications and academic experience I possess match the subjects I am assigned to teach	25

Appendix (4)

Questionnaire No. (3)

Dear Student / Dear Student (Please answer the following paragraphs accurately and objectively (and there is no need to mention the name

..... : **University :** **College :** **Section**

.. : **Name of the teacher :** **Name of the course :** **Academic year**

.....

no	some what	Yes	Paragraphs	T
			It takes into account individual differences and psychological characteristics of students	1
			He welcomes discussion and accepts other points of view from students	2
			Discusses students' incorrect answers flexibly and corrects them	3
			Develops good attitudes, habits and morals in students	4
			A variety of educational methods are used to attract students' attention to the lesson topic	5
			It provides cooperative or competitive activities in which students interact with each other	6
			Uses Techniques Strengthen miscellaneous To motivate Students	7
			His ability to manage time for lectures and adhere to deadlines	8
			It motivates students to review the references of various scientific subjects	9



				Students feel concerned about them and want to benefit them	10
				Diversify the questions and take into account the correct timing in asking them during the lecture	11
				It addresses students' weaknesses in the academic subject and enhances their strengths	12

Appendix (5)

Questionnaire No. (4)



of Mosul University

College of Education for Humanities/Department of Educational and Psychological Sciences

(2021-2020) Measuring student satisfaction for the academic year

.....**Dear student**

The Quality Assurance Division / University of Mosul - College of Humanities Education conducts a questionnaire to measure the student's satisfaction with the educational institution to which he is affiliated through the years of study that he spends in that institution so expressing your opinion must be marked with () in the appropriate place✓.

.....**College**

.....**stage**.....

/ Preliminary study (morning, evening) / Gender: (male, female)

. **Postgraduate**

First: The effectiveness of the educational process and self-education (agreed to a degree)



%100	%75	%50	%25	%0	ferries	T
					,Illustrate the theoretical aspects of the subject with practical .applied examples	1
					.The scientific material is given in proportion to the lecture time	2
					I feel fair and equal between myself and the rest of my colleagues .in all the practices in which I participate	3
					The college receives complaints from all students through direct or indirect methods (complaints box, communication through the .(college website	4
					) Adopting modern educational methodsdata display electronic , whiteboard) in explanation and clarification if they help in following .up and understanding the scientific material	5
					,Available scientific references contribute to collection .understanding, and conducting scientific experiments and projects	6
					.I find the grades I obtained reflective of my actual performance	7
					'The teacher uses various methods to evaluate students) performance, such as (reports, research, short testsquizes (, .(written tests, oral tests	8
					The presence of faculty members during office hours helps in understanding some points that I did not understand during .lectures or scientific lessons	9
					.Teaching increases your knowledge	10
					,Availability of electronics available for information technology represented by (electronic library, availability of study material on (...the website	11
					Study schedules provide flexibility to allow for academic pursuits and activities	12
					The college's website publishes (grades, notifications, academic .(...courses	13
					Adapting curricula (study subjects) to the requirements of the .labor market	14



%100	%75	%50	%25	%0	ferries	T
					Announcing semester grades for students before the start of final exams	15
					the exam questions , as they reflect the information, skills and .knowledge you have learned	16
					.Laboratory experiments help you convey theoretical material	17
					There are support methods for students who are struggling .academically that help improve their academic level	18
					. I contribute to extracurricular activities	19
					Availability of boards and screens to disseminate instructions and .various activities	20
					Field training (summer) contributes to raising my abilities and .skills to practice the profession and work	21
					.Modern sources are available in the college library	22
					.The green space in the college is sufficient and appropriate	23
					.Suitability and quality of classrooms	24
					.Sports fields are available for student activities	25
					.Quality of reading rooms in the college library	26
					,Explanation means are available (video programs , publications .(.etc	27
					Laboratory quality (availability of equipment, materials, and .(necessary equipment	28
					?How clean are the classrooms	29
					.Adequate and clean sanitary facilities	30
					. The quality of services provided in the student club	31
					The college buildings are designed to suit the educational .environment	32
					Adequate availability of transportation within the university .campus	33
					.Continuous power supply during official working hours	34
					Availability of potable water and appropriate places designated for .that	35



:Granting accreditation

:The first step: Apply for program accreditation

After adopting a program standard for the department and applying its standards, an application for program accreditation is submitted , and an accreditation contract is signed with the National Center for Academic Accreditation and Evaluation

The second step: Verify that the academic program qualifies for accreditation

Documents related to eligibility requirements for program accreditation are sent (in the form of a link), reviewed by evaluators , and a report of observations and recommendations is sent to the program

Step Three: Form the review team and determine the date of the visit

The final list of reviewers is formed and approved (the number of reviewers may vary depending on the size of the program). Then prepare and approve the visit schedule in coordination with the review team and those in charge of the academic program, and hold a meeting with program officials to prepare and ensure final preparations for implementing the visit



Fourth step: Field visit to the program and preparation of the audit

report

The program's field visit is carried out for three days. Through it, interviews are conducted with all categories of the program, facilities and equipment are visited, and more documents are examined according to the timetable specified for the visit. The team leader is fully responsible for the review process, and refers to the accreditation consultant when needed. After the end of the review visit, the team leader delivers the initial draft of the report and it is reviewed by the center's advisor. A confidential copy (without a final recommendation for accreditation) is then sent to the program for review of the general information contained in the report. And accept the .recommendations

Step five: Accreditation decision

The final report is submitted to the Advisory Committee to verify the accuracy of the report and its consistency with the reports of the remaining accredited programs and to recommend accreditation. The Accreditation Council then approves the recommendations of the Accreditation Review Team and the Advisory Committee, and the accreditation status of the program is .announced

Sixth step: annual follow-up of accredited programs

The program prepares an annual report on the status of the program and the efforts implemented regarding the recommendations contained in the accreditation report.



The report is then studied by the consultants , and this may include carrying out a visit to the program (if necessary), and a follow-up report is prepared and then sent to the program.

Accreditation is granted according to the previous :Independent opinion . steps , which we learned from your wonderful course. I wish you success

Done by God's goodness