



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

Self-evaluation report

Department of History

ACCORDING TO NCATE ACCREDITATION STANDARDS

Preparation:

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2022





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introduction

. Self-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 uninformed information. minute. The importance of this basic step also lies in the fact that it is necessary in order to develop quality plans in the History Department 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 History Department develops a clear and objective plan in terms of determining the timetable, tasks, roles, and functions assigned to individuals and entities inside the department (and outside it, if any) in order to ensure that the strategies used are appropriate and effective to achieve the goals set by the department in question.

2_ Comprehensiveness: The self-evaluation process must be a comprehensive process in which all aspects of the educational department (History Department), 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

3_ Diversity in application: Although these proposed procedures are from the point of view of the scientific department, there must be some qualitative differences between the auxiliary departments in other colleges, such as (the College of Basic Education and others) in the goals, programs, administrative aspects, activities, 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 goal 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, giving a comprehensive overview of the level of activities, services, and educational programs provided by the scientific department, and knowing the levels of students and ways to Improving the educational reality, identifying the needs of the 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 to prepare a self-evaluation report for the History Department

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 and accreditation and programmatic standards for the History Department in accordance with the NCATE program accreditation standards for educational departments, as 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 evaluation is an effective means of identifying strengths and weaknesses and improvement plans

The results of the evaluation should be supported by attaching the required evidence and supporting properties. This was done through the following procedures

1. Forming a committee to write a self-evaluation report for the History Department in accordance with program accreditation standards.

2. Holding periodic meetings to follow up on the progress of work according to the plans that were formulated by the committee within precise timings, identifying obstacles and trying to solve them.

3. Collect the necessary data, document it by the relevant department, authenticate it by the Head of the History Department, and then authenticate it by the Dean of the College.



Section One:

(Descriptive and quantitative information about the scientific section)



History Department in brief:

established on November 5, 1975, under the name of the Department of Human Sciences. It includes the branches of history and literature. It became an independent department in 1982. The department is accepting graduate students from preparatory school in its scientific and literary branches and the first graduates from institutes for male and female teachers and academically certified teachers.

The department grants graduates a bachelor's degree in history. The first course for preliminary studies students graduated in 1979, and postgraduate studies were established to study a master's degree in 1995-1994 and a doctorate in 1998-1997.

The department contributes to preparing teachers to teach in schools and preparatory schools in the country. The study system is represented by the annual system in preliminary studies, 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: History

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 History Department: 1975

Duration of study in the History Department: four years

Awarding degrees: Bachelor of Education in History + Postgraduate Studies (Master's and Doctorate)

Number of faculty members: 50 permanent staff (19 professors, 17 assistant professors, 12 teachers, 2 assistant teachers)

Number of employees: 3 permanent staff

Total number of students for the year 2022-2021: Morning study (897) male and female students.

Number of laboratories:

Number of classrooms: 15

Number of sports arenas: 0

(326) : morning study2022-2021Number of graduates for the year



Vision, mission, goals

Department vision

Expanding the horizon of historical scientific-academic research, and enhancing the horizon of scientific cooperation with scientific institutions, Emphasizing the human being as a supreme value and the basis for acquiring science and knowledge, striving towards developing academic programs in the humanities to keep pace with cognitive and scientific developments, creating a good generation that carries within it the comprehensive development of society, and providing integrated education to prepare highly qualified educational teachers capable of acquiring knowledge. By themselves

Department Message

Providing scientific advice in various fields, cooperating in the field of scientific research and studies, and holding conferences and seminars that cover important and different vital topics

Building bridges of communication and cooperation between the department, institutions universities and scientific research centers locally, regionally and internationally

Preparing holders of higher degrees (Master's – Doctorate) with a high degree of scientific and cognitive competence by following a solid, objective and rigorous methodology in preparing research and studies

.Department goal - -

.Creating a good generation that carries within it the comprehensive development of society

Providing integrated education to prepare highly qualified educational teachers capable of acquiring knowledge on their own.

Geographical location of the History Department





Description of the academic program

Educational institution: University of Mosul

College: Education for the Humanities Department: History

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

- 1- Preliminary Studies Program majoring in History (four-year annual system)
- 2- The total number of hours is (100) hours, with (77) theoretical hours and (23) practical hours, and the number of accredited units is (40) units for each year necessary to complete the program.
- 3- The qualification (certificate) that the student obtains upon completion of the program: Bachelor's degree in history
- 4- Details of subjects and number of hours:

The number of hours	The fourth stage	The number of hours	third level	The number of hours	The second phase	The number of hours	The first stage
2	History of Iraq	2	Philosophy of history	2	high school	2	psychology
2	Optional	2	Guidance	2	psychology	2	Foundations of education
2	History of the Arab countries	2	Civilization	2	Umayyad	2	History of ancient Iraq
2	Measurement and evaluation	2	Asian history	2	Arab countries	2	Arabs before Islam
2	Contemporary world	2	Abbasid history	2	Andalusian history	2	Biography of the Prophet
2	History of the Americas	2	Teaching methods	3	the old	2	middle ages



2	English	2	History of Europe	2	Civilizations	2	Geography
	History of the Arab states		Geography		Geography	2	Calculators
		2	Modernizing the Islamic world	2	Calculators	2	Arabic
		2	History of Iraq	2	European	1	human rights
				2	Research methodology		
					Arabic		

Second: Determine the program and general information (higher)

- 1- Postgraduate program specializing in history (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 dissertation.
- 3- The qualification (certificate) that the student obtains upon completion of the program: Doctorate in History.

Details of subjects and number of hours:

number of units	PhD, Islamic/second semester	number of units	PhD, Islamic/first semester	ت
3	Unity and Diversity in Arab-Islamic Civilization (Civilization)	3	Methods of Arab-Islamic historical blogging (Mashreq)	1
2	Studies in the history of Arab-Islamic thought	2	Administrative systems in the Islamic state	2
3	Methods of historical blogging (Morocco)	3	Unity and diversity in Arab-Islamic civilization (political)	3
2	Measurement and evaluation	2	Studies in the history of the Arab-Islamic city	4



2	Specialized subject	2	English	5
Satisfied	Writing methods	2	Specialized subject	6

Third: Determine the program and general information (higher)

- 1- Postgraduate program specializing in history (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 dissertation.
- 3- The qualification (certificate) that the student obtains upon completion of the program: Master's in Islamic History.

:Details of subjects and number of hours

number of units	Master's degree in Islamic/second semester	number of units	Master's degree in Islamic/first semester	ت
3	Issues in Arab-Islamic History (Morocco)	2	Issues in Arab-Islamic History (Mashreq)	1
3	The Arab world facing the Crusades	2	Studies in Arab-Islamic cultural history	2
2	Administration of the Arab state at the beginning of Islam	3	Studies in the history of thought before Islam	3
2	Calculators	3	Political relations between Morocco and Andalusia	4
2	Specialized subject	2	Specialized subject	5
2	English	2	Teaching methods	6



Fourth: Determine the program and general information (higher)

- 1- Postgraduate program specializing in history (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 dissertation.
- 3- The qualification (certificate) that the student obtains upon completion of the program: Master's in Modern History.

Details of subjects and number of hours:

number of units	Master's degree, second semester	number of units	Master's degree, first semester	ت
3	Studies in the political history of the Ottoman Empire	3	Studies in the modern and contemporary history of Iraq	1
3	Contemporary political history of Iraq	2	Studies in the history of the modern Arab world	2
2	Studies in the history of the contemporary Arab world	2	Principles of historical research	3
2	Calculators	3	History of Europe in the Renaissance	4
2	Specialized subject	2	Teaching methods	5
2	English	2	Specialized subject	6



Section Two: 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– The skills aspect of students to practice the teaching profession.

3– Educating those qualified about the ethics of the teaching profession: It 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

□ The ability to persuade

□ Encouraging students

□ Sound language and clear pronunciation



The department has a solid evaluation system and examinations 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 important historical information.

: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	Mid-year exam	Daily exams		all the subjects Except for materials that have a practical application
Final %60	exam %25	And the quarterly %15		
Final exam 50%	Half course exam 20%	Practical exam 15%	Daily exam 15%	Subjects that have a practical application (such as computers)

1- 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



Changes are not made only when evidence indicates the weakness of the –2 system, but rather studies are conducted in an ongoing, systematic manner. 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 criterion is achieved through several indicators:

1– The department’s cooperation 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 greater activation of the role of educational guidance and its committees.

3– The development 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.**

□ **Evaluating teaching performance is an incentive to develop skills**



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:

4- Design, implement and evaluate the curriculum and experiences.

□ Vocabulary and detailed description of the 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 History

Department must deal with:

□ Outstanding students

□ Regular (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.

:It includes several indicators

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 the 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 classification, it is an attempt to express the dominance or dominance of teaching methods, behavioral characteristics, or specific personal characteristics over the teacher's performance.

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



1- It consolidates understanding in the learner and communicates 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.

It facilitates communication with students, makes everyone participate, attracts attention, and ends students' intellectual distraction. The use of body language is an embodiment of the learner's educational lesson competencies and the ability to consolidate 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. Prepare the classroom environment (light – sound – ventilation – 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 adjust their seating position, or respond



to the students' inquiries, then gives the students clear instructions on what is required of them during the lesson.

3. Ensure that students learn in an organized and sequential manner, and that the lesson is presented 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 stimulating 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.

Change in voice tone in terms of rise and fall in proportion to .8
.the teaching situation

1. Use the sudden silence method so that the teacher notices the extent of the students' attention.

1– 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...

2– Representing the best professional practices in providing services.

1– Through the teacher's mastery of the subject



2- The teacher was able 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 techniques in explanation

6- Using blended learning in explanation

3- 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.

4- 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

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

3- Employees.

They are employees and service personnel working within the department Facilities provided by the college department



A table showing the percentages of self-evaluation criteria for the History Department according to .(NCATE) standards

Evaluation	entirely	partially	Nothing	Standard title and elements	ت
6	2	1	0	The first criterion: knowledge, skills and emotional (attitude and motivation towards the profession)	1
2	√	√		The first element: the knowledge content of the subject of specialization among those qualified to practice teaching. The second element: the cognitive and skill content of students to practice teaching. The third element: understanding who is qualified to practice teaching for student learning Fourth element: Knowledge and skills of those qualified to practice .other school professions	
1	√				
1		√			
6				The second criterion: evaluation and examination system	2
2	√			The first element: the evaluation system The second element: data collection, analysis, and evaluation The third element: using data to improve the program The fourth element: Changes are not made only when evidence indicates the weakness of the system, but rather studies are .conducted in an ongoing, systematic manner	
2	√				
1		√			
1		√			
4				Third criterion: Field experiences and practical practices	3
2	√			The first element: cooperation of the department and college with partner schools. The second element: Design, implementation and evaluation of field experiences and clinical practices. The third element: the growth of qualified people and their mastery of knowledge, skills and professional orientations to .help all students learn	
2	√				
1		√			
7				Fourth criterion: diversity	4
2	√			The first element: designing, implementing, and evaluating the curriculum and experiences. The second element: experiences working with diverse members The third element: experiences working with diverse candidates	
2	√				
1		√			
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	√			The 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	

Among the facilities provided by the department to the college and other departments is the provision of lecturers to teach history and human rights in other departments, as well as holding workshops and seminars related to current political and public events in the Arab and international world. As well as refereeing research in journals.



Section Three: SWOT Analysis:

SWOT Analysis: Strengths, Weaknesses, Opportunities and Challenges analysis:

The first criterion: cognitive, skill and affective areas:

Strengths:

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:

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 want to obtain a bachelor's degree in the department's specialty in order to graduate as 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 cooperated 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 teaching staff is small and does not cover the teaching of academic subjects and educationally useful projects.

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 have high and diverse skills and whose high academic qualifications enable them to hold many seminars and training workshops in various fields.

The (continuing education) unit is led by a faculty member who is interested in training matters for faculty members and administrators and developing their capabilities and development.

The department takes into account and cares about the various artistic and sporting activities of students in all departments and attempts to develop them, follow them up and develop their abilities.

The desire and motivation of faculty members and administrators to participate in advanced local and international 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 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.

The lack of research cooperation between teachers in similar specializations within the same university (alternative colleges).

Discouraging research teams, such as conducting research and writing collective books (research in collective books, electronic articles, and those published in newspapers and magazines).

Focus on conducting quantitative research rather than conducting qualitative research.

Opportunities:

Opening the way for the department, through the mediation of 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- Updating and publishing the vision, mission and goals in Arabic and English for the department on the website and in paper publications and posters.**
- 2- Establishing periodic electronic courses at the department and college levels, with a variety of specializations (for example: text editing courses, manuscript editing courses, modern teaching methods in the field of history, historical research methods... etc.).**
- 3- 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.**
- 4- 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 data into graphical charts for ease of use and understanding.**
- 5- 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.**



- 6- Work on building a theater hall for the department and rehabilitating one or more conference halls equipped with smart devices and boards.**
- 7. Working to build additional halls to fill the shortfall resulting from the increase in the number of students.**
- 8- Rehabilitation of an e-learning laboratory.**
- 9- Supporting laboratories with modern devices and equipment.**
- 10- Activating financial support to hold courses, workshops and conferences on a periodic and annual basis.**
- 11- Activating a channel for talented people, accepting and nurturing them**
- 12- Forming a committee or activating an organizational unit to follow up on graduates and employ them.**
- 13- Activating study fellowships and scholarships to countries that contain reputable universities.**
- 14- Holding festivals and free training and educational courses for students**
- 15- Holding an annual, periodic scientific conference to publish only applied research that serves the community and award prizes for the first distinguished research.**
- 16- Finding sufficient incentives to sponsor researchers and support them financially.**
- 17- Work 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.**



18- Preparing the modern electronic library and linking it to information networks with recent developments in the field of library and information services and cooperation with regional and international universities.

19- The need for adequate training programs in various magazines.

20_ Increasing courses, workshops and seminars in continuing education for members of society so that the benefit may spread.



Granting accreditation:

The first step: Apply for program accreditation :

Adopting a programmatic standard for the department and applying its standards. An application is submitted to obtain programmatic accreditation, 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:

Documentation of eligibility requirements for program accreditation is sent (in the form of a link), reviewed by evaluators and a report of observations and recommendations 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, which may include carrying out a visit to the program (if necessary), and a follow-up report is prepared and then sent to the program.

good luck