Ministry of Higher Education and Scientific Research

University of Mosul / College of Education for Human Science

Self-Assessment Report

Department of Sciences of the Holy Quran and Islamic Education

ACCORDING TO ACCREDITATION (STANDARDS NCATE)

Prepared by:

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١٢ نيسان ٢٠٢٥

http://uomosul.edu.iq/pages/ar/edicationhc/3837

2024

Department of Sciences of the Holy Quran and Islamic Education in brief:

The department was established in ١٩٩٥/١٩٩٦, and the department contributes to the acceptance of graduate students from preparatory in its scientific branches (biological and applied) and literary and the first graduates of the institutes of teachers and teachers licensed academically.

The department grants graduates a bachelor's degree in the sciences of the Holy Quran and Islamic education, the first course for students of preliminary studies graduated in ١٩٩٨/١٩٩٩. The evening study has been opened since ٢٠٠٣/٢٠٠٤ and postgraduate studies were introduced to study (Master's) specializing in Quran Sciences and Islamic Education in ٢٠٠٦/٢٠٠٧ and resumed postgraduate studies (Master's) specializing in methods of teaching Islamic education in ٢٠٢٠/٢٠٢١. Postgraduate studies (master's) specialization in jurisprudence resumed in ٢٠٢٢/٢٠٢٣. And resumed postgraduate studies (master's) specialization in interpretation in ٢٠٢٢/٢٠٢٣

The department contributes to the preparation of teachers to teach in middle, middle and secondary schoolsas well as work in the institutions of the Sunni endowment

. The study system is the annual system, while the system followed in postgraduate studies

.is the semester system (courses)

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Metadata

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Country: Iraq

Governorate: Nineveh

Educational Institution Name: College of Education for Human Sciences

Scientific Department Name: Quran Sciences and Islamic Education

Full Address of the Foundation: University of Mosul / College of Education for Human Sciences / Cultural Group

Email: quality.eh@uomosul.edu.iq

Type of Establishment: Government

Funding entity: Government

Date of Establishment: ١٩٧٥

Year of establishment of the Department of Quran Sciences and Islamic Education: ١٩٩٥/١٩٩٦

Duration of study in the Department of Quranic Sciences and Islamic Education: four years

Awarding Certificates: Bachelor of Sciences of the Holy Quran and Islamic Education

Number of faculty members: ٥٤ permanent staff (١٠ professors, ٢١ assistant professors, ١٠ lecturers, ١٣ assistant lecturers)

Number of employees: ٢On the permanent staff

Total number of students for the year ٢٠٢٤-٢٠٢٥: morning study (٧٠٥) evening study (١٣٠) students.

Number of laboratories: None

Number of classrooms: ١٣

Number of sports arenas: ٠

Number of graduates for the year ٢٠٢٤-٢٠٢٥: Morning Study (١١٥) Evening Study (٢١)

Vision, Mission, Goals

Department Vision:

Consolidating faith and belief in the minds and souls of learners, deepening their understanding of Islamic law and its provisions, and forming their awareness and commitment to apply it in the areas of their private and public lives in a way that achieves for them the meanings of guidance, integrity and guidance, and earns them tranquility and happiness in the two homes.

Department Mission:

Finding the human (student) Muslim developing in various aspects of mental, spiritual, physical, emotional and social development, complying with his orders, and moving away from his prohibitions to be the Caliph of God on earth.
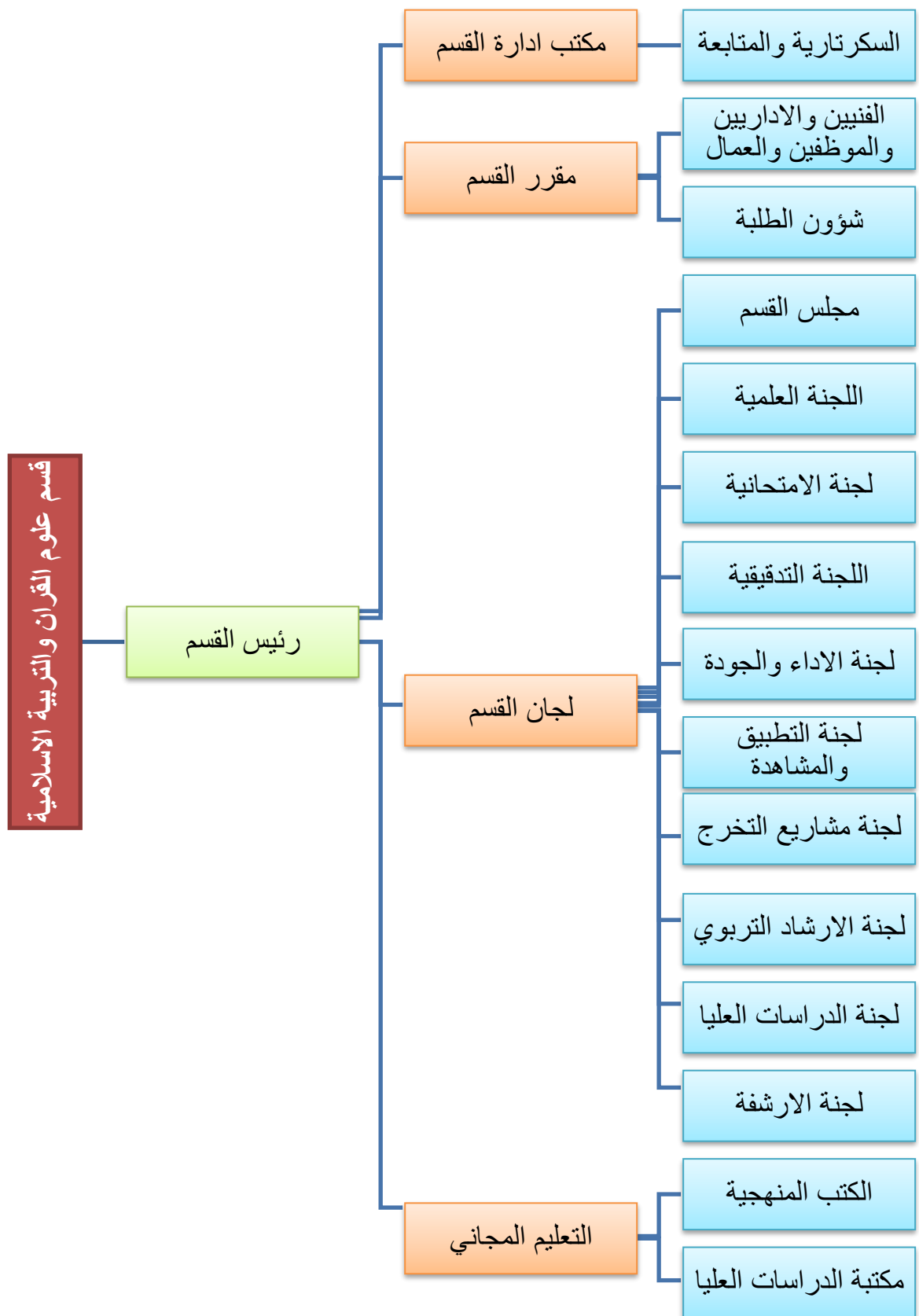
Department Objective:

١. Preparing educational teaching staff distinguished by Islamic culture, undertaking to build specialized generations with the necessary solid knowledge.

٢. The infallibility of young people from slipping into principles and ideas that are alien to our cultural heritage, hostile to our religion, and removing the suspicions raised by the enemies of Islam.

٣. Highlighting the different educational positions through the Qur'anic texts and the Sunnah of the Prophet.

The geographical location of the Department of Quranic Sciences and Islamic Education:

Administrative Structure of the Department of Quranic Sciences and Islamic Education

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                                                              السكرتارية والمتابعة
                                     مكتب ادارة القسم

                                                              الفنيين والاداريين
                                                              والموظفين والعمال
                                     مقرر القسم
                                                              شؤون الطلبة


                                                              مجلس القسم

                                                              اللجنة العلمية

                                                              لجنة الامتحانية

                                                              اللجنة التدقيقية

قسم علوم القرآن والتربية الإسلامية   رئيس القسم   لجان القسم   لجنة الاداء والجودة

                                                              لجنة التطبيق
                                                              والمشاهدة
                                                              لجنة مشاريع التخرج

                                                              لجنة الارشاد التربوي

                                                              لجنة الدراسات العليا

                                                              لجنة الارشفة

                                                              الكتب المنهجية
                                     التعليم المجاني
                                                              مكتبة الدراسات العليا
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Academic Program Description

Educational Institution: University of Mosul
Faculty: Education for Human Sciences Department: Quran Sciences and Islamic Education

First: Determining the program and general information (preliminary)

١. **Preliminary studies program, majoring in Quran sciences** (annual system of four years)

٢. **The total number of hours is (١١٣) hours, (٨٥) theoretical hours, (٢٨) practical hours, and the number of accredited units is (٤٤) units for each year required to complete the program.**

٣. **Qualification (certificate) obtained by the student upon completion of the program: Bachelor of Quranic Sciences and Islamic Education.**

٤. **Details of materials, their codes (material codes) and the number of hours:**

Subjects and vocabulary for preliminary studies

	Second stage				First stage		
Weight	Hours		Material Name (Article Code)	Weight	Hours		Material Name (Article Code)
	ع	ن			ع	ن	
٥	١	٢	Rules of recitation and memorization (UOMEQ١٣٨)	٥	١	٢	Rules of recitation and memorization (UOMEQ١٢٦)

٤		٢	Curricula of modernists (UOMEQ١٣٩)	٤		٢	Quran Sciences (UOMEQ١٢٧)
٤		٢	The science of interpretation (UOMEQ١٤٠)	٦		٣	Jurisprudence of worship (UOMEQ١٢٨)
٤		٢	Biography النبوية(UOMEQ١٤١)	٤		٢	Introduction to the study of Sharia (UOMEQ١٢٩)
٦		٣	Jurisprudence of personal status and inheritance (UOMEQ١٤٢)	٦		٣	Grammar and morphology (UOMEQ١٣٠)
٦		٣	Grammar and morphology (UOMEQ١٤٣)	٢		١	Logic (UOMEQ١٣١)
٤		٢	Secondary education and educational administration (UOMEQ١٤٤)	٤		٢	Educational Psychology (UOMEQ١٣٢)
٤		٢	Developmental Psychology (UOMEQ١٤٥)	٤		٢	Foundations of education (UOMEQ١٣٣)
٤		٢	Quranic rhetoric (UOMEQ١٤٦)	٢		١	Human Rights and Democracy (UOMEQ١٣٤)
٤		٢	Islamic Creed (UOMEQ١٤٧)	٤		٢	Hadith term (UOMEQ١٣٥)
٤	٢	١	Computers (UOMEQ١٤٨)	٤	٢	١	Computers (UOMEQ١٣٦)
٤		٢	English Language (UOMEQ١٤٩)	٢		٢	English Language (UOMEQ١٣٧)

Weight	Hours		Material Name (Article Code)	Weight	Hours		Material Name (Article Code)
	ع	ن			ع	ن	
٥٣	٣	٢٥	**Total**	٤٧	٣	٢١	**Total**

			Fourth Stage				***Third stage***

Weight	Hours		Material Name (Article Code)	Weight	Hours		Material Name (Article Code)
	ع	ن			ع	ن	
٥	١	٢	Rules of recitation and memorization (UOMEQ١٦١)	٥	١	٢	Rules of recitation and memorization (UOMEQ١٥٠)
٤		٢	Methods of commentators (UOMEQ١٦٢)	٤		٢	Comparative Religions (UOMEQ١٥١)
٤		٢	Fundamentals of jurisprudence (UOMEQ١٦٣)	٤		٢	Interpretation of the verses of rulings (UOMEQ١٥٢)
٤		٢	Jurisprudence of felonies (UOMEQ١٦٤)	٤		٢	Jurisprudence of transactions (UOMEQ١٥٣)
٤		٢	Analysis of the Qur'anic text (UOMEQ١٦٥)	٤		٢	Islamic Creed (UOMEQ١٥٤)
٤		٢	As (UOMEQ١٦٦)	٤		٢	Fundamentals of jurisprudence (UOMEQ١٥٥)
٤		٢	Quranic miracles (UOMEQ١٦٧)	٤		٢	As (UOMEQ١٥٦)

٤		٢	scaling والتقويم(UOMEQ١٦٨)	٤		٢	Rhetoric (UOMEQ١٥٧)
٤	٢	١	Watch & Apply (UOMEQ١٦٩)	٤	٢	١	Curricula and Teaching Methods (UOMEQ١٥٨)
٢	٢		Graduation Research (UOMEQ١٧٠)	٣	١	١	Library and Scientific Research (UOMEQ١٥٩)
٣٩	٥	١٧	Total	٤		٢	Counseling and mental health (UOMEQ١٦٠)

Second: Program Definition and General Information (Top)

١. **Postgraduate Program in Quran Sciences** (semester system (courses)
   and research year)

٢. **Total units (٣٦) units (٢٤) units for the preparatory year (١٢) units
   for the thesis**

٣. **Qualification (certificate) obtained by the student upon completion
   of the program**: Master of Quranic Sciences

٤. **Details of the materials, their symbols and the number of hours**:

-:Postgraduate subjects majoring in Quranic Sciences and Islamic Education

Second Semester				First Semester			
Units	Material Name (Article Code)	ت		Units	Material Name (Article Code)	ت	

٢	Quran Sciences (UOMEQ١٠٨)	١_	٢	Interpretation (UOMEQ١٠١)	١_
٢	Fundamentals of jurisprudence (UOMEQ١٠٩)	٢_	٢	Hadith science (UOMEQ١٠٢)	٢_
٢	Comparative jurisprudence (transactions) (UOMEQ١١٠)	٣_	٢	Comparative jurisprudence (UOMEQ١٠٣)(worship)	٣_
٢	Islamic Thought (UOMEQ١١١)	٤_	٢	Islamic Creed (UOMEQ١٠٤)	٤_
٢	Teaching methods (UOMEQ١١٢)	٥_	٢	Verbal similarities in the Holy Quran (UOMEQ١٠٥)	٥_
٢	English Language (UOMEQ١١٣)	٦_	٢	Library and Research Methodology (UOMEQ١٠٦)	٦_
			Updated	Computers (UOMEQ١٠٧)	٧_
١٢	**Total**		١٢	**Total**	

Third: Program Definition and General Information (Top)

١. **Postgraduate program specializing in methods of teaching Quranic sciences** (semester system (courses) and a research year)

٢. **Total units (٣٦) units (٢٨) units for the preparatory year (٨) units for the thesis**

٣. **Qualification (certificate) obtained by the student upon completion of the program:** Master of Methods of Teaching Quranic Sciences.

٤. **Details of the materials, their symbols and the number of hours:**

Postgraduate Subjects Specialization Methods of Teaching Islamic Education

	Second Semester			First Semester	
Units	Material Name ((Article Code	ت	Units	Material Name ((Article Code	ت
٢	Measurement and evaluation (UOMEQ١٢٠)	١-	٣	Trends in teaching methods (UOMEQ١١٤)	١-
٢	E-Learning (UOMEQ١٢١)	٢-	٢	Curriculum (UOMEQ١١٥)	٢-
٣	Computer applications in statistics (UOMEQ١٢٢)	٣-	٢	Educational Psychology (UOMEQ١١٦)	٣-
٢	Personality psychology (UOMEQ١٢٣)	٤-	٢	Effective Teaching Models (UOMEQ١١٧)	٤-
٤	Microteaching (UOMEQ١٢٤)	٥-	٢	Educational Research Methodology (UOMEQ١١٨)	٥-
مستوفي	Seminar (UOMEQ١٢٥)	٦-	٢	Strategies for teaching thinking (UOMEQ١١٩)	٦-
١٣	*Total units of the second semester*		١٣	*Total units of the first semester*	
			٢٦	*Preparatory Year Units*	
			٦	*Mission Units*	
			٣٢	*Total Total Units*	

Section II: Programmatic Accreditation (NCATE)

This program includes six main criteria:

The first criterion: knowledge, emotionality and skill

The objectives of the institution are to provide sufficient knowledge and skills necessary to practice the teaching profession and to develop positive attitudes towards the profession in order to help achieve effective learning among student teachers. Assessments are conducted to ensure that those qualified meet the approved criteria.

This criterion includes several branching indicators:

١. **The knowledge content of the specialization subject among those qualified to practice the teaching profession.**

٢. **The skill side of students to practice the teaching profession.**

٣. **Educating those qualified for the ethics of the teaching profession:** It focuses on:

    ١. Professional Ethics

    ٢. Scientific Secretariat

    ٣. Encourage publication in reputable journals

٤. **Good teacher skills.**

    ١. Proficient in the use of modern technology

    ٢. Renewed and cooperative

    ١. Familiarity with the latest teaching methods and learning theories

    ٢. Use feedback

    ٣. Persuasion ability

    ٤. Encouraging students

    ٥. Sound language and clear pronunciation

    ٦. Using classroom interaction patterns

Second criterion: calendar

The department has an evaluation system and solid exams that can collect data on students regarding the degree of their scientific qualification to practice the profession and their performance after graduation, in a way that helps to provide feedback and feedback from its evaluation and examination programs.

This criterion includes several branching indicators:

1. **Evaluation System: The College regularly practices the annual system of evaluation**

    Where the evaluation is carried out through exams 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 schedule:

Exam Final ٦٠٪	Mid-Year Exam ٢٥٪	Daily exams and quarterly ١٥٪		All Materials Except for the materials that contain application practical
Final Exam ٥٠٪	Half course ٢٠ % exam	Practical exam ١٥٪	Daily Exam ١٥%	المواد التي بها تطبيق عملي(الحاسوب)

1. **Data collection, analysis and evaluation: The college's evaluation system provides regular and comprehensive information about the**

quality of programs. through the distribution of a set of questionnaires, as described in the appendices

٢. **Use data to improve the software**

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 best three teachers as distinguished teachers).

٣. **Changes are not only made when evidence indicates weakness of the system, but studies are conducted systematically and continuously.** By encouraging future studies in the field of quality (research aspect) for continuous scientific research to address the weaknesses in the department, for example, encouraging the work of a graduation project, scientific research or graduate thesis.

Third Criterion: Field Experience and Practice

This criterion is achieved through several indicators:

١. **The department cooperated with the directorates of education .**

١. Cooperation through the department is in the establishment of joint courses, workshops, seminars and conferences hosted by a number of teachers and teachers in the Ministry of Education through the Central Continuing Education Unit in the college or by holding courses within the corridors of the directorates of education (through preparation and training)

٢. Viewing and theoretical application course (taking training lessons according to the micro-teaching technique)

٣. Application material (practical education) in the fourth grade

١. **Design, implement and evaluate field experiences and clinical practices.**

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

٢. **Growth of qualified people and their empowerment of knowledge, skills and professional orientations to help all students learn.**

1. The results announced by the examination committee are considered a measure of the student's performance evaluation outputs and his absorption of knowledge

2. Evaluating the performance of the teacher is an incentive to develop skills

3. Flag Day Awards

Fourth criterion: diversity

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

Several indicators branch out of this criterion, namely:

١. **Design, implement and evaluate curriculum and expertise.**

١. Vocabulary and description of the detailed scientific material in the form of lectures

٢. Questionnaires to assess curriculum and experience

٣. **Work experience with diverse members.**

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

٤. **Work experience with diverse candidates.**

This happens through cooperation with school teachers and students and benefiting from the opinions and suggestions of the opposite side to reach effective diversity in the service of the department and the educational and general community.

٥. **Ways to deal with a variety of students in schools.**

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

١. Distinguished Students

٢. Regular students (normal)

٣. Students with special needs

Fifth criterion: Qualifications of faculty members

Faculty members have sufficient academic qualifications, make them good role models of 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 the spirit of collegiality in their disciplines and other disciplines.

It has several indicators:

١. **Qualified faculty members.**

Each academic year, a table of the numbers and names of the teachers is printed with titles, certificate, general and precise specialization, gender and official email, signed by the head of the department and ratified by the dean and submitted as an official document to evaluate the department.

٢. **Represent best professional practices in teaching.**

١. Use good classroom leadership and management styles:

We can say that no particular teaching style is the best, but a balance must be struck between the patterns that suit 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 predominance

or dominance of teaching methods, behavioral characteristics or certain personal qualities over the teacher's performance.

٢. Here are some of the desired behaviors to perform inside and outside the classroom:

١. Establish the learner's understanding and deliver information to him with ease and is considered a way to deliver information quickly to the learner

٢. An important supporter and companion of every educational, training or behavioral movement that worked to achieve communication between the sender and the receiver, as it builds a basic relationship between what the sender says and the aspects of his apparent personality represented in his appearance, movements, postures and looks, which is one of the ways of persuasion

٣. It facilitates communication with students, makes everyone participate, attracts attention, and ends the intellectual distraction of students The use of body language is an embodiment of the learner's educational lesson competencies and access to the consolidation of the learning lesson in any field.

٤. Ways to grab students' attention

The successful teacher is the one who captures the attention of his students throughout the class, his conviction is that he does not learn without attention, knowing that each teacher can develop these behaviors, or increase them, or change them, and these behaviors are:

١. Creating the classroom environment (light – sound – ventilation – blackboard …) so that distractions in the classroom are reduced.

٢. Directing the minds of students at the beginning of the lesson, which may distract them from learning the lesson and listening to it, giving a small part of the lesson to students in order to prepare for the lesson, or modify their seating possibility, or respond to students' inquiries, and then give students clear instructions on what is required of them during the lesson

٣. Ensure that students learn in an orderly and sequential manner, and present the lesson in a logical manner away from randomness.

٤. Teaching for understanding, the teacher must work to make students understand what they are learning, the student, if he does not understand the lesson, distracts his mind from receiving

٥. 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.

٦. Show enthusiasm while teaching, as an enthusiastic teacher conveys enthusiasm to his students.

٧. Moving around the classroom and diversifying it, so that the teacher does not remain sitting all the time, or standing in one place.

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

١. Use the sudden silence technique so that the teacher notices the attention spanالطلبة.

١. **Represent best practices in scientific work.**

Dividing groups and distributing members of one group These practices encourage to obtain the best scientific work, for example, dividing students in laboratories or in presenting a scientific report or a collective scientific lecture …

٢. Represent best professional practices in service delivery.

١. Through the teacher's mastery of the material

٢. Enables the teacher to make better use of the blackboard, language and dialect

٣. Distribution of consideration and attention to all students

٤. Explain the material in an interesting and simple way

٥. The use of modern techniques in explanation

٦. Use blended learning in explanation

٣. Evaluating the department's professional performance of faculty members.

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

٤. Facilitate the department for professional growth.

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

Sixth Criterion: Management and Resources:

It can be achieved through the following indicators:

١. Lead the department positively.

The leadership of the department is the responsibility of the head of the department, as he is considered the first and last responsible for the development and goodness of the department, and the distinguished cooperation with him by the course and the cooperation of all teachers for the public interest.

٢. Department Budget

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

٣. **Staff.**

They are the employees and service staff working within the department

٤. **Facilities provided by the college department**

One of the facilities provided by the department to the college and the rest of the departments is the provision of lecturers for Arabic language courses, English language proficiency and continuing education courses (qualifying for new teachers). Arbitration of research in journals.

Table showing the percentages of self-evaluation criteria for the Department of

Evaluation	Totally	Partially	No There are	and elements Standard address	ت
٦	٢	١	٠	The first criterion: knowledge, skills and affectivity (attitude and motivation towards the profession)	١
٢ ١ ٢ ١	√ √	√ √		The first element: the knowledge content of the subject of specialization among those qualified to practice teaching. The second element: the knowledge and skill content of students to practice teaching. Element Three: Understanding those who are qualified to teach for student learning Fourth element: knowledge and skills of those qualified to practice other school professions.	
٦				Second Criterion: Evaluation and Examination System	٢
٢	√			Element I: Evaluation System	
٢	√	√		Component II: Data collection , analysis and evaluation	
١		√		Element Three: Using Data to Improve the Program	

١				Fourth element: Changes are not only made when evidence indicates a weak system, but studies are conducted systematically and continuously..	
٤				**Third Criterion : Field Experience and Practice**	٣
٢	√			The first element: the cooperation of the department and the college with partner schools.	
٢	√			The second element: designing, implementing and evaluating field experiences and clinical practices .	
١		√		The third element: the growth of qualified people and their empowerment of knowledge, skills and professional orientations to help all students learn.	
٧				**Fourth criterion : diversity**	٤
٢	√			The first element: design, implementation and evaluation of the curriculum and experiences.	
٢	√			Component II: experience working with diverse members	
١		√		Element III: Work experience with diverse candidates	
٢	√			Fourth element: work experience with diverse students in schools	
١٠				**Fifth Criterion: Faculty Qualifications, Performance and Professional Growth**	٥
٢	√			The first element: qualified faculty members	
٢	√			Component II: Representation of best professional practices in teaching	
١		√		Element III: Representation of Best Practices in Scientific Work	
١		√		Fourth Element: Representation of Best Professional Practices in Service Delivery	
٢	√			Fifth element: Evaluating the professional performance of faculty members	
٢	√			Sixth Element: Facilitating the Department's Career Growth	
٥				**Criterion VI: Management and Resources**	٦
١		√		The first element: the leadership and powers of the department	
١		√		The second element: the budget of the department	
١				Element III: Personnel	
٢	√	√		Element IV: Facilities provided by the Section	

SWAT Analysis: **Strengths, weaknesses, opportunities and challenges analysis:**

The first criterion: cognitive, skill and emotional fields

Strengths:

- The subjects in the department are specialized and challenge the students' abilities, which contributes to a positive impact on learners.

- The academic description of the subjects is able to give students a variety of different levels of skills and competencies, as well as the presence of enrichment courses published in e-learning platforms.

- The subjects in the department are concerned with the emotional field and develop motivation and positive attitudes among learners towards the teaching profession.

Weaknesses:

- The number of subjects at each stage is large and may be a burden on them.

- The density of vocabulary in each of the subjects in the current study plan.

- The lack of practical applications in most subjects, especially in the bachelor's program, and the dominant characteristic of the theoretical aspect.

- The unwillingness of the students of the department to increase their scientific information and educational culture by accessing

external sources in the field of specialization and sufficiency 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 specialization in order to graduate teachers in middle and middle schools.

Challenges:

- **The lack of teaching staff is balanced by the number of students and the absorptive capacity of the department , which affects the progress of the educational process.**

Second Criterion: Evaluation and Examination System

Strengths:

- The department has an evaluation system and theoretical and practical exams in which data is collected about the learners regarding the degree of their scientific qualification to practice the profession and their performance after graduation.

- Electronic exams and their follow-up are considered one of the advantages of dealing with the large numbers of students admitted to the department.

- Archiving the exam questions and giving them the code for each subject

- Postgraduate studies (Masters) are assessed through two courses and a research period

Weaknesses:

- The momentum of students admitted to the department, which constitutes a burden on the examination committee due to the lack of teaching in the department

- Exhaustion of teachers in a relatively large number of observations, due to the large number of students admitted to the college in general and the department in particular.

- Correction in attendance exams is a burden on the teacher due to the large number of notebooks and the fact that the subjects of Quranic sciences require effort, thinking and deliberation in correcting the questions.

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

Opportunities:

- **Sequencing and central admission of students in the college in general and the department in particular.**

- **Providing opportunities for the appointment of teachers in the department to keep pace with administrative and teaching work.**

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

Third Standard: Field Experience and Practice

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 workshops and external seminars with civil society institutions.**

- **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 the Sunni Endowment and the Supreme Judicial Council.

Weaknesses:

- Weak support provided to the department to develop specialized laboratories (computer and recitation laboratories)

- Poor communication with the graduates of the department.

- Not 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 showing the roadmap for the department to implement its activities, especially those related to community service.

- The number of faculty members is small and does not cover the teaching of subjects andprojects of educational feasibility .

- The large number of teaching and administrative burdens for faculty members, which reduces their participation in community service.

- Lack of financial support for the implementation of activities outside the walls of the university that support the community and address its problems.

Opportunities:

- Work on the completion of a set of projects that benefit the community.

- Activating the role of students in volunteer work, which develops specialization and creating an environment of cooperation between teaching and students for the success of these initiatives.

- Investing in the material 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 community service and providing high-quality community services consistent with the university's position as a house of expertise.

Challenges:

- Changing the traditional methods in the process of community communication with the department and its weakness.
- Searching for supporters from local community institutions in the field of partnership with the department.
- Attempt to conduct cooperation in connection with correspondence between the local community and the department.
- Correspondence and formalities between institutions (routine) that cause boredom in those who perform these services.

Fourth criterion: diversity

Strengths:

- The presence of faculty members in the department who have high and diverse skills and whose high scientific qualifications enable them to hold many seminars and training workshops in various fields.
- Leading the unit (continuing education) by one of the faculty members who is interested in training affairs for faculty members and administrators and developing their capabilities and development.
- The department takes into account and cares about the students' various artistic and sports activities in all departments and trying 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

with an advanced level that contribute to their professional development.

Weaknesses:

- The large number of teaching and administrative burdens for faculty members in the department, which limits their participation in training programs and workshops organized at the college and university levels.

- The inappropriateness of the timing of some training programs that come to the department with the timing of lectures and the commitments of faculty members.

- Weak promotion and support of students' talents in all sports and artistic fields.

Opportunities:

- The 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 activities of the college from international organizations after obtaining approvals from the university presidency.

Challenges:

- The large number of teaching loads and administrative duties of faculty members, which may prevent them from teaching.

- Activating direct communication between the department and training institutions inside and outside the university.

- Aligning the teaching and administrative loads of faculty members with the training programs available to them.

Fifth Criterion: Faculty Qualifications, Performance and Professional Growth

Strengths:

- The great contribution of the faculty members in the department in the field of scientific research and educational studies.
- Diversity of specializations in the department and scientific 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 in universities and research centers within the university
- The existence of moral support for scientific research at the college and university levels.
- Diversity of research experiences of faculty members in the department.

Weaknesses:

- The large number of teaching and administrative burdens and the fatigue of the teaching in the additional lectures, which in turn reduces their participation in scientific research.
- Lack of research cooperation between teachers in similar disciplines within the same university (auxiliary colleges).
- Discourage research teams such as conducting research and writing collective books (research in group books, electronic articles and 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 presidency of the university and encouraging authorship, translation and publication of methodological and specialized individual and collective books.

- Investing in material and moral support provided for scientific research.
- Investing in the material and moral support provided by the university.
- Benefiting from the research cooperation agreements signed by the university with many educational and research institutions.
- Involve the largest possible number of joint research in different disciplines and encourage them within the same department and college and within the same university with other universities in order to support joint research.
- Applying the research carried out in a specific field practically on the ground in a way that contributes to community service.

Challenges:

- The inability of faculty members to contribute effectively to research as a result of teaching loads.
- Develop an integrated work plan for the research contribution of the department and activate the research partnership with other departments inside or outside the university.
- The difficulty of obtaining partnership in the field of scientific research from local community institutions.
- Lack of benefit from the results of the research conducted in the department.
- The unwillingness of researchers to conduct research outside the scope of academic work at the university (outside the university) and to be limited to scientific research such as scientific promotions research or as participation in a conference or as an evaluation activity.
- Not activating university disciplines of different scientific and humanitarian aspects among themselves and with each other in order to crystallize ideas in what serves these disciplines of different

diversity, such as the participation of researchers in educational research work with the arts or psychological with social service and so on.

Criterion VI: Management and Resources

Strengths:

- The department has good management in distributing tasks, duties and committees to the teaching staff.
- The presence of evening and parallel study in the department.
- The presence of postgraduate studies (master's) with two seats at private expense
- Cooperation with the Continuing Education Unit to establish teaching methods courses.

Weaknesses:

- Slow procedures and obtaining approvals for holding scientific conferences, as well as the lack of a special budget for that.
- The large number of teaching and administrative burdens among the faculty members of the department.
- The lack of an independent budget for the department to finance conferences and seminars.
- Delay in paying the fees of scientific evaluation and the wages of lecturers in the Continuing Education Center and the lack of a mechanism to claim their rights.

Opportunities:

- The illustrious name and scientific reputation of the University of Mosul are highly qualified for the success of various activities inside and outside the walls of the university.

- Opening horizons for local and international cooperation for the success of cooperation and coordination initiatives through means of communication and electronic platforms.
- The stock of knowledge and communication acquired by the teachers and turned them into prominent names that attract institutions and centers to work with the university.
- Financial and moral support by the college and the university to hold seminars and conferences and participate in them.
- Trying to find the facilities and capabilities within the college and the university necessary to hold scientific events of all 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, and hesitation in doing so, and the setting of difficult and undue conditions that hinder work.
- Competition by other higher education institutions, whether local, regional or international, in holding conferences and seminars.
- Obtain 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, namely:

١- **Updating and publishing the vision, mission and objectives in Arabic and English of the department on the website and in paper publications and posters.**

٢- **Establishing periodic electronic courses at the level of the department and college and various disciplines (recitation, modern teaching methods, library and research methodology, ….. etc).**

٣- **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 establishing special courses for teachers and appointees on the staff of the Directorate of Education for the purpose of developing skills.**

٤- **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 graphic charts for ease of use and understanding.**

٥- **Additional plans to improve performance include developing an occupational safety plan and other plans such as courses plan on a semi-periodic basis.**

6- A hall in the department has been rehabilitated for discussions, conferences and seminars, and is qualified with various devices

7- The department has been provided with an Internet system for the department in order to facilitate the e-learning process

8- Work on the construction of additional halls to fill the shortage caused by the increase in the number of students.

9- The department is provided with surveillance cameras at the doors of the examination committee

10- Rehabilitation of an e-learning laboratory.

11- Supporting laboratories with modern devices and equipment.

12- Activating financial support for holding courses, workshops and conferences periodically and annually.

13- Activating a channel for the gifted, accepting and nurturing them

14- Forming a committee or activating an organizational unit to follow up and employ graduates.

15- Activating fellowships and scholarships for countries that contain reputable universities.

١٦– Holding free festivals and training and educational courses for students

١٧– Holding an annual periodic scientific conference to publish applied research only that serves the community and granting awards for the first distinguished research.

١٨– Find sufficient means of motivation to sponsor researchers and support them financially.

١٩– Work to find a work program that defines the mechanism of supporting faculty members to participate, cooperate and communicate with universities and international scientific research networks through granting letters of thanks and appreciation.

٢٠– Equipping the modern electronic library and linking it to information networks with modern developments in the field of library and information services and cooperation with regional and international universities.

٢١– The need for adequate training programs in various journals.

٢٢– Increasing courses, workshops and seminars in continuing education for members of the community in order to benefit them.

Appendix (١)

The names of the faculty members in the Department of Quranic Sciences according to (scientific title / certificate / specialization)

Specialization		ification	ientific title	Teaching Name	t
Exact	General				
Prophetic Hadith	Fundamentals of religion	Doctor	Professor	Doctor Ammar Jassim Muhammad Jassim Alobaidi	١
Interpretation	Quran Sciences	Doctor	Professor	Doctor Abdul malik Salem Othman Muhammad Aljubouri	٢
Comparative jurisprudence	Law	Doctor	Professor	Doctor Fawaz Ismail Muhammad Ismail Almashhadani	٣
dogmas	Fundamentals of religion	Doctorate	Professor	Doctor Raed Salem Sharif Jassim Altai	٤
Jurisprudence	Islamic law	Doctor	Assistant Professor	Doctor Saria Abdul wahab Mohammed Amin Muhammad Saeed	٥
Grammar and semantics	Arabic Language	Doctor	Assistant Professor	Doctor Muhammad Hilal Barjas Yassin Albadrani	٦
Grammar and semantics	Arabic Language	Doctor	Assistant Professor	Doctor Omar Muhammad Awni Abdulqader Abdullah Alsarraf	٧
Rhetoric	Arabic Language	Doctor	Professor	Doctor Wafa Faisal Iskandar Muhammad Abbasi	٨
explanation	Quran Sciences	Doctor	Assistant Professor	Doctor Huzaifa Fadel Younis Ahmed Alnuaimi	٩
explanation	Fundamentals of religion	Doctor	Professor	Doctor Omar Abdul wahab Mahmoud Alkahla	١٠
Jurisprudence	Islamic law	Doctorate	Assistant Professor	Dr. Luqman Hassan Abdullah Hussain Alrashdi	١١
Interpretation	Law	Doctor	Assistant Professor	Doctor Faris Fadel Mousa Hussein Alshammari	١٢

Principles of jurisprudence	Islamic law	Doctor	Professor	Doctor Nabil Muhammad Gharib Shabib Tawfiq Alzubaidi	١٣
Fundamentals of religion	Islamic doctrine	Doctor	Assistant Professor	Doctor Yasser Ahmed Abdullah Ahmed Alokaidi	١٤
Interpretation	Sciences of the Qur'an	Doctor	Assistant Professor	Dr. Abdullah Ali Abbas Al-Hadidi	١٥
Talk	Fundamentals of religion	Doctor	Assistant Professor	Doctor Majid Adnan Muhammad Qaddouri Alqaisi	١٦
Rhetoric	Arabic Language	Doctor	Professor	Dr. Omar Khalil Hamdoun Al Hashemi	١٧
language	Arabic Language	Doctor	Assistant Professor	Dr. Dhafer Abdullah Mohammed Ali Al-Luwaizi	١٨
explanation	Quran Sciences	Doctor	Assistant Professor	Doctor Haider Khalil Ismail Ali Alkhaldi	١٩
Teaching Methods Islamic Education	Teaching methods	Doctor	Assistant Professor	Dr. Azhar Talal Hamed Aziz Alsafawi	٢٠
Teaching Methods Islamic Education	Teaching methods	Doctor	Assistant Professor	Doctor Ziad Abdul elah Abdul razzaq Almawla	٢١
explanation	Fundamentals of religion	Master	Assistant Professor	Mr. Karam Waleed Abd Saleh Al-Hamdani	٢٢
Comparative jurisprudence	Law	Doctor	Assistant Professor	Doctor Khaled Muhammad Sufi Abdullah Alsabawi	٢٣
Fundamentals of jurisprudence	Islamic Sciences	Doctor	Assistant Professor	Dr. Firas Fayyad Yousef Ghathith	٢٥
explanation	Sciences of the Qur'an	Doctor	Assistant Professor	Doctor Ammar Yousef Mikael Ahmed Abbasi	٢٦
Principles of jurisprudence	Fiqh and its principles	Doctor	Assistant Professor	Doctor Mudar Haider Mahmoud	٢٧
Comparative jurisprudence	Law	Doctor	Assistant Professor	Dr. Qais Rashid Ali Al-Khazraji	٢٨
Islamic Economy	Law	Doctor	Assistant Professor	Doctor Bahaa Aldin Bakr Hussein Alrashidli	٢٩
explanation	Sciences of the Qur'an	Doctor	Assistant Professor	Prof. Nasser Yousef Abdullah Ahmed	٣٠
Jurisprudence	Fiqh and its principles	Doctor	teacher	Doctor Ahmed Younis Hussein Ali Almawla	٣١

Jurisprudence	Law	Doctor	teacher	Dr. Asmaa Waleed Taha Majeed Alwattar	٣٢
Fundamentals of jurisprudence	Fiqh and its principles	Doctor	teacher	Eng. Masoud Mohammed Ali Mohammed Alsheikh	٣٣
Interpretation	Quran Sciences	Doctor	teacher	Eng. Tamara Natiq Taher	٣٤
Talk	Fundamentals of religion	Doctor	teacher	Eng. Iyad Suleiman Salim Hasalmoula	٣٥
Jurisprudence	Fiqh and its principles	Doctor	teacher	Eng. Asia Fattah Hadi	٣٦
Quran Sciences	Quran Sciences	Doctor	teacher	Eng. Aya Mohamed Aziz	٣٧
Creed	Fundamentals of religion	Doctor	teacher	Dr. Hoda Mahfouz Mohamed	٣٨
creed	Fundamentals of religion	Doctor	teacher	Dr. Aisha Abdulrahman Dahham	٣٩
think	Fundamentals of religion	Doctor	teacher	Dr. Yousef Saleh Hamad	٤٠
Interpretation	Sciences of the Qur'an	Doctor	teacher	Dr. Esraa Osama Mohamed Salem	٤١
Quran Sciences	Quran Sciences	Master	Assistant Lecturer	Eng. Aya Osama Abdel Majeed	٤٢
Computer Science	Computer Science	Master	Assistant Lecturer	Eng. Omar Khaled Saleh Abdul Qader Alhafez	٤٣
Sciences of the Qur'an	Sciences of the Qur'an	Master	Assistant Lecturer	Eng. Sanaa Ali Ashkar	٤٤
Sciences of the Qur'an	Sciences of the Qur'an	Ma Jester	Assistant Lecturer	Eng. Adel Hussein's ideas	٤٥
Teaching methods	Teaching methods	Ma Jester	Assistant Lecturer	Eng. Maysa Taha Hamed	٤٦
explanation	Fundamentals of religion	Master	Assistant Lecturer	Eng. Suha Bashir Sharif	٤٧
Sciences of the Qur'an	Sciences of the Qur'an	Master	Assistant Lecturer	Eng. Saif Shukr	٤٨
Sciences of the Qur'an	Sciences of the Qur'an	Master	Assistant Lecturer	Eng. Manar Shamil Karim	٤٩
Sciences of the Qur'an	Sciences of the Qur'an	Master	Assistant Lecturer	Eng. Ahmed Bassam Aziz	٥٠

Sciences of the Qur'an	Sciences of the Qur'an	Master	Assistant Lecturer	Eng. Mohammed Saad Aziz	٥١
Sciences of the Qur'an	Sciences of the Qur'an	Master	Assistant Lecturer	Eng. Serry Najm El-Din Abdulrazzaq	٥٢
Islamic History	history	Master	Assistant Lecturer	Eng. Noor Tarek Taher	٥٣
think	Fundamentals of religion	Master	Assistant Lecturer	Eng. Heba Abdulelah Mohammed	٥٤

Appendix (٢)

Questionnaire No. (١)

University of Mosul

College of Education for Human Sciences

Department of Quran Sciences and Islamic Education

Survey of employers' opinion on Mosul University graduates

Graduate of ……………… year Faculty…………………………………

Section……………………………

Specialization………………………

Date of appointmen◯**…………………**◯**………… male female**

Name of the ministry / institution in which the graduate works………………………………… Department / Section Name…………………

Place ◯ **f w**◯**…………………………………………………………… Private Government**

The number of years the graduate has spent working in this place………………………………………………

The function that performs the evaluation process………………………………………………

The specialty that performs the evaluation process……………………………

The interest in knowing the performance of the graduate in his job from the institutions in which he works is very useful in developing the quality of scientific and training programs for all disciplines in universities, noting that this information due 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, so we ask you to provide us with information by answering the phrases of the model The following by placing a mark ( ) in the place that expresses the performance of the graduate, taking into account accuracy and objectivity to serve the public interest so that we can communicate with you graduates who are able to serve the country. Sincerely,

I absolutely disagree (١)	Disagree. (٢)	I do not know (٣)	I agree (٤)	Strongly agree (٥)	Paragraph	t
					Possess sufficient knowledge and information related to labor affairs	١
					Possess sufficient skills related to labor affairs	٢
					Possess social communication skills with customers	٣
					Possess written communication skills (write the required reports clearly and correctly)	٤
					Possess research and analysis skills in labor affairs	٥
					Possesses critical thinking skills and problem-solving ability	٦
					Possess teamwork skills	٧
					Possess the skills to work in a team	٨
					Possess the skills of planning and organizing for work affairs	٩
					Has a high production capacity at work	١٠

					Possesses quality in performance work	١١
					Has the ability to create, innovate and develop work	١٢
					Has the ability to adapt to work and its different circumstances	١٣
					Has the ability to take responsibility	١٤
					Possess social interaction skills	١٥
					Able to accept guidance and be willing to implement it	١٦
					Possesses a sense of the importance of the work he performs	١٧
					Has the ability to review and scrutinize what is assigned to him	١٨
					Ability to deal with problems and endure work difficulties	١٩
					Follow-up to developments in his field of work	٢٠

أ- **Briefly add the information that your department needs in the graduate within his specialization:**

………

………

………

B – What skills or knowledge do you think the graduate excelled in in your department

………

………

………

…………

C- What are the suggestions that improve the quality of the graduate within your specialization?

....
....
....
....
....

Appendix (٣)

Questionnaire No. (٢)

University of Mosul

College of Education for Human Sciences / Department of Quran Sciences and Islamic Education

　　　Teaching satisfaction questionnaire for the academic year (٢٠٢٣-٢٠٢٤)

Dear Teacher......

The questionnaire for measuring the satisfaction of the teacher depends mainly on the opinions and proposals of the faculty member as the humanitarian pillar of this scientific edifice, so the Quality Assurance Division / College of Human Education conducts a questionnaire to measure the satisfaction of the faculty member with the educational institution, as it includes a number of questions in order to use your experiences and suggestions in improving and developing the educational process, thanking you for your cooperation with us.

College ....   Section..............................

Certificate: Master,   PhD,   the   awarding   body   for   the   last

degree.........................

Scientific Title: Professor, Assistant Professor, Lecturer, 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)

١٠٠٪	٧٥٪	٥٠٪	٢٥٪	٠٪	**Phrases**	**t**
					The extent of participation in decision-making at the level of the college, department or branch	١

١٠٠٪	٧٥٪	٥٠٪	٢٥٪	٠٪	Phrases	t
					The extent of your participation in quality activities and programs	٢
					Perform all tasks assigned to it honestly, seriously and sincerely	٣
					It works not to exploit the academic position to achieve personal interests and favor the public	٤
					I feel the fairness of the educational institution in distributing study materials and supervising scientific theses in a way that takes into account the	٥
					The faculty member adhered to teaching strategies and course descriptions	٦
					The existence of a motivational system for faculty members	٧
					I feel that I benefit from faculty development courses in advancing the educational or administrative process	٨
					The scientific department is clearly interested in the adequacy of information regarding its activities and instructions on the college's website.	٩
					The modernity of the curricula encourages self-education for students in line with the changes of the times and its needs and makes the necessary adjustments in the content of the course to ensure the continuity of compatibility and quality of the	١٠
					The college library provides modern courses and references that keep pace with the latest developments in the scientific field	١١
					The appropriateness of the mechanisms adopted to encourage and complete scientific research for the purpose of improving and developing the educational process and community service	١٢
					Directing students to various sources of knowledge, information and references that help students achieve academic achievement efficiently and effectively	١٣
					Respect for the intellectual property of others, accuracy in the transfer of ideas and belief in the value of research	١٤
					I feel the fairness and accuracy of the research that I supervise or participate in	١٥
					Allocate part of the research done by you in community service	١٦
					I feel the sufficient number of conferences, seminars or workshops that contribute to the development of the scientific skills of faculty members held in the	١٧
					Contribute to strengthening ties with civil society institutions and help solve the problems they face	١٨
					The college or department organizes practical field visits periodically	١٩
					Always make sure to represent the university well and honorably by showing good appearance and	٢٠

١٠٠٪	٧٥٪	٥٠٪	٢٥٪	٠٪	Phrases	t
					I feel that the classrooms are equipped with ICT means (computers, data projectors, cloning devices, internet) and provide a suitable learning	٢١
					I am satisfied with the Foundation's support in the field of scientific research and innovation	٢٢
					I feel fair treatment by officials	٢٣
					The extent of contribution to the rehabilitation and employment activities in the college	٢٤
					Feel that the qualifications and scientific experience I possess match the subjects assigned to teach	٢٥

Appendix (٤)

Questionnaire No. (٣)

Dear student (Please answer the following paragraphs accurately and objectively, and there is no need to mention the name)
University: .... Faculty: .... Section: ....
Teaching Name: .... Course Name: .... Academic year:..................

No	Sort of	Yes	Paragraphs	t
			Take into account the individual differences and psychological characteristics of students	١
			Welcomes discussion and accepts the other point of view from students	٢
			Discusses students' wrong answers flexibly and corrects them for them	٣
			Develops good attitudes, habits and morals in students	٤
			A variety of teaching aids are used to draw students' attention to the topic of the lesson	٥
			Provides cooperative or competitive activities in which students interact with each other	٦
			Uses various reinforcement methods to motivate students	٧
			Ability to manage lecture time and punctuality	٨
			Motivates students to see the references of the various scientific material	٩
			Students feel anxious for them and desire for their benefit	١٠
			Diversifies the questions and takes into account the correct timing in asking them during the lecture	١١

					Addresses students' weaknesses in the subject and enhances their strengths.	١٢	

<h1 style="text-align:center; color:red">Appendix (٥)</h1>

Questionnaire No. (٤)

university Connector

College of Education for Human Sciences / Department of Quran Sciences and Islamic Education

Measuring student satisfaction for the academic year (٢٠٢٣-٢٠٢٤)

Dear student......

The Quality Assurance Division / University of Mosul - College of Human Education conducts a questionnaire to measure student satisfaction with the educational institution to which he belongs through the years of study spent in that institution, as expressing your opinion with a sign (✓) is in the right place.

College ....   Section....................... Stage ....

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

Graduate.

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

١٠٠٪	٧٥٪	٥٠٪	٢٥٪	٠٪	Phrases	t
					Clarify the theoretical aspects of the course course with practical real examples.	١
					The scientific material is given in proportion to the lecture time.	٢

١٠٠٪	٧٥٪	٥٠٪	٢٥٪	٠٪	Phrases	t
					I feel fair and equal with the rest of my colleagues in all the practices I participate in.	٣
					The college receives complaints from all students directly or indirectly (complaints box, communication through the college's website).	٤
					Adopting modern teaching aids (data show , electronic whiteboard) in explanation and clarification if they help in following up and understanding the scientific material.	٥
		٣			The available scientific references contribute to the collection, understanding and conduct of scientific experiments and projects.	٦
					I find the grades I got to reflect my actual performance.	٧
					The teacher uses various methods to evaluate students' performance such as (reports, research, quizzes, written tests, oral tests).	٨
					The presence of faculty members in office hours helps in understanding some points that I did not understand during lectures or scientific lessons.	٩
					The teacher works to increase your knowledge output.	١٠
					Availability of electronics available for information technology represented by (electronic library, availability of study material on the website,…)	١١
					Study schedules achieve flexibility to allow the practice of academic activities and activities	١٢
					The website of the college publishes (grades, notifications, courses..).	١٣
					Adapting curricula (subjects) to the requirements of the labor market.	١٤
					Announcement of semester grades for students before the start of the final exams	١٥
					The comprehensiveness of the exam questions reflects the information, skills and knowledge you have learned.	١٦
					Laboratory experiments help you communicate theoretical material.	١٧

١٠٠٪	٧٥٪	٥٠٪	٢٥٪	٠٪	**Phrases**	t
					There are support methods for students who are struggling academically to help raise the academic level.	١٨
					I contribute to extra-curricular activities.	١٩
					Availability of boards and screens to publish instructions and various activities.	٢٠
					Field training (summer) contributes to raising my abilities and skills to practice the profession and work.	٢١
					Up-to-date resources are available in the college library.	٢٢
					The green space in the college is sufficient and convenient.	٢٣
					Suitability and quality of classrooms.	٢٤
					Sports fields are available for student activities.	٢٥
					The quality of the reading rooms in the college library.	٢٦
					Legends are available (video programs, publications..).	٢٧
					Quality of laboratories (availability of devices, materials, necessary equipment).	٢٨
					How clean the classrooms are.	٢٩
					Adequate and clean sanitation.	٣٠
					The quality of services provided in the student club.	٣١
					The college buildings are designed appropriately for the educational environment.	٣٢
					Adequate availability of transportation on campus.	٣٣
					Continuous electricity during official working hours.	٣٤
					Availability of potable water and suitability of designated places.	٣٥

Granting Accreditation:

First Step: Apply for Program Accreditation:

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

Second Step: Verify that the academic program is eligible for accreditation

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

Step Three: Forming the review team and scheduling the visit

The final list of the team 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 the program officials to prepare and ensure the final preparations for the implementation of the visit.

Fourth Step: Field visit to the program and preparation of the audit report

The field visit of the program is carried out for three days. Through which interviews are conducted with all groups in the program, facilities and equipment are visited, and more documents are examined according to the schedule set for the visit. The team leader is fully responsible for the review process and refers to the accreditation consultant when needed. After the review visit, the initial draft of the report is handed over by the team leader and reviewed by the Center's consultant. A confidential copy (without the final recommendation for accreditation) is then sent to the program to review the general information contained in the report. and accept the recommendations.

Step Five: Accreditation Decision

The final report shall be submitted to the Advisory Committee to verify the accuracy of the report, its consistency with the reports of the rest of the approved programs and the recommendation for accreditation. The accreditation board then adopts the recommendations of the accreditation review team, the recommendations of the Advisory Committee, and the accreditation status of the program is announced.

Sixth Step: Annual follow-up of approved programs

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

The report is then examined by the consultants , which may include a visit to the program (if required), a follow-up report is prepared and then sent to the program.

Independent Opinion: Accreditation is granted according to the previous steps that we learned from your wonderful course, I wish you success and payment.

Done thank God