



Ministry of Higher Education and Scientific Research  
University of Mosul / College of Education for Humanities  
Department of Quality Assurance and University Performance

## Self-Assessment Report

### Department of Arabic Language

According to the Accreditation Standards (NCAECP)



2025



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## Introduction

*Self-assessment is an essential and unavoidable step in the improvement process. Therefore, the self-assessment process must focus on the strengths that should be maintained and developed, as well as the weaknesses that may require objective improvement based on evidence and tangible proofs, rather than mere impressions or inaccurate information. The importance of this fundamental step also lies in its necessity for establishing quality plans in the Department of Arabic Language based on objective criteria and determining priorities to focus on according to a timeline that takes into account the available human and material resources.*

*Three key points must be considered:*

*Planning: It is important that the Department of Arabic Language develop a clear and objective plan, specifying the timeline, tasks, roles, and responsibilities assigned to individuals and entities within (and outside, if applicable) the department. This ensures that the strategies used are appropriate and effective in achieving the department's specified goals.*

*Comprehensiveness: The self-assessment process must be comprehensive, evaluating all educational aspects of the Department of*



*Arabic Language, its academic programs, various units, facilities, equipment, services, and administrative procedures. This process should be carried out consistently, with evaluation focusing on performance standards related to each of the department's activities.*

*Diversity in Implementation: Although these proposed procedures represent the scientific department's viewpoint, there should be some qualitative differences between sister departments in other colleges (such as the College of Basic Education, etc.) in terms of goals, programs, administrative aspects, activities, facilities, and services provided. This diversity will, in turn, affect the implementation of the self-assessment process to varying degrees according to the nature and internal circumstances of each department.*

*Self-assessment in any educational institution (scientific department) refers to a set of procedural steps carried out by members of the educational community to evaluate their institution based on the reference standards of quality and accreditation. This is done through gathering information and data about the department's current performance and comparing it to quality and program accreditation standards.*

*In summary, the main goal of this report is to implement changes that contribute to raising performance levels, supporting strengths, and eliminating weaknesses by working to meet the accreditation standards for higher education institutions. It also aims to provide a comprehensive view of the level of activities, services, and educational programs offered by the scientific department, assess student levels, explore ways to improve the educational reality, identify the needs for facilities, and determine the training courses and development programs required for faculty members. Moreover, it ensures the quality of the department's outputs and programs,*



guaranteeing the effectiveness of continuous quality processes and procedures.

## *Steps for Preparing the Self-Assessment Report for the Department of Arabic Language*

*The self-assessment report for the department is a special file that evaluates the scientific department by thoroughly examining the overall tasks, functions, and activities while considering the department's mission and goals within the standards of quality assurance and program accreditation for the Department of Arabic Language according to the program accreditation standards for humanities departments. The responsibility for conducting the self-study lies with the department staff under the supervision of the Quality Assurance and University Performance Division in the college. Everyone is committed to conducting an objective and scientific self-assessment within the department in light of its mission. The evaluation serves as an effective tool to identify strengths, weaknesses, and improvement plans. The results of the evaluation should*



*be supported by attaching the required evidence and supporting documents. This is achieved through the following procedures:*

*Forming a committee to write the self-assessment report for the Department of Arabic Language according to program accreditation standards.*



*Holding periodic meetings to follow up on work progress according to the plans formulated by the committee within precise timelines, identifying obstacles, and attempting to resolve them.*

*Collecting and documenting the necessary data by the concerned department, then obtaining approval from the Head of the Department of Arabic Language, followed by approval from the Dean of the College.*

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## **Section One: (Descriptive and Quantitative Information about the Academic Department)**





## Department of Arabic Language in Brief:

The Department of Arabic Language was established in the academic year 1974/1975. Initially, it was not an independent department but was combined with the Department of English under a single department called the Department of Languages. The two departments separated in the academic year 1978/1979 into two independent departments. That same year, the first batch of students graduated from the department, with a total of 67 graduates.

The department admits students who have completed secondary education in both scientific and literary branches, as well as academically qualified teachers, with the aim of preparing a qualified teaching cadre that combines academic specialization with proficiency in the Arabic language and its sciences for secondary education teaching. Graduates are awarded a Bachelor's degree in Arabic Language and Literature.

Furthermore, postgraduate studies were introduced in the specializations of language and literature, with the Master's program starting in 1994/1995 and the Doctorate program in 1994/1995. Starting from the academic year 1995/1996, evening studies were also launched in the department



## Metadata

**Country:** Iraq

**Governorate:** Nineveh

**Educational Institution Name:** College of Education for Human Sciences

**Scientific Department Name:** Arabic Language

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

**Email:** [quality.eh@uomosul.edu.iq](mailto:quality.eh@uomosul.edu.iq)

**Type of Establishment:** Government

**Funding entity:** Government

**Date of Establishment:** 1975

**Year of establishment of the Department of Arabic Language:** 1975

**Duration of study in the Department of Arabic Language:** four years

**Awarding Certificates:** Bachelor of Education in Arabic Language

**Number of faculty members:** 75 permanent staff (18 professors, 26 assistant professors, 19 teachers, 14 assistant lecturers)

**Number of employees:** 20 On the permanent staff

**The total number of students for the year 2025/2024:** morning study (1443) evening study (258) students.

**Number of laboratories:** 1 (computer lab) and laboratory under equipment

**Number of classrooms:** 21

**Number of sports arenas:** 0

**Number of graduates for the year 2024-2025:** Morning study (159) Evening study (43)





## Vision, Mission, Goals

### *Department Vision:*

The Department of Arabic Language at the College of Education for Human Sciences works to improve Arabic linguistic and literary knowledge in an educational and cultural manner to serve the Iraqi society and prepare a specialized scientific teaching staff that has a clear vision in the performance of teaching arts. And expand the circle of linguistic, literary and critical research in all directions , and achieve the goals of sustainable development.

### *Department Mission:*

Preparing a scientifically and culturally capable generation capable of carrying out the burdens of teaching Arabic. He takes upon himself to promote the scientific reality, develop cognitive and behavioral skills within the framework of Arabic language sciences, and deepen cultural and historical awareness of the Arabic language .

### *Department Objective:*

Scientifically anchor the student by providing curricula that qualify him to obtain a bachelor's degree. And preparing an advanced cadre to obtain higher degrees in master's and doctoral degrees in linguistic, literary and critical disciplines. And work to highlight cognitive abilities and emotional skills within the framework of the Arabic language in order to enable him to perform the tasks required of him in society, .and to achieve quality education.

### *Geographical location of the Arabic Language Department:*





## Department

- ١- **Preliminary Studies Program (Annual Four Years System)**
- ٢- **The total number of hours is (100) hours, with (77) theoretical hours, (23) practical hours, and the number of accredited units (40) units for each year required to complete the program.**
- ٣- **Qualification (certificate) obtained by the student upon completion of the program: Bachelor of Arabic Language**
- ٤- **Details of materials, their codes (material codes) and the number of hours:**

Second Year			First Year				
Number of Units	Number of Hours		Material Name (Material Code)	Number of Units	Number of Hours		Material Name (Material Code)
	practical	theoretical			practical	theoretical	
6		3	Grammar (UOMEA111)	6		3	Grammar (UOMEA101)
4		2	Exchange	4		2	Drainage (UOMEA 102)



6	3	Islamic literature (UOMEA112)	8	4	Pre-Islamic Arabic Literature (Pre-Islamic Era) (UOMEA 103)
4	2	Rhetoric (Semantics) (UOMEA113)	4	2	Rhetoric (Al-Bayan and Budaiya) (UOMEA 104)
4	2	Arabic lexicon and science Audio (UOMEA114)	4	2	Language skills (expression and construction) (UOMEA 105)
4	2	Performances & Rhyme (UOMEA115)	4	2	Sciences of the Qur'an and the Prophet's Hadith (UOMEA 106)
4	2	Old texts (UOMEA116)	4	2	Human Rights and Democracy (UOMA 107)
4	2	Foundations of Education and Educational Guidance (UOMEA117)	4	2	Psychology (Educational and Developmental) (UOMEA 108)
2	1	Computers (UOMEA118)	2	1	English (UOMEA 109)
2		Baath regime crimes (UOMEA119) 1	2	1	Computing (UOMEA 110)
4		Lexicon and Sound (UOMEA120) 2			
		English (UOMEA121) 1			
2					
44	23	Total	44	21	Total



Fourth Year			Third Year		
number	Number of		Number of Units	Number of	
Units	Hours	Material Name		Hours	Material Name
	prac tical	theo retic al		prac tical	theo retic al
8		4	6		3
					Grammar (UOMEA122)
		Grammar and its facilitation (UOMEA131)			
4		2	4		2
					Linguistics (UOMEA123)
		Philology (UOMEA132)			
4		2	4		2
					Analysis of the Qur'anic text (UOMEA124)
		Modern Arabic Poetry (UOMEA133)			
4		2	4		2
					Abbasid poetry (UOMEA125)
		Modern Arabic Prose (UOMEA134)			
6		3	4		2
					Abbasid prose (UOMEA126)
		Modern literary criticism (UOMEA135)			
4		2	4		2
					Andalusian literature (UOMEA127)
		Comparative literature (UOMEA136)			
4		2	4		3
					Ancient Arab Criticism (UOMEA128)
		Measurement and Evaluation (UOMEA137)			
4	2	1	4		2
		Watch & App (UOMEA138)			Research Methodology, Library and Text



						Realization (UOMEA129)
4	2	Research Project (UOMEA139)	4	2	1	Teaching Curricula and Methods (UOMEA130)
42	22	Total	40		22	Total

## Second: Program Definition and General Information (Top)

- ١- **Graduate Program in Arabic Language** (semester system (courses) and research year)
- ٢- **Total units (36) units (28) units for the preparatory year (8) units per thesis**
- ٣- **Qualification (certificate) obtained by the student upon completion of the program: Master in Arabic Literature.**
- ٤- **Details of the materials, their symbols and the number of hours:**

Second Semester			First Semester		
Units	Material Name (Material Code)	t	Units	Material Name (Material Code)	t
2	Old Monetary Issues (UOMEA143)	1-	2	Literary Research Methodology (UOMEA136)	1-
2	Critical Approaches (UOMEA144)	2-	2	The philosophical origins of criticism (UOMEA137)	2-
2	Narrative theories (UOMEA145)	3-	2	Poetry theory (UOMEA138)	3-
2	Rhetorical Studies (UOMEA146)	4-	2	Theory of literature (UOMEA139)	4-



2	Literary text analysis (UOMEA147)	5-	2	Literary doctrines (UOMEA140)	5-
2	Specialized Article (UOMEA148)	6-	2	Elective (UOMEA141)	6-
Meets	Computers (UOMEA149)	7-	Meets	English (UOMEA142)	7-
12	Total units of the second semester		12	Total units of the first semester	
			24	Preparatory Year Units	
			12	Mission Units	
			36	Total Total Units	

### Third: Program Definition and General Information (Top)

- ١- **Graduate Program in Arabic Language** (semester system (courses) and research year)
- ٢- **Total units (36) units (28) units for the preparatory year (8) units per thesis**
- ٣- **Qualification (certificate) obtained by the student upon completion of the program:**  
Master in **Arabic Language**.
- ٤- **Details of the materials, their symbols and the number of hours:**

Second Semester			First Semester		
Units	Material Name (Material Code)	t	Units	Material Name (Material Code)	t
2	Linguistic schools (UOMEA169)	1-	2	Research Methodology and Text Realization (UOMEA162)	1-
2	Poetic Language (UOMEA170)	2-	2	Origins of Grammar (UOMEA163)	2-





2	Readings and dialects (UOMEA171)	3-	2	Semantics (UOMEA164)	3-
2	Associations (UOMEA172)	4-	2	Modern phonology (UOMEA165)	4-
2	Ancient Grammatical Studies (UOMEA173)	5-	2	Morphology (UOMEA166)	5-
2	Specialized Article (UOMEA174)	6-	2	Elective (UOMEA167)	6-
Meets	Computers	7-	Meets	English Language (UOMEA168)	7-
12	Total units of the second semester		12	Total units of the first semester	
			24	Preparatory Year Units	
			12	Mission Units	
			36	Total Total Units	

#### Fourth: Program Definition and General Information (Top)

- ١- **Graduate Program in Arabic Language** (semester system (courses) and research year)
- ٢- **Total units (36) units (28) units for the preparatory year (8) units per thesis**
- ٣- **Qualification (certificate) obtained by the student upon completion of the program:**  
Master in **Arabic Language Teaching Methods**.
- ٤- **Details of the materials, their symbols and the number of hours:**

#### Fifth: Program Definition and General Information (Top)

- ١- **Graduate Program in Arabic Language** (semester system (courses) and research year)
- ٢- **Total units (60) units (34) units for the preparatory year (26) units per thesis**
- ٣- **Qualification (certificate) obtained by the student upon completion of the program:**  
PhD in **Arabic Literature**.



#### ٤- Details of the materials, their symbols and the number of hours:

Second Semester			First Semester		
Units	Material Name	t	Units	Material Name	t
2	Aesthetics (UOMEA156)	1-	2	Term Definitions and Concepts (UOMEA149)	1-
2	Prose text analysis (UOMEA157)	2-	2	Poetic Text Analysis (UOMEA150)	2-
2	Music Poetry (UOMEA158)	3-	2	Contemporary Critical Approaches (UOMEA151)	3-
2	Contemporary Rhetoric (UOMEA159)	4-	2	Literary linguistics (UOMEA152)	4-
2	Music Poetry (UOMEA160)	5-	2	Literature and Philosophy (UOMEA153)	5-
2	Specialized Article (UOMEA161)	6-	2	History of Literature (UOMEA154)	6-
			Meets	English (UOMEA155)	7-
12	Total units of the second semester		12	Total units of the first semester	
			24	Preparatory Year Units	
			36	Mission Units	
			60	Total Total Units	

#### Sixth: Program Definition and General Information (Top)

- ١- **Graduate Program in Arabic Language** (semester system (courses) and research year)
- ٢- **Total units (60) units (34) units for the preparatory year (26) units per thesis**
- ٣- **Qualification (certificate) obtained by the student upon completion of the program: PhD in Arabic.**



#### ٤- Details of the materials, their symbols and the number of hours:

Second Semester			First Semester		
Units	Material Name (Material Code)	t	Units	Material Name (Material Code)	t
2	Textual Linguistics (UOMEA181)	1-	2	Approaches between heritage and modernity (UOMEA175)	1-
2	Linguistics (UOMEA182)	2-	2	Graphic Studies (UOMEA176)	2-
2	Deliberative (UOMEA183)	3-	2	Obstetrics and Transformation (UOMEA177)	3-
2	Significance production (UOMEA184)	4-	2	Philosophy of Language (UOMEA178)	4-
2	Contemporary Linguistic Studies (UOMEA185)	5-	2	Literary text (UOMEA179)	5-
2	Specialized (UOMEA186)	6-	2	Linguistic criticism (UOMEA180)	6-
12	Total units of the second semester		12	Total units of the first semester	
			24	Preparatory Year Units	
			36	Mission Units	
			60	Total Total Units	



## Section II: Program Accreditation

This program includes six main criteria:

### **The first criterion: cognitive, emotional 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 teaching ethics: It focuses on:**
  - ✓ Professional Ethics
  - ✓ Scientific Secretariat
  - ✓ Encourage publication in reputable journals
- ٤- **Good teacher skills.**
  - ✓ Proficient in the use of modern technology
  - ✓ Renewed and cooperative
  - ✓ Familiarity with the latest teaching methods and learning theories



- ✓ Use feedback
- ✓ Persuasion ability
- ✓ Encouraging students
- ✓ Sound language and clear pronunciation
- ✓ 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:

### **١ – 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	Mid-Year	Daily exams	All Materials
Final	Exam	and quarterly	Except for materials that



60%	25%	15%		have practical application
Final Exam 50%	Half Course Exam20%	Practical Exam15 %	Daily Exam15 %	Materials with practical application (e.g. computer)

٢- **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

٣- **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).

٤- **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.**





- ✓ Cooperation is through the department in holding joint courses, workshops, seminars and conferences by hosting 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)
- ✓ Viewing and theoretical application course (taking training lessons according to the micro-teaching technique)
- ✓ Application material (practical education) in the fourth grade

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

- ✓ The results announced by the examination committee are considered a measure of the student's performance evaluation outputs and his absorption of knowledge
- ✓ Evaluating the performance of the teacher is an incentive to develop skills
- ✓ 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.**
  - ✓ Vocabulary and description of the detailed scientific material in the form of lectures
  - ✓ Questionnaires to assess curriculum and experience



## ٢- **Work experience with diverse members.**

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

## ٣- **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.

## ٤- **Ways to deal with a variety of students in schools.**

There are three types of students that graduates from the Department of Arabic Language must deal with:

- ✓ Distinguished Students
- ✓ Regular students (normal)
- ✓ Students with special needs

## **Fifth criterion: Qualifications of faculty members**

Faculty members have sufficient academic qualifications that make them role models of professional practices, possess the necessary ability and experience in the field of teaching, have the ability to evaluate their students effectively enough, and collaborate from 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.**

- 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 patterns that suit the nature of the subject, the characteristics of 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.

- 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.**

▪ **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.
٩. Use the sudden silence method so that the teacher notices the attention of students.

### ٣- 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 ...

### ٤- 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



٥ – **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.

٦ – **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 evening and parallel study in the department as well as postgraduate studies (private expense)

٣ – **Workers.**

They are the employees and service employees working within the department

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

Among the facilities provided by the department to the college and the rest of the departments is the provision of lecturers for Arabic language courses and continuing education courses (qualifying for new teachers), assisting others in any scientific consultation for the corresponding departments in Iraqi universities and the rest of the





**scientific departments within the limits of specialization, teaching the general Arabic language in other departments. Arbitration of research in journals.**



Eval uati on	To tall y	Part ially	None	Criterion title and elements	t
6	2	1	0	The first criterion: knowledge, skills and affectivity (attitude and motivation towards the profession)	1
2 1 2 1	√  √	√   √		<p>The first element: the knowledge content of the subject of specialization among those qualified to practice teaching.</p> <p>The second element: the knowledge and skill content of students to practice teaching.</p> <p>Element Three: Understanding those who are qualified to teach for student learning</p> <p>Fourth element: knowledge and skills of those qualified to practice other school professions.</p>	
6				Second Criterion: Evaluation and Examination System	2
2 2 1 1	√ √	√ √		<p>Element I: Evaluation System</p> <p>Component II: Data collection, analysis and evaluation</p> <p>Element Three: Using Data to Improve the Program</p> <p>Fourth, changes are not only made when evidence indicates weakness of the system, but studies are conducted systematically and continuously.</p>	
4				Third Criterion: Field Experience and Practice	3
2 2 1	√ √	√		<p>The first element: the cooperation of the department and the college with partner schools.</p> <p>The second element: designing, implementing and evaluating field experiences and applied practices.</p> <p>The third element: the growth of qualified people and their empowerment of knowledge, skills and professional orientations to help all students learn.</p>	
7				Fourth criterion: diversity	4



Table showing the percentages of self evaluation criteria for the Arabic Language					
2	√			The first element: design, implementation and evaluation of the curriculum and experiences.	
2	√			Component II: experience working with diverse members	
1		√		Element III: Work experience with diverse candidates	
2	√			Fourth element: work experience with diverse students in schools	
10				<b>Fifth Criterion: Faculty Qualifications, Performance and Professional Growth</b>	5
2	√			The first element: qualified faculty members	
2	√			Component II: Representation of best professional practices in teaching	
1		√		Element III: Representation of Best Practices in Scientific Work	
1		√		Fourth Element: Representation of Best Professional Practices in Service Delivery	
2	√			Fifth element: Evaluating the professional performance of faculty members	
2	√			Sixth Element: Facilitating the Department's Career Growth	
5				<b>Criterion VI: Management and Resources</b>	6
1		√		The first element: the leadership and powers of the department	
1		√		The second element: the budget of the department	
1				Element III: Personnel	
2	√	√		Element IV: Facilities provided by the Section	



## Section III: SWAT Analysis (SOWT)

### 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 gain 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 their linguistic and literary culture by looking at 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 attempt to build and reconstruct the number of classrooms is few due to the circumstances experienced by the University of Mosul as a result of the occupation of the city by ISIS terrorist gangs.**
- **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 and doctorates) 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 Arabic language requires effort and thinking 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.

### Weaknesses:

- Weak support provided to the department to implement its proposals in updating curricula and opening other branches for postgraduate studies and diploma.
- 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 and projects 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 (Continuing Education) Unit 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 pays attention to 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 of 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 literary and linguistic 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 collective 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.
- The library of the department is not prepared for scientific research purposes.



- 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.
- Researchers do not want to conduct research outside the scope of academic work at the university (outside the university) and limit themselves 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 and PhD) 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 both Arabic and English for the department on the website and with paper publications and posters.
- ٢- Establishing periodic electronic courses at the department and college level and various specializations (Arabic language safety and proficiency exam..... 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.
- ٦- Work on building a theater hall for the department and rehabilitating one or more conference halls qualified with smart devices and boards.
- ٧- Work on the construction of additional halls to fill the shortage caused by the increase in the number of students.
- ٨- Qualifying an e-learning laboratory.
- ٩- Supporting laboratories with modern devices and equipment.
- ١٠- Activating financial support for holding courses, workshops and conferences periodically and annually.



- ١١- Activating a channel for the gifted, accepting and nurturing them**
- ١٢- Forming a committee or activating an organizational unit to follow up and employ graduates.**
- ١٣- Activating fellowships and scholarships for countries that contain reputable universities.**
- ١٤- Holding free festivals and training and educational courses for students**
- ١٥- Holding an annual periodic scientific conference to publish applied research only that serves the community and granting awards for the first distinguished research.**
- ١٦- Find sufficient means of motivation to sponsor researchers and support them financially.**
- ١٧- 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.**
- ١٨- 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.**

- ١٩- The need for adequate training programs in various journals.**
- ٢٠- Increasing courses, workshops and seminars in continuing education for members of the community in order to benefit them.**



## Appendix (1)

***The names of the faculty members in the Department of Arabic Language according to the certificate, scientific title and specialization***

Jurisdiction	Scientific title	Certificate	Teaching Name	t
Abbasid literature	Professor	Doctor	Prof. Montaser Abdel Qader Rafiq Hassan	1
Rhetoric and criticism	Professor	Doctor	Mr Doctor Ibrahim Muhammad Mahmoud Mustafa	2
Language and grammar	Professor	Doctor	Prof. Amin Luqman Muhammad Amin Abdul wahid	3
Abbasid literature	Professor	Doctor	Mr Doctor Salem Muhammad Thanoun Ali Alakidi	4
Modern Arabic literature	Professor	Doctor	Prof. Faisal Ghazi Mohammed Hussein Alnuaimi	5
Language and grammar	Professor	Doctor	Prof. Hazem Thanoun Ismail Saleh	6
Language and grammar	professor	Doctor	Prof. Faisal Marei Hassan Taha Altai	7
Andalusian literature	Professor	Doctor	Prof. Saleh Wais Muhammad Taha Abu Alou	8
Modern Arabic literature	Professor	Doctor	Doctor Ghanim Saleh Sultan Mufarrej Aljubouri	9
Andalusian literature	professor	Doctor	Dr. Muthanna Abdullah Mohammed Ali Jassim Al-Matyouti	10



Pre-Islamic literature	Professor	Doctor	Dr. Nusrat Saleh Younis Shehada Al-Akaidi	11
Rhetoric	professor	Doctor	Dr. Azad Hassan Haider Yahya Sheikho	12
Islamic literature	Professor	Doctor	Doctor Eman Khalifa Hamed Fathi Alhayali	13
Modern Arabic literature	Professor	Doctor	Dr. Sahar Raysan Hussain Qara Gholi Shoes	14
Rhetoric and criticism	professor	Doctor	Doctor Muhammad Jassim Muhammad Jbara Alshammari	15
Language and grammar	Professor	Doctor	Dr. Riyad Younis Khalaf	16
Language and grammar	Professor	Doctor	Doctor Masoud Suleiman Mustafa	17
Abbasid literature	Professor	Doctor	Dr. Saad Hamad Younis	18
Methods of teaching Arabic	Assistant Professor	Doctor	Doctor Abi Ibrahim Hussein Ali Alhayali	19
Rhetoric	Assistant Professor	Doctor	Dr. Yes Hashem Khaled Suleiman Aljammas	20
Pre-Islamic literature	Assistant Professor	Doctor	Dr. Shaima Idris Muhammad Younis Aldaoud	21
Language and grammar	Assistant Professor	Doctor	Dr. Saleh Ali Sheikh Ali Alsheikh	22
Ancient Arab criticism	Assistant Professor	Doctor	Doctor Muhammad Adel Muhammad Hamid Al Bayati	23
Language and grammar	Assistant Professor	Doctor	Doctor Muhammad Mahmoud Saeed Thanoun Alsaffar	24



Language and grammar	Assistant Professor	Doctor	Doctor Abdul salam Marei Jassim Muhammad Almawla	25
Modern Arabic literature	Assistant Professor	Doctor	Dr. Baida Hazem Saadoun Suleiman Altai	26
Modern Arabic literature	Assistant Professor	Doctor	Doctor Abdul ghaffar Abdul jabbar Omar Mahmoud	27
Modern Arabic literature	Assistant Professor	Doctor	Doctor Ismail Ibrahim Fadel Muhammad	28
Language and grammar	Assistant Professor	Doctor	Dr. Mona Fadel Ismail Abdullah	29
Modern literature/novel and story	Assistant Professor	Doctor	Doctor Haitham Ahmed Hussein Muhaimed	30
Islamic literature	Assistant Professor	Doctor	Dr. Fann Nadim Daham Bashir Al Iblish	31
Abbasid literature	Assistant Professor	Doctor	Dr. Magda Ajil Saleh Hadid	32
Exchange	Assistant Professor	Doctor	Dr. Rana Talal Suleiman Mustafa Al-Hayali	33
Language and grammar	Assistant Professor	Doctor	Dr. Saba Shaker Mahmoud Omar Al-Rawi	34
Language and grammar	Assistant Professor	Doctor	Doctor Abdul rahim Ahmed Ismail Alkhaldi	35
Language and grammar	Assistant Professor	Doctor	Dr. Daad Younis Hussein Abdullah	36
Modern Arabic literature	Assistant Professor	Doctor	Doctor Elham Abdul wahab Abdul qadir Abdul rahman	37
Language and grammar	Assistant Professor	Doctor	Dr. Esraa Ghanem Ahmed Suleiman Alzanganeh	38





Modern Arabic literature	Assistant Professor	Doctor	Dr. Juman Faisal Khalil Mohammed Altai	39
Modern Arabic literature	Assistant Professor	Doctor	Dr. Serwa Sabah Rajab Muhammad Al-Hayali	40
Language and grammar	Assistant Professor	Doctor	Dr. Basil Khalaf Hamoud Khalaf	41
Methods of teaching Arabic	Assistant Professor	Doctor	Dr. Saif Ismail Ibrahim	42
Methods of teaching Arabic	Assistant Professor	Doctor	Dr. Shehab Ahmed Hanash	43
Modern Arabic literature	teacher	Doctor	Doctor Saleh Muhammad Abdullah Muhammad Alobeidi	44
Modern Arabic literature	teacher	Doctor	Dr. Qutayba Mohsen Ali Abdullah	45
Language and grammar	teacher	Doctor	Dr. Ramadan Omar Ali Omar Omar	46
Language and grammar	teacher	Doctor	Doctor Yassin Muhammad Faisal Fathi Alnuaimi	47
As	teacher	Doctor	Dr. Alaa Akram Khalil Ibrahim Al-Saffar	48
Rhetoric	teacher	Doctor	Doctor Mahmoud Abdul jabbar Mahmoud Jassim	49
Language and grammar	teacher	Doctor	D. Muhannad Fawzi Abdullah Altai	50
Modern criticism	teacher	Doctor	Dr. Ahmed Farid Hebet	51
Andalusian literature	teacher	Doctor	Doctor Heba Issa Hussein Hamo	52



Language and grammar	teacher	Doctor	Dr. Rasha Hamed Taha Bilal	53
Modern criticism	teacher	Doctor	Dr. Emad Bashir Hamdi Ahmedd.	54
Language and grammar	teacher	Doctor	Dr. Affan Khurshid Karim Nabi	55
Language and grammar	teacher	Doctor	Dr. Mujahid Ibrahim Hattab	56
Language and grammar	teacher	Doctor	Dr. Ahmed Saleh Diab	57
Language and grammar	teacher	Doctor	Doctor Abdul razzaq Khalaf Mahmoud	58
Language and grammar	teacher	Doctor	Dr. Asma Meshaal Younis	
Modern literature	teacher	Doctor	Dr. Zahraa Waleed Sheet Thanoun	59
Modern literature	teacher	Doctor	Doctor Marwa Muhammad Majeed	60
Islamic literature	teacher	Doctor	Dr. Russell Saleh Musleh Hammoud	61
Islamic literature	Assistant Professor	Master	Mr. Tariq Mohammed Amin Abdullah Hassan	62
Computer Science	Assistant Lecturer	Master	Eng. Haifa Hazem Saadoun Suleiman	63
Pre-Islamic literature	Assistant Lecturer	Master	Eng. Moaz Hashem Fathi Sarhan	64
Rhetoric	Assistant Lecturer	Master	Eng. Laila Seif Eddin Thanoun Younis	65
Abbasid literature	Assistant Lecturer	Master	Eng. Beida Raad Hazem	66



Computers	Assistant Lecturer	Master	M.M. Muhammad Namik Abdul moneim	67
Andalusian literature	Assistant Lecturer	Master	أ. Mahmoud Ahmed Matar	68
Date	Assistant Lecturer	Master	Eng. Wafa Kamel Dawood	69
Islamic literature	Assistant Lecturer	Master	Eng. Talal Suleiman Meeting	70
Language and grammar	Assistant Lecturer	Master	Eng. Raafat Mohammed Saeed	71
Language and grammar	Assistant Lecturer	Master	Eng. Diaa Fadel Hussain	72
Methods of teaching Arabic	Assistant Lecturer	Master	Eng. Nora Ali Hamza Abbas	73
Language and grammar	Assistant Lecturer	Master	Eng. Aya Abdel Aziz Mohamed Amin	74
Sciences of the Qur'an	Assistant Lecturer	Master	Eng. Iman Muzaffar Abdul-Jabbar	75
Language and grammar	Assistant Lecturer	Master	Eng. Jinan Khalaf Hammoud	76
Abbasid literature	Assistant Lecturer	Master	Eng. Ahmed Khamis Kurdi	77



## Appendix (2)

Questionnaire No. (1)

University of Mosul

College of Education for Human Sciences

Department of Arabic Language

Survey of employers' opinion on Mosul University graduates

Graduate of ..... year Faculty.....

Section.....

Specialization.....

Date of appointment  .....  ..... male female

The name of the ministry / institution in which the graduate works..... Department/Section Name.....

Place of work.....  ..... 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 following model phrases 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 (1)	Disagree. (2)	I do not know (3)	I agree (4)	Strongly agree (5)	Paragraph	t
					Possess sufficient knowledge and information related to labor affairs	1
					Possess sufficient skills related to labor affairs	2
					Possess social communication skills with customers	3
					Possess written communication skills (write the required reports clearly and correctly)	4
					Possess research and analysis skills in labor affairs	5
					Possesses critical thinking skills and problem-solving ability	6
					Possess teamwork skills	7



					Possess the skills to work in a team	8
					Possess the skills of planning and organizing for work affairs	9
					Has a high production capacity at work	10
					Possesses quality in performance work	11
					Has the ability to create, innovate and develop work	12
					Has the ability to adapt to work and its different circumstances	13
					Has the ability to take responsibility	14
					Possess social interaction skills	15
					Able to accept guidance and be willing to implement it	16
					Possesses a sense of the importance of the work he performs	17
					Has the ability to review and scrutinize what is assigned to him	18
					Ability to deal with problems and endure work difficulties	19
					Follow-up to developments in his field of work	20

١- 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 (3)

**Questionnaire No. (2)**

### University of Mosul

College of Education for Human Sciences / Department of Arabic Language  
Teacher satisfaction measurement questionnaire for the academic year (2024-2025)

**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)**

100%	75%	50%	25%	0%	Phrases	t
					The extent of participation in decision-making at the level of the college, department or branch	1
					The extent of your participation in quality activities and programs	2
					Perform all tasks assigned to it honestly, seriously and sincerely	3
					It works not to exploit the academic position to achieve personal interests and favor the public interest	4
					I feel the fairness of the educational institution in distributing study materials and supervising scientific theses in a way that takes into account the specialist	5
					The faculty member adhered to teaching strategies and course descriptions	6
					The existence of a motivational system for faculty members	7
					I feel that I benefit from faculty development courses in advancing the educational or administrative process	8
					The scientific department is clearly interested in the adequacy of information regarding its activities and instructions on the college's website.	9
					The modernity of the curricula encourages self-education for students in line with the changes of the times and its needs and makes the necessary adjustments in the content of the course to ensure	10



100%	75%	50%	25%	0%	Phrases	t
					the continuity of compatibility and quality of the scientific method	
					The college library provides modern courses and references that keep pace with the latest developments in the scientific field	1 1
					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	1 2
					Directing students to various sources of knowledge, information and references that help students achieve academic achievement efficiently and effectively	1 3
					Respect for the intellectual property of others, accuracy in the transfer of ideas and belief in the value of research	1 4
					I feel the fairness and accuracy of the research that I supervise or participate in	1 5
					Allocate part of the research done by you in community service	1 6
					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 college	1 7
					Contribute to strengthening ties with civil society institutions and help solve the problems they face	1 8
					The college or department organizes practical field visits periodically	1 9
					Always make sure to represent the university well and honorably by showing good appearance and good words everywhere	2 0



100%	75%	50%	25%	0%	Phrases	t
					I feel that the classrooms are equipped with ICT means (computers, data projectors, cloning devices, internet) and provide a suitable learning environment	2 1
					I am satisfied with the Foundation's support in the field of scientific research and innovation	2 2
					I feel fair treatment by officials	2 3
					The extent of contribution to the rehabilitation and employment activities in the college	2 4
					Feel that the qualifications and scientific experience I possess match the subjects assigned to teach	2 5

## Appendix (4)

### Questionnaire No. (3)

**Dear student (Please answer the following paragraphs accurately and objectively, and there is no need to mention the name)**

**University:..... Kidney:..... Section:.....**

**Teaching Name: ..... Course Name: ..... Academic year:.....**

No	Sort of	Yes	Paragraphs	t
			Take into account the individual differences and psychological characteristics of students	1
			Welcomes discussion and accepts the other point of view from students	2
			Discusses students' wrong answers flexibly and corrects them for them	3
			Develops good attitudes, habits and morals in students	4



			<b>A variety of teaching aids are used to draw students' attention to the topic of the lesson</b>	<b>5</b>	
			<b>Provides cooperative or competitive activities in which students interact with each other</b>	<b>6</b>	
			<b>Uses various reinforcement methods to motivate students</b>	<b>7</b>	
			<b>Ability to manage lecture time and punctuality</b>	<b>8</b>	
			<b>Motivates students to see the references of the various scientific material</b>	<b>9</b>	
			<b>Students feel anxious for them and desire for their benefit</b>	<b>10</b>	
			<b>Diversifies the questions and takes into account the correct timing in asking them during the lecture</b>	<b>11</b>	
			<b>Addresses students' weaknesses in the subject and enhances their strengths.</b>	<b>12</b>	

## Appendix (5)

### Questionnaire No. (4)



**University of Mosul**

College of Education for Human Sciences / Department of Arabic Language

Measuring student satisfaction for the academic year (2024-2025)

**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)**

100%	75%	50%	25%	0%	Phrases	t
					Clarify the theoretical aspects of the course course with practical real examples.	1
					The scientific material is given in proportion to the lecture time.	2
					I feel fair and equal with the rest of my colleagues in all the practices I participate in.	3
					The college receives complaints from all students directly or indirectly (complaints box, communication through the college's website).	4
					Adopting modern teaching aids ( data show , electronic whiteboard) in explanation and clarification if they help in following up and understanding the scientific material.	5
					The available scientific references contribute to the collection, understanding and conduct of scientific experiments and projects.	6
					I find the grades I got to reflect my actual performance.	7



100%	75%	50%	25%	0%	Phrases	t
					The teacher uses various methods to evaluate students' performance such as (reports, research, quizzes, written tests, oral tests).	8
					The presence of faculty members in office hours helps in understanding some points that I did not understand during lectures or scientific lessons.	9
					The teacher works to increase your knowledge output.	10
					Availability of electronics available for information technology represented by (electronic library, availability of study material on the website,...)	11
					Study schedules achieve flexibility to allow the practice of academic activities and activities	12
					The website of the college publishes (grades, notifications, courses..).	13
					Adapting curricula (subjects) to the requirements of the labor market.	14
					Announcement of semester grades for students before the start of the final exams	15
					The comprehensiveness of the exam questions reflects the information, skills and knowledge you have learned.	16
					Laboratory experiments help you communicate theoretical material.	17
					There are support methods for students who are struggling academically to help raise the academic level.	18



100%	75%	50%	25%	0%	Phrases	t
					I contribute to extra-curricular activities.	19
					Availability of boards and screens to publish instructions and various activities.	20
					Field training (summer) contributes to raising my abilities and skills to practice the profession and work.	21
					Up-to-date resources are available in the college library.	22
					The green space in the college is sufficient and convenient.	23
					Suitability and quality of classrooms.	24
					Sports fields are available for student activities.	25
					The quality of the reading rooms in the college library.	26
					Legends are available (video programs, publications..).	27
					Quality of laboratories (availability of devices, materials, necessary equipment).	28
					How clean the classrooms are.	29
					Adequate and clean sanitation.	30
					The quality of services provided in the student club.	31
					The college buildings are designed appropriately for the educational environment.	32
					Adequate availability of transportation on campus.	33
					Continuous electricity during official working hours.	34
					Availability of potable water and suitability of designated places.	35





## *Granting Accreditation:*

### *First Step: Apply for Program Accreditation:*

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**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*

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**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*

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**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*

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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*

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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.**

تم بحمد الله